2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2016 NOV -1 PM 4:35 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Judson ISD	015950	**Veterans Memorial HS:ECHS**	
Vendor ID #	ESC Region #		DUNS #
1741556846	20		010542637

Mailing address	City	State	ZIP Code
8012 Shin Oak Drive	Live Oak	TX	78233-2457

Primary Contact

First name	M.I.	Last name	Title
Dr. Nereida		Cantu	Asst. Superintendent of Post Sec. Ed. & Career Readiness

Telephone #	Email address	FAX #
2109455335	ncantu@judsonisd.org	2109456947

Secondary Contact

First name	M.I.	Last name	Title
Renee		Lafreniere	CTE Director

Telephone #	Email address	FAX #
2109455218	rlafreniere@judsonisd.org	2109456947

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Carl	A.	Montoya	Superintendent

Telephone #	Email address	FAX #
2109455402	cmontoya@judsonisd.org	2109456900

Signature (blue ink preferred) Date signed

Dr. Carl A. Montoya 11-1-16

701-16-108-033

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Schedule #1—General Information	
County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	☐	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☐	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☐	I certify my acceptance of and compliance with the program guidelines for this grant.
☐	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☐	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☐	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☐	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015950	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 015950	Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Veterans Memorial High School, located in the Judson ISD (greater San Antonio region) is a brand-new high school campus. The campus opened this school year, 2016-2017, starting with a freshman and sophomore class and adding juniors and seniors in the following year.

The Veterans Memorial High School Information & Computer Technology Innovative Academy (IA)-ECHS will prepare high school students for successful careers and educational futures through the integration of high school, college and the world of work. The IA Academy-ECHS will combine post-secondary readiness, academic and career advisement, and applied learning opportunities to provide a seamless education from middle school to postsecondary education on a high school campus.

The Information & Computer Technology IA-ECHS would allow students to achieve success by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. Content would combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic and social support, relevant teaching and learning designed to promote postsecondary success, and effective educators and leaders. The Career Counselor would guide students to plan their educational experience based on their career goals and allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, industry certification, and an associate's degree and/or a bachelor's degree.

The Information & Computer Technology IA-ECHS will offer a career program of study within the Cybersecurity industry. This program of study incorporates courses in Principles of Cybersecurity, Computer Maintenance, Telecommunications & Networking, and Research in Information Technology. These courses provide students a comprehensive overview of the necessary knowledge and skills required to enter the career field of Cybersecurity. The capstone experience for students would be an internship through one of the identified business partners. Additionally, throughout the curriculum, students will have opportunity to take multiple information technology certifications that are considered as key for high school students to be successful in the field, i.e. PC Pro, Network Pro, Security Pro or CompTIA IT Fundamentals. Such certifications increase the student's marketability, salary levels, career advancement opportunities, and post-secondary connections.

According to USA Today, 1 in 5 freshmen need remedial courses when they enroll in post-secondary education. About 20% of freshman students enroll in remedial classes, according to Complete College America, a non-profit in Washington, D.C., which has led efforts to reform remedial education. Research shows many college students who take developmental education classes fail to graduate. Looking at the disaggregated data, it is evident that there is a major gap in success for historically underrepresented and underserved students. The Summer Bridge Program is a way to help first-time college students transition, setting them on a path toward continued success.

All students enrolled in the IC Innovative Academy-ECHS Program, will participate in a Summer Bridge Program. The Summer Bridge will consist of a two-week program, open to first-time college students to increase retention rates in disadvantaged populations and increase college participation rates. The three major components of the Summer Bridge

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Program include academics, campus resources and social development. All students will register for one of the Summer Bridge learning communities. The program will connect students to essential campus resources including The Guidance Center, College Café, Financial Aid, Counseling, Student Health & Wellness, Transfer Center, Job and Career Center, Personalized Accelerated Learning, Extended Opportunity Programs & Services, and Disabled Students Program & Services.

According to educational research, learning is created largely through a social process, and collaboration is a more inclusive pedagogy that helps students to build cultural capital and social networks. Thus, the program will include academic group projects, community building activities, and field trips, in order to help students to create long-lasting connections with their peers, faculty and staff, increasing students' sense of belonging to the college and in higher education in general.

The Summer Bridge Program outlines the following six goals: 1) build a supportive peer network, 2) establish relationships with college faculty and staff, 3) become familiar and utilize campus resources, 4) better understand academic expectations and college culture, 5) complete one college transition course, and 6) learn or improve important transferrable skills such as study skills, time management, stress management, critical thinking, problem solving, computer literacy, financial literacy, and goal setting.

Summer Bridge will initially open to all first-time college students, but Judson ISD will lead marketing efforts in collaboration with guidance and counseling staff to recruit applicants who are first-generation college students, low income students, and students from historically underrepresented backgrounds.

Through program assessment, the Summer Bridge staff will determine when and how to expand the program to include additional pathways for students entering each career cluster. Additionally, there are opportunities to partner with campus departments to have a Summer Bridge Learning Community for different student populations, as well as areas of focus, re-entry student, or STEM cohort.

This model of seamless transition underscores the relevance between education and work through early academic and career planning, and enables students to be on track to be college and career ready; to connect what students learn in school every day to what they aspire to do tomorrow, thus increasing engagement with their education and motivation to achieve.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015950	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015916	Amendment # (for amendments only):
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act	
Grant period: February 1, 2017, to May 30, 2018	Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	$252,235	$0	$252,235	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$6,000	$0	$6,000	$0
Schedule #9	Supplies and Materials (6300)	6300	$15,000	$0	$15,000	$0
Schedule #10	Other Operating Costs (6400)	6400	$2,000	$0	$2,000	$2,000
Schedule #11	Capital Outlay (6600)	6600	$123,850	$0	$123,850	$10,000
	Total direct costs:		$399,085	$0	$399,085	$12,000
	Percentage% indirect costs (see note):		N/A	$0	$0	$0
	Grand total of budgeted costs (add all entries in each column):		**$399,085**	**$0**	**$399,085**	$12,000

Administrative Cost Calculation

Enter the total grant amount requested:	$399,085
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$39,909

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015916 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher *(Year 2)*	1		$50,000	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator *(Year 1 and 2)*	1		$114,480	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor *(Year 2)*	1		$54,855	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
21	Title			$	$
22	Title			$	$
23	Title			$	$
24	Subtotal employee costs:			$219,335	$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			$	$
26	6119 Professional staff extra-duty pay			$	$
27	6121 Support staff extra-duty pay			$	$
28	6140 Employee benefits			$32,900	$
29	61XX Tuition remission (IHEs only)			$	$
30	Subtotal substitute, extra-duty, benefits costs			$32,900	$0
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$252,235	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 015916	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$0
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Professional Development Teacher Training (project-based learning, applied academics)	$4,000	$0
2	Summer Bridge Student Training Program (college prep, college-level academic prep)	$2,000	$0
3		$	$
4		$	$
5		$	$
6		$	$
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	**Subtotal of professional and contracted services:**	$6,000	$0
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0	$0
	(Sum of lines a, b, and c) Grand total	$6,000	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 015916		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted**	**Cost Share**
6300	Total supplies and materials that do not require specific approval:	$50,000	$0
	Grand total:	**$50,000**	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015916		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Cost Share**
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: *To attend Cybersecurity regional and state conferences*	$1,000	$1,000
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form. *Attached*	$1,000	$1,000
6413	Stipends for non-employees other than those included in 6419	$0	$0
6419	Non-employee costs for conferences. Requires authorization in writing.	$0	$0
	Subtotal other operating costs requiring specific approval:	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$0	$0
	Grand total:	**$2,000**	$2,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015916 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1	CyberPatriot subscriptions	N/A	N/A	$100	$0
66XX—Computing Devices, capitalized					
2	Apple Air2 iPads	20	$250	$5,000	$
3	Chromebooks	20	$175	$3,500	$
4	Dell Latitude 3350 L	20	$800	$16,000	$
5	HP ProDesk 400 (w/monitor, keyboard, mouse)	25	$650	$16,250	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12	Test Out License / Certifications	1	$4,000	$4,000	$
13		1	$	$	$
14		1	$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19	Rack Server	2	$12,000	$24,000	$
20	Storage Area Network (SAN)	1	$35,000	$35,000	$
21	Network Switch	4	$5,000	$20,000	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Cost to add network infrastructure for computing devices			$0	$10,000
			Grand total:	**$123,850**	$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015 -916 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:

Category	Number	Percentage	Category	Percentage
African American	92	15%	Attendance rate	97%
Hispanic	313	52%	Annual dropout rate (Gr 9-12)	0%
White	168	30%	Students taking the ACT and/or SAT	0%
Asian	13	2%	Average SAT score (number value, not a percentage)	0
Economically disadvantaged	299	49%	Average ACT score (number value, not a percentage)	0
Limited English proficient (LEP)	26	4%	Students classified as "at risk" per Texas Education Code §29.081(d)	75%
Disciplinary placements	0	0%	State assessment data	0

Comments

Veterans Memorial High School is a new school in JISD. Enrolled are 9th and 10th grade students only.
No state assessment –new school 2016-2017 school year.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	6	16%	No degree	0	0%
Hispanic	21	42%	Bachelor's degree	34	68%
White	21	42%	Master's degree	15	30%
Asian	0	0%	Doctorate	1	2%
1-5 years exp.	22	44%	Avg. salary, 1-5 years exp.	$50,400.00	N/A
6-10 years exp.	16	32%	Avg. salary, 6-10 years exp.	$51,400.00	N/A
11-20 years exp.	7	14%	Avg. salary, 11-20 years exp.	$53,350.00	N/A
Over 20 years exp.	5	10%	Avg. salary, over 20 years exp.	$61,150.00	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015-916 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											429	176			605
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											2	2			
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Judson Independent School District, a fast growing school district, encompasses 56 square miles and currently serves the incorporated cities of Converse, Kirby, and Selma as well as portions of Live Oak, Universal City, San Antonio, ad Schertz. As of the 2015-2016 Fall PEIMS submission, JISD has a student population of 23,286 in 30 campuses. JISD is the fourth largest school district in Bexar County.

The ethnic distribution of the student population is 56.5% Hispanic/Latino., 22% Black or African American, 15.7% White, 1.8% Asian/Pacific Islander, .3% American Indian or Alaska Native, .3% Native Hawaiian/Other Pacific Islander, and 3.4% are two or more ethnicities. JISD's student population is 64.9% socio-economically disadvantaged, 77.4 are classified as at-risk, and 9% are Limited English Proficient.

Special Education students make up 10.4% of the district's population and almost a third of its student population, 27.2% are in career and technical education. 5.9% are in bilingual programs and 3.1% are in ESL education. 7.1% of the JISD population are identified as gifted and talented, and almost half of the student population, 45.3% are identified Title I students.

To help inform future decisions and strategic planning, Judson ISD completes continuous and intentional strategic planning with parents, business partners, community representatives and higher education institutions. The method used to collect data is comprehensive and focuses on the entire district. Teams collect data from a variety of sources and identify priority needs areas in all aspects of school operation. The planning teams for Early College High Schools (ECHS) include the principal, ECHS director, CTE director, local Workforce Solutions Alamo, Methodist Healthcare, and higher education institutions – Alamo Colleges and University of Texas San Antonio.

In addition, students complete an annual assessment to identify interest in various pathways. The Career and Technical Director, with the collaboration of the Curriculum and Instruction Department, facilitate the assessment process. The student needs assessment process is used as the basis for developing curricula and classroom practice that are responsive to learners' needs. It encompasses both what learners know and can do and what they want to learn and be able to do. The data is collected and evaluated to plan and support student choice. Finally, each career pathway cluster utilizes a program advisory committee—made up student graduates, business and industry partners, parents, etc. Based a program evaluation conducted on an annual basis, a budget is created to equip and bridge classroom instruction to industry standards and settings.

The key findings in completed needs assessments by students, parents, business and community partners indicates a strength in partnerships between higher education institutions and the school district. Relationships have been nurtured to extend the pathways into industry partners.

JISD is committed to fostering a positive culture, and climate at each school to support a smooth transition from high school to college. The data collected from student selection of careers and the evaluation completed by the City of San Antonio Workforce division, resulted in the identification of high demand occupations. Judson ISD used these findings, the overall needs assessment from the strategic planning meetings, and input from program advisory members, to propose student choice in the following Innovative Academies:

- Veterans Memorial High School / Information & Computer Technology

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015950 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Information & Computer Technology** (Cyber security #15-1142, #15-1143)	The grant program would provide healthcare Practicum Programs, and applied training. These courses provide students with knowledge and practical application skills within the **Information & Computer Technology** career and college pathway through an array of UNPAID (inside or outside school setting) work experiences and earn college tranferable credits or degree. Students will be provided mentors and career counseling from the **Information & Computer Technology** industry.
2.		
3.		
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Coordinator	Collaborate with the Principals of (ECHS) in development of the high school's infrastructure and development of the internal work procedures that address and enhance the use of personnel, physical facilities, and fiscal resources that impact ECHS.**Qualifications:** Knowledge of programs of study at Judson HS. Knowledge of college readiness and recruitment strategies that affect access to education, retention, and achievement gap for underrepresented minority students. Demonstrated ability to work with a diverse constituency of faculty and staff across all academic and administrative units within secondary and post-secondary institutions. Skilled in developing student leadership. Valid TDL and TEA certification credentials.
2.	Teacher	Collaborate with the Principals of (ECHS), IHE and coordinator of ECHS, parents and students, prepared curriculum, grades and assessments. Follow the JISD board policy and procedures. Particpate in the ECHS activities, such as recruitment and other assigned duties.
3.	Career Counselor	The Innovative Academy Career Counselor provides assistance to Industry Cluster Name Innovative Academy ECHS students concerning career awareness, planning, and decision making utilizing interest and aptitude assessments, workforce needs and demands, and internship/job placement assistance within the Healthcare Industry. Provides information and opportunities about occupations, education, and labor market trends to assists students in making informed educational and occupational choices within healthcare services. Provides direct and support services to students accepted/enrolled in the Sciences/Healthcare Innovative Academy-ECHS.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	To collaboratively plan the Heathcare Pathways with industry partners and IHE	1.	Pathways Curriculum	XX/XX/XXXX	XX/XX/XXXX
		2.	Purchase Equipment	XX/XX/XXXX	XX/XX/XXXX
		3.	Schedule Professional Development	XX/XX/XXXX	XX/XX/XXXX
		4.	Coordinate Practicums, Internships, mentors	XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Overall, at the district level, the grant program will be monitored by Assistant Superintendent of Post-Secondary Education & Career Readiness will be Dr. Nereida Cantu for Judson ISD. Dr. Cantu holds a bachelor's degree in Science, Specialization; along with a master's degree in administration and doctorate degree in Educational Leadership. She has worked in public education for 23 years, serving as an as a Para-professional, Elementary teacher, Secondary Teacher, Secondary Assistant Principal, Elementary Principal, Director of Elementary Curriculum, Assistant Superintendent for Curriculum and Instruction, Superintendent of Educational Programs, Deputy Chief Academic Officer, and my current position, Assistant Superintendent for Post-Secondary Education and Career Readiness..

In addition to the Assistant Superintendent of Post-Secondary Education & Career Readiness Dr. Nereida Cantu, the grant program will be monitored by the CTE Director, ECHS program Coordinator, Higher Education Funding Administator, and the ECHS Leadership Team and Industry Pathway Advisory Committee. These individuals will be involved in all phases of the grant project - planning, implementation, and evaluation. During the grant project period, the Industry Pathway Advisory Committee will meet periodically to discuss the project's progress, address any problems or concerns, and make recommendations for any needed modifications.

At the campus level, the program will be monitored by the ECHS Principal and ECHS Coordinator, key ECSH campus administrators/staff. Judson ISD agrees to comply with any reporting and evaluation requirements that may be established by the Texas Education Agency.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Judson ISD, in collaboration with its community partners, has highly qualified administrators, teachers, and staff, experience, capacity, and resources to implement the grant project with funding support from the TEA Industry Cluser Name Innovative Academy ECHS. The amount requested from TEA Industry Cluser Name Innovative Academy ECHS for this initiative is $397,037. The expenses for the project are detailed on the Full Application Budget forms

The budget is reasonable and cost effective for the activities and services that will be provided.

The grant funds will be used to hire a ECHS Coodinator, Career Counselor, industry cluster teacher, provide on-going professional development for teachers, purchase industry cluster materials and supplies, incorporate free practicums, internships, mentors, and provide pathway career counseling.

The project is aligned with the (Authorized by Texas Education Code §29.908, Early College Education; General Appropriations Act , Article III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act Dislocated Workers, §17.278 and Adult Activities, §17.258; and the Carl D. Perkins Career & Technical Education Act),
Judson ISD Board Goals, JISD Mission, JISD District Improvement Plan, local Workforce Solutions Alamo high-demand occupations and ECHS Designation requirments. All stakeholders - District and campus personnel, industry and community partners, parents, volunteers, business/community leaders support the proposed grant project and will work together to ensure its success. As the grant funding ends May 2018, the District intends to maintain the program with a combination of local funds, grants, and other sources of funding.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015950 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quanititative Data Planning Year One	1.	Number of planning Meetings: Leadership Team, workforce development board, industry partner liason
		2.	
		3.	
2.		1.	
		2.	
		3.	
3.		1.	
		2.	
		3.	
4.	Qualitative Data: Planning Year Two	1.	Number of planning Meetings: Leadership Team, workforce development board, industry partner liason,
		2.	Number of opportunities provided for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development
		3.	Dates of opportunities provided for ECHS teachers and higher-education faculty collaboration
5.		1.	Average number of college credit hours earned per student
		2.	Number of TSI-ready students, Number of students that engaged TSI-success activities Number of activities provided to students to provide academic supports for success on TSI
		3.	Number of activities provided to students that establish a distinct college-going culture Dates of activities provided to students that establish a distinct college-going culture

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

ECHS Coordinator will be responsible for daily/weekly input of all required data in the TEA data tracking system and ensuring its integrity and accuracy. The **Internal Project Evaluator** will assist the Industry Cluster Advisory Committee in interpreting data to address program delivery and implementation, identify and correct problems, and follow-up to ensure the program is on track to achieve all goals and objectives.

The **Industry Cluster Advisory Committee** will meet monthly in order to monitor data and to act swiftly to immediately correct any problems with project delivery. The **ECHS Coordinator**, will assume primary responsibility for program-level implementation and adjustment and will aggregate and analyze site-level data through observations, surveys, and formal and informal evaluation methods). In this way, the **ECHS Coordinator** will be able to monitor and evaluate all planned activities and contracted services in order to determine their merits and effectiveness in achieving project aims. The **Industry Cluster Advisory Committee** , as supported by the **ECHS Leadership Team** and **Internal Project Evaluator**, will, therefore, be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this TEA Industry Cluster Name Innovative Academy ECHS initiative will have the opportunity to continuously improve.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015950	Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
b. allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
c. include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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To encourage students to enrich their high school educational experience and to increase the rigor of the high school program the following choices are available:

The Advanced Placement (AP) program, offered by the College Board, enables students to pursue college level studies while still in high school. AP offers students the opportunity to participate in a rigorous curriculum that exposes students to high academic intensity and quality. Based on their performance on AP Examinations, students may earn college credit. Advanced Placement courses are offered in these areas: English, mathematics, science, history, government, and world languages Students are encouraged to take the AP exam. Financial assistance is available for economically disadvantaged students.

Dual Credit may be earned for courses taken on the college campus. Credit appears on both the high school and college transcript. Students who pursue this option do so in order to add an enriching and rigorous course to their high school program of study that is not available at the high school. Students must obtain permission from the school principal/designee, prior to enrollment, to ensure appropriate high school credit for the college course. Dual Enrollment offers the student credit through Alamo Community College District, as well as high school credit, for courses offered during the regular school day at the high school. The student must complete the necessary entrance requirements for Alamo Community College District. Dual Enrollment/Credit courses taken in the core areas (English, History/Social Sciences, Science and Mathematics) are weighted as college/dual enrollment courses. Students taking Dual Enrollment courses follow the college add/drop policy and deadlines.

Distance Learning/Online Courses may also be taken to enrich and add rigor to the high school program. Courses pursued through this method are courses that are not offered at the high school. Students who pursue this option to repeat a course may do so at the Standard level. Students must obtain permission from the principal/designee prior to enrolling in a correspondence or online course to ensure the proper awarding of credit. All tests are administered under the supervision of the base high school during regular school hours. The student will not be charged any fees associated with any course.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015950	Amendment # (for amendments only):
Statutory Requirement 1 (continued) Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	

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The Optional Flexible School Day Program (OFSDP) will offer flexible scheduling to those who have dropped out, deficient in credits, EOC or in danger of dropping out of high school. By providing scheduling flexibility and time, our students are able to accrue credits while working, parenting, or contributing to their households. The Optional Flexible School Day Program (OFSDP) serves students who have fallen substantially behind in acquiring the credits necessary for graduation. Offering a flexible schedule through the OFSDP will reduce the number of high school dropouts and increase high school graduation rates. The OFSDP will provide opportunities for Karen Wagner High School, Veterans Memorial High School and Judson High School to offer flexible schedules while maintaining eligibility for state funding.

Early College High School Program (ECHS) Judson HS: Early College High School serves students who are at risk of dropping out of school, provides an associate's degree or up to 60 hours toward a baccalaureate degree, waive tuition, fees, or required textbooks.

Senior/Junior Internship Program is designed to support long-range education and career goals. It is strongly recommended that all students consider an internship as part of their high school plan of study. This program provides the opportunity to experience "first- hand" a particular career or career field by interning with professionals in the community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the program is to provide **Judson HS: ECHS** students' opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within Biotechnology and Life Sciences (Health Care) industry.

In collaboration and partnership with our local Workforce Solutions Alamo located at 115 E. Travis, Suite 220, San Antonio, TX 78205; Mrs. Botello-Workforce Specialist met with the district representative and identified Biotechnology and Life Sciences (Includes Health Care) as Judson HS: ECHS program of study.

Based from the Alamo WDA 2014 – 2024 Annual Average Employment, the following high-demand occupations were identified in partnership with our local Workforce Solutions Alamo:
Information & Computer Technology

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SASTEMIC has agreed to support the 2016-2018 Information & Computer Technology Innovative Academy – the Next Generation of Early College High Schools–Judson HS: ECHS Program application being submitted by the Judson Independent School District (JISD). Judson HS: ECHS staff and leadership team will meet regularly with SASTEMIC to collaborate and develop a seamless process for students interested in Sciences/Healthcare careers.

The program will provide Veterans Memorial HS: ECHS students' opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Information & Computer Technology industry. SASTEMIC supports JISD by forming a collaborative partnership to raise industry and career awareness as well as increase meaningful career experiences that lead to opportunities in Information & Computer Technology high-demand occupations.

SASTEMIC will work with Judson HS-ECHS to support the development and growth of skills needed in these high-demand occupation Sciences/Healthcare pathways Information & Computer Technology identified on the local Workforce Solutions Alamo-Workforce Development Areas (WDA) list by:

- Providing opportunities for internships
- Mentorship programs
- Career counseling

The 25% In-Kind provided is an estimate based on:

a) Internships of 25 hours per week, total of 200 hours a year per student intern (25 student interns if paid at $15 per hour) = $75,000.00
b) Mentorship programs= $12,500.00
c) Career counseling= $12,500.00

SASTEMIC looks forward to working with the JISD as it further strengthens its commitment to support Judson HS: ECHS Sciences/Healthcare pathways.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Early College High School Program (ECHS) as the principal of Judson HS: Early College High School, Jesus Hernandez has participated in collaborative meetings with district-level leadership and all secondary campuses, IHE, other high schools applying for ECHS designation and the middle schools where students will take TSI. Mr. Hernandez has also participated in the webinars provided by Region 13 and Texas ECHS. He has collaborated with Wagner and Veterans Memorial High School's ECHS Development Committee, Director of Advanced Academics, Executive Director of Curriculum & Instruction, Director of Career and Technology, and the Executive Director of Guidance and Counseling. Furthermore, examination of area district and Judson ISD ECHS processes and requirements led to the refinement of the Judson HS: ECHS plan. Analysis of multiple plans allowed for the ECHS planning committee to refine the requirements and processes to meet the needs of the unique campus demographics. The ECHS serves students who are at risk of dropping out of school, provides an associate's degree or up to 60 hours toward a baccalaureate degree, waive tuition, fees, or required textbooks, comply with all assurances in the application, and adhere to the ECHS Blueprint.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PRIMARY PURPOSE:

The Innovative Academy Career Counselor provides assistance to Industry Cluster Name Innovative Academy ECHS students concerning career awareness, planning, and decision making utilizing interest and aptitude assessments, workforce needs and demands, and internship/job placement assistance within the Healthcare Industry. Provides information and opportunities about occupations, education, and labor market trends to assists students in making informed educational and occupational choices within healthcare services. Provides direct and support services to students accepted/enrolled in the Sciences/Healthcare Innovative Academy-ECHS.

MAJOR RESPONSIBILITIES AND DUTIES:

(The following statements describe the general purpose and responsibilities assigned and should not be construed as an exhaustive list of all responsibilities, skills, efforts, or working conditions that may be assigned or skills that may be required.)

- Provide assistance to student groups, individual students, and adults with information on career endorsements, career programs of study, careers, occupations, colleges, and technical schools
- Provide support and information for internship, job placement, and/or career preparation information for students
- Coordinate district-wide career awareness activities for parents, students, and the community, i.e. College & Career Fair, Elective Fair, Community Forums, Career Days, etc. for both elementary and secondary (feeder) campuses
- Oversee the operation of the articulated Innovative Academy (IA) Healthcare programs including orientation, ordering of books, transportation; monitoring of attendance, grades, discipline, etc.; collaborates relevant information with the academic counselors of the IA students
- Oversee the operation of the Innovative Academy students including application, correspondence; monitoring of attendance, grades, discipline, etc.; collaborate relevant information with the academic counselors of the students
- Obtain information on training, employment trends, labor market and career resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to healthcare services occupational fields
- Direct, in collaboration with the College Counselor, the activities of the Career Center staff including presentations, assessments, practice tests, research, occupational/educational planning, and lessons on employability skills and preparation
- Participate on the ECHS, Innovative Academy, and CTE Leadership Teams to support the mission and vision of the district and the Early College High Schools
- Promote the district-wide Post-Secondary Readiness initiative including developing, promoting, and monitoring dual credit, advanced technical credit, and industry certifications
- Provide statistical information necessary for required reports including grants, PEIMS CTE coding, effectiveness reports, program evaluation, etc.
- Participate in various district, campus, local and regional committees and associations related to career awareness and services
- Compile and submit required monthly reports including grant reports, etc.
- Provide statistical information necessary for required grant reports and evaluations
- Collaborate with other academic counselors regarding the healthcare career pathways, internships, business/industry partnerships, and post-secondary institutions
- Participate in professional development activities to maintain current knowledge of personnel rules, regulations, and practices

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students enrolled in the IC Innovative Academy-ECHS Program, will participate in a Summer Bridge Program. The Summer Bridge will consist of a two-week program, open to first-time college students to increase retention rates in disadvantaged populations and increase college participation rates. The three major components of the Summer Bridge Program include academics, campus resources and social development. All students will register for one of the Summer Bridge learning communities. The program will connect students to essential campus resources including The Guidance Center, College Café, Financial Aid, Counseling, Student Health & Wellness, Transfer Center, Job and Career Center, Personalized Accelerated Learning, Extended Opportunity Programs & Services, and Disabled Students Program & Services.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950 | Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Year/Grade level	PEIMS Course #	High School Course Name	H.S. Credits	TX Common Course Numbering System Num	College Course Name	College Hours	Dual Credit Course Type
Year2/ Grade 10	03220200	Honors English 2	1				ISD Staff in Person
Year2/ Grade 10	03340400	Honors World History	1				ISD Staff in Person
Year2/ Grade 10	03040000	Honors Chemistry	1				ISD Staff in Person
Year2/ Grade 10		***OR***					
Year2/ Grade 10	03050000	Honors Physics	1				ISD Staff in Person
Year2/ Grade 10	03100700	Honors Geometry	1				ISD Staff in Person
		OR					
Year2/ Grade 10	03100600	Honors Algebra 2	1				ISD Staff in Person
Year2/ Grade 10	03440200	Honors Spanish 2	1				ISD Staff in Person
		OR					
Year2/ Grade10	03440300	Honors Span 3	1				ISD Staff Person
		OR					
Year 2/ Grade 10	03580610	Digital Communications the 21st Century	1				ISD Staff in Person
Year2/ Grade 10	03221300 03221200	Practical Writing Creative Writing	1				ISD Staff in Person
Year2/ Grade 10	03320100	World Geography	1	GEOG 1303	World Geography Studies	3	IHE Staff in Person
Year2/ Grade 10	03241200	IndependentStudy In Speech	0.5	COMM 1307	Intro to Mass Communications	3	IHE Staff in Person
Year2/ Grade 10	03241400	Communication Applications	0.5	SPEECH 1311	Intro to Speech Communications	3	IHE Staff in Person
Year2/ Grade10	03500100	Art 1	0.5	ART 1301	Art Appreciation	3	IHE Staff Person
		OR					
Year2/ Grade 10	03152700	Music Theory	0.5	MUSI 1306	Music Appreciation	3	IHE Staff in Person
Year2/ Grade 10	03250100	Theater Arts	0.5	DRAMA 1310	Intro to Theater Appreciation	3	IHE Staff in Person
Total Year2/ Grade 10			8.5			12	

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director,
   Dr. Carl Montoya, JISD Superintendent
   Dr. Nereida Cantu, JISD Associate Superintendent for Post-Secondary College and Career Readiness
   Renee Lafreniere, JISD Director of Career & Technical Education
   Christina Clark, Veterans Memorial High School, Principal
   Loretta Davidson, Veterans Memorial High School, ECHS Director

b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
   Anetia Ports, Northeast Lakeview College, Associate Professor of English, ECHS Liaison,

c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
   Alamo Community Colleges-San Antonio College, Northeast Lakeview College

d. Industry Partner: SASTEMIC ECHS liaison Jake Lopez, Ex. Director
   Veterans Memorial High School – Information & Computer Technology
   Cybersecurity #15-1142, #15-1143

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Judson ISD, in collaboration with its community partners, has highly qualified administrators, teachers, and staff, experience, capacity, and resources to implement the grant project with funding support from the TEA Industry Cluster Name Innovative Academy ECHS Grant. The expenses for the project are detailed on the attached Full Application Budget Form.

The budget is reasonable and cost effective for the activities and services that will be provided.

The grant funds will be used to hire a career counselor, ECHS Coordinator and Industry Cluster teacher, provide on-going professional development for teachers, purchase industry clusters materials and supplies that focus on student achievement and applied industry experiences

The project is aligned with the Authorized by Texas Education Code §29.908, Early College Education; General Appropriations Act , Article III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act Dislocated Workers, §17.278 and Adult Activities, §17.258; and the Carl D. Perkins Career & Technical Education Act, JISD mission and vision, ECHS Designation requirements. All stakeholders - District and campus personnel, community partners, parents, volunteers, business/community leaders support the proposed grant project and will work together to ensure its success. As the grant funding ends May 2018, the District intends to maintain the program with a combination of local funds, grants, and other sources of funding.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015950	Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Veterans Memorial High School, located in the Judson ISD (greater San Antonio region) is a brand-new high school campus. The campus opened this school year, 2016-2017, starting with a freshman and sophomore class and adding juniors and seniors in the following year.

The Veterans Memorial High School Information & Computer Technology Innovative Academy (IA)-ECHS will prepare high school students for successful careers and educational futures through the integration of high school, college and the world of work. The IA Academy-ECHS will combine post-secondary readiness, academic and career advisement, and applied learning opportunities to provide a seamless education from middle school to postsecondary education on a high school campus.

The Information & Computer Technology IA-ECHS would allow students to achieve success by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. Content would combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic and social support, relevant teaching and learning designed to promote postsecondary success, and effective educators and leaders. The Career Counselor would guide students to plan their educational experience based on their career goals and allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, industry certification, and an associate's degree and/or a bachelor's degree.

The Information & Computer Technology IA-ECHS will offer a career program of study within the Cybersecurity industry. This program of study incorporates courses in Principles of Cybersecurity, Computer Maintenance, Telecommunications & Networking, and Research in Information Technology. These courses provide students a comprehensive overview of the necessary knowledge and skills required to enter the career field of Cybersecurity. The capstone experience for students would be an internship through one of the identified business partners. Additionally, throughout the curriculum, students will have opportunity to take multiple information technology certifications that are considered as key for high school students to be successful in the field, i.e. PC Pro, Network Pro, Security Pro or CompTIA IT Fundamentals. Such certifications increase the student's marketability, salary levels, career advancement opportunities, and post-secondary connections.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID:	Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.
NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			$
2			$
3			$
4			$
5		Total:	$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.
The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Attachments:

- TEA Justification of Educational Field Trips form
- MOU
- Industry Letters of Support/Agreement In-Kind 20 – 25%
- Dual Credit Academic Agreement between Judson ISD and Alamo Community College District
- Articulated Transfer Agreement UTSA and Alamo Community Colleges
- Local Workforce Solutions Alamo partnership Agreement
- 4 year degree plan

Early College High School Memorandum of Understanding

Between

San Antonio College - Alamo Community College District
and Judson Independent School District

The ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as "Alamo Colleges") on behalf of San Antonio College (herein referred to as "the College"), and the Judson Independent School District (herein referred to as the "School District") enter the following Memorandum of Understanding ("MOU") for the creation of a School District Early College High School (herein referred to as the "ECHS") as of the 2016-2017 academic year. Collectively the parties are referred to as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

The purpose of this MOU is to outline the collaboration of the partners, as listed above, in creating an Early College High School, beginning with grade 9 in Fall 2016. The School District will not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by The Public Education Information Management System), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA).

Early College High Schools are innovative schools where students have the opportunity to earn a high school diploma and complete a forty-two (42) Core Complete Certificate, an Associate Degree, Certificates or up to 60 college credit hours. The ECHS plans to add a cohort of approximately 150 students in grade 9 on a yearly basis, with a maximum enrollment not to exceed 600 students in grades 9-12. Any material deviation from the Early College High School student enrollment parameters must be addressed in a separate MOU. The ECHS will be located at 3000 North Foster Rd., San Antonio, Texas 78244.

An Early College High School prepares high school students for successful career and educational futures through a full integration of high school, college, and the world of work. During their attendance at the ECHS, students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and other skills necessary to achieve success in these and other areas. The students graduating from the ECHS will enter post-secondary education and/or training with significant advanced standing. The Alamo Colleges Principles on Dual Credit & Early College Partnerships, attached as **Exhibit A**, provide a framework for a collaborative approach for academic and community partnerships.

1. TERM

The Initial Term of this MOU shall be August 1, 2016 – July 31, 2017. Effectiveness is subject to approval of the ECHS application by the Texas Education Agency ("TEA"), any additional approvals that may be required by the Texas Higher Education Coordinating Board ("THECB"), any annual approval as required by law or by the TEA or the THECB. An additional condition precedent to a Party's commitment to this MOU is approval of the MOU, or at least its form and parties, by that Party's governing board. Upon mutual written agreement by the Parties by the end of each February and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term ("Renewal Term"). As used in this MOU, the term "Term" shall mean the Initial Term as may be extended by the Renewal Term, or such shorter period of time in the event of termination of this MOU.

2. APPLICABLE LAW

The parties agree to operate the ECHS in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and the Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 29.908 and Chapter 39; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) all applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC").

College disability support services are provided to students attending classes at an Alamo Colleges site or online and may include special testing arrangements, readers, scribes, and note-taking services. The College is neither able nor required to provide the level of

disability support services required by the public school system. Therefore, an ECHS student requiring disability support services may have differing levels of assistance from School District and College. For an ECHS student to receive disability support services at the College, the ECHS counselor must provide a copy of the student's current 504 plan to the Disability Student Services (DSS) office at College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the College DSS office may require additional documents to provide needed clarification. The College DSS office will review said documentation and will produce one or more official College accommodations letters for the ECHS student. The letters will be given to the ECHS student and the School District ECHS counselor, who then provide the letters to the student's respective faculty members. Accommodations required by state law or School District policy exceeding those applicable to College, if any, shall be the responsibility of School District. The Parties agree to operate the ECHS in compliance with applicable College and School District board policies and procedures and policies and procedures that may be agreed upon by the Parties and approved for the ECHS. The Parties agree to comply with all assurances in the Program application submitted to TEA and any additional requirements for the Program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used herein.

3. GOVERNANCE

a. The ECHS established under this MOU will be governed by Applicable Law. The School District shall apply to the Texas Education Agency for the establishment and continual approval of an Early College High School designation. The School District will take the lead in any reporting requirements to TEA and will serve as the fiscal agent. The College will take the lead in notifying and/or preparing prospectus documentation for substantive changes to SACSCOC, as well as any reporting that the THECB may require.

b. An ECHS Planning Committee will meet as frequently as needed prior to designation to plan for the process, designation application, hearing from TEA, and MOU development. The committee shall be equally representative of the College District and the School District. The ECHS Planning Committee will meet at least once a month, more frequently as required, during the academic year to plan the scope and sequence of all program and service requirements. A detailed plan will be developed collaboratively by School District and the College.

c. An ECHS Leadership Council shall meet at least yearly, or as mutually agreed to by both parties, to review and evaluate the ECHS's effectiveness and provide an end-of-

year progress report to the Chancellor and Alamo Colleges Board of Trustees, as well as the Superintendent and the School Board. It will leverage opportunities for fund development, innovative projects, and overall sustainability. It will consist of the Alamo Colleges' Chancellor or designee, the College's President, Alamo Colleges' Board representative(s), and the School District's Superintendent and/or designee and Board representative(s).

d. An ECHS Steering Committee will meet at least twice a year, or as mutually agreed to by both parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the parties' respective boards that provide data, highlight successes, and outline plan for improvement. The Steering Committee will consist of the Assistant Superintendent for Post-Secondary Education, the Executive Director for Executive Director for Curriculum and Instruction, the ECHS Principal, the College President or designee, the Alamo Colleges Vice Chancellor for Academic Success or designee, the Alamo Colleges Director of High School Programs, the College Coordinator of High School Programs, the College Dual Credit Liaison, and other appropriate personnel as identified by both parties. Meeting minutes and agendas shall be publically available. A subset of the Committee may meet more often to satisfy the organizational needs of the ECHS.

e. The ECHS Staff will include a principal with scheduling, hiring, and budget autonomy, a counselor, support staff, teachers, and any other School District staff assigned to the Program as determined by the School District. Any school nurse and security personnel, as the School District may determine to be required for its students, are the responsibility of the School District. The School District, in collaboration with the College, will provide appropriate Disabled Student Support Services (see No. 2). The staff will be comparable, based on enrollment, to other high schools within the School District. The College will provide a representative to participate in the process of hiring the ECHS Principal. The College will provide a College Coordinator of High School Programs who will interact directly and frequently with ECHS staff and administrators.

4. MARKETING AND CO-BRANDING

a. Partnership Recognition. Marketing materials should acknowledge the partnership between the school district and the Alamo Colleges. The preferred language is XYZ ECHS, "at", or "with", or "in partnership with" "College name – Alamo Colleges." At minimum, the official name must include that of the specifically accredited individual college to assure compliance with SACSCOC accreditation standards. The official name must also include the name Alamo Colleges to assure compliance with the Alamo Colleges' brand standards. The parties agree that the official name of the ECHS shall be Wagner Early College High School with San Antonio College – Alamo Colleges.

The official name of the ECHS shall be used, at minimum, in the letterhead of the ECHS, the business card of its principal, all of its press releases, any references to the ECHS in ISD announcements (including graduations) or board minutes, at least one sign affixed to its building, and any other campus signage referencing the ECHS.

b. Official Logo for ECHS. Permissible logos and brand standards to co-brand will be jointly developed by the Alamo Colleges and the School District. However, there will be a minimum requirement that such logos must contain the logo of the participating College, consisting of the stylized image of The Alamo in the College-specific color above the full College name, with "Alamo Colleges" at the side.

c. Brand Standards. The parties agree to abide by any brand standards and approval process defined by each party.

d. Media and Press. The College and School District hereby agree that each may issue a press release or releases related to this MOU. These may be developed collaboratively or individually, but each party shall pre-review its own releases with the other party.

e. Secondary Partners. The College acknowledges that a School District may partner with multiple partners in an ECHS venture. However, because the designation of the ECHS from the Texas Education Agency (TEA) is dependent upon the partnership and participation of the Alamo Colleges alone, the College is considered the sole partner, and as such, any names, logos, and references to/of secondary partners should not be included in the official/legal name of the ECHS or the official logo of the ECHS.

f. Intellectual Property. Each party retains ownership of its intellectual property, such as trademarks and copyrights, but grants a license to the other party to use its logos and slogans for the purposes of promoting awareness of the ECHS partnership or model throughout the community. Any material misuse by either party of the intellectual property of a party to this MOU shall be resolved by negotiations between the parties, but if not so resolved shall be grounds for, without limitation, termination of the MOU by the aggrieved party.

5. PARENT INVOLVEMENT AND OUTREACH

a. The School District will take the lead on parent involvement and outreach efforts to ensure parents understand the ECHS concept that students are earning college credits which may have long-term ramifications on their college careers and federal financial aid eligibility, that high-level behavior and academic standards are expected of ECHS students, and that parents are expected to be involved in the program. The parties may agree that College representatives should be involved in recruitment events.

b. School District personnel, counselors, and administrators will be responsible for all communication with parents. The ECHS will communicate to the parents of ECHS students that any questions or concerns from parents should be directed to the ECHS Principal or Counselor. The College personnel will not be expected to communicate with parents.

c. In the absence of available staff at the ECHS, College Staff in the High School Programs office will communicate directly with students from the ECHS to ensure that all pertinent details are available to enroll students into courses for the following semester.

6. BUILDING A COLLEGE CULTURE

The School District, in collaboration with the College, will establish a learning community that blends high school and college, instilling a college-going culture among the participating students.

a. The ECHS and College will develop a four-year high school graduation plan and a post-secondary plan;
b. The ECHS students will gain college-readiness skills through a program identified by the School District and College and provided by the School District during the summer or outside the regular school schedule;
c. The ECHS student will participate in dual credit courses receiving both high school and college credit;
d. The ECHS will provide students with at least six visits per school year to the college campus if the students are not attending classes on a college campus, and,
e. The ECHS students will have access to the same services and facilities as regular college students, including but not limited to the use of the library, computer labs, study rooms, student services, bookstore, and food services. It is recognized that ECHS students may gain access on the College campus to the unrestricted internet access afforded other College students.

7. RECRUITMENT

a. The School District will recruit 8th graders annually for the incoming 9th grade class. The recruitment process will include:
    i. The establishment of a recruitment website or link at School District's website that will provide recruitment and admission information;
    ii. A presentation of recruitment/admission materials will be made to all 8th grade students;
    iii. Meetings with middle school counselors, as applicable, to discuss the ECHS and answer questions;
    iv. Student/parent meetings held on feeder pattern intermediate school campuses that explain the opportunities and commitment required of ECHS students, and

v. Development of recruitment and admission information presented in both English and Spanish.

vi. The selection process will include an information meeting with the student and parent(s) to explain the expectations required for success.

vii. The College and ECHS will collaborate on the development of a Student/Parent Consent form. The ECHS shall have each student and a parent sign the consent form defining the requirements and expectations of the ECHS program. The ECHS will maintain all consent forms documents and provide an electronic copy of said to the College.

b. The target maximum number of students in the incoming freshman cohort must not exceed 150 students. The ECHS may not exceed 600 students in total enrollment. Any increase to these maximums must be mutually agreed upon by the College and the ECHS following consideration of all financial and other resource requirements. Any associated fees will be documented the Addendum to this Memorandum of Understanding. Any changes to the incoming cohort maximum must also be agreed upon in writing and documented through a mutually signed Addendum to this Memorandum of Understanding (MOU). Students may not be added to any cohort following enrollment in the 9th grade, unless the College and School District specifically agree in writing to an exception in unusual, extraordinary or unexpected cases. All exceptions will be documented and maintained by the College.

c. ECHS students are enrolled in June preceding their freshmen year to begin college placement testing and the transitional bridge program. Students are allowed to enter the ECHS only as freshmen. New students will not be enrolled after the first class day of the freshmen cohort, unless there is written permission from both partners no later than October 1. Any students who have been reviewed and accepted by both the ECHS and the College as an exception must be classified as freshmen. Additionally, at the student's expense, students are responsible to take any courses required in their selected program of study, not taken with their cohort.

d. ECHS students must take the Texas Success Initiative (TSI) assessment and abide by Alamo Colleges' placement scores, policies, and prerequisite requirements.

e. The School District and College will establish a set of expectations for students seeking the two-year degree, including a plan for being college-ready by at least the end of the sophomore year. Students who are not college-ready by this time will be expected to participate in a summer program or other classes outside the regular class day with the intent to be college ready by the beginning of the junior year.

f. The ECHS is responsible for ensuring that all ECHS students have up-to-date Bacterial Meningitis documents on file in their student records. The ECHS will safeguard all vaccination documents and provide an electronic copy of said to the College.

g. The ECHS student selection team will include, at a minimum, the School District ECHS principal, on-site School District ECHS counselor, teachers, and a representative from the College.

8. CURRICULUM

a. The ECHS shall administer a Texas Success Initiative (TSI) college placement exam to all prospective students, abiding by the rules set forth by the College Board to ensure compliance, no later than the fall of the 10th grade year, to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

b. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSI, which interventions shall occur before retesting. The ECHS shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students and will share the report with the College Coordinator of High School Programs.

c. Results from TSI exams administered via ISD/College Board-approved-test-sites will be submitted to the respective Alamo College in the required technical format that facilitates official delivery/receipt. The TSI assessment scores will be electronically input into the College's official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSI assessment score data exclusively for official business related to the ECHS program.

d. The School District and College will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration to college-level classes during grades 11 and 12, and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, associate, or baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual or a Level I certificate. The College Coordinator of High School Programs or designated College Liaison and the Principal or ECHS designee will be responsible for working with ECHS faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. The ECHS curriculum for dual credit courses will include principles of leadership with the same curriculum and at the same level it is included in the College's curriculum.

e. Through the ECHS counselor(s), each student will receive advising on the five high school endorsements and its corresponding Alamo INSTITUTE. Each student will select a high school graduation and college degree plan.
f. ECHS students may reduce their course load should they encounter unusual circumstances occurring "once in a lifetime", tragic in nature, or damaging the welfare of the student or family, which would prevent them from performing at their normal standard. A course reduction must be initiated and approved by the administrations of the College and the ECHS. A student may not initiate the course reduction.
g. The College will utilize various programs that are either system or computer based in both face-to-face and online learning environments. These resources are intended to support and promote the learning environment.
h. Both parties must review and agree to the appropriateness of students' enrollment in all online courses for each semester. The parties may agree that ECHS students, during their junior and senior year, may be enrolled in regular College classes (face-to-face or online) for their dual credit courses at no charge to the School District.
i. ECHS students will be expected to use the same programs or instructional materials as other students when enrolled in mixed courses with regular college students, as deemed by the instructor. The ECHS must consult with the College High School Programs office to determine, prior to enrolling students in these courses, if Instructional Materials fees are applicable, as the School District will be billed for these fees. The Alamo Colleges Business Office will bill the Office of Post-Secondary Education, or comparable, for those students who are enrolled in these courses on census date. Students who withdraw after census will be billed per Alamo Colleges billing policy.
j. The School District will be responsible for any college preparatory courses required by ECHS students. The College, at its sole discretion, may offer remedial or developmental courses for ECHS students with costs covered by School District with billing as detailed in 8(i) hereinabove. Students enrolled in college-preparatory courses will not earn college credit for those courses. The College will designate personnel to monitor the quality of instruction in order to ensure compliance with all Applicable Law. Courses may be offered outside the regular school schedule.
k. Within the ECHS framework, students may earn the Distinguished Level of Achievement High School Program diploma within a four-year time frame and 60 credit hours or equivalent, as prescribed by the selected plan of study, towards an Associate degree and/or Baccalaureate degree. If applicable, students may also receive a Core Complete Certificate awarded by the College.
l. The primary emphasis on the ECHS plan of study is on the Core Curriculum requirements for Associate of Arts, Associate of Science, or Associate of Applied Science degrees. Some Colleges may offer students the option to earn college-level credit toward Certificates. The ECHS student must follow the courses and sequence defined in the College program plans. Such courses shall have been evaluated and

approved through the official College curriculum approval process and shall be taught at the College level.

m. The College is responsible for involving full-time teaching faculty in the process of selecting and implementing College courses. This includes ensuring that course goals and standards are understood and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. ECHS students will participate in college-level work and may be subject to material deemed college level. The department chairs and associated Deans or Vice Presidents of Academic Success will monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by Applicable Law, the College, and the School District.

n. ECHS students who would like to enroll in an online course, whether taken during the regular term or summer terms, must obtain the ECHS principal's approval, as well as the designated College staff approval. Courses taken beyond what is prescribed in a student's plan of study will not be a part of the ECHS program and thus the student is responsible for the cost associated with taking these courses. Any costs or fees associated with the online course or courses outside the plan of study will be incurred by the School District as the fiscal agent.

o. The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes for high school graduation credit and college-level texts, instructional materials and supplemental materials required for ECHS classes at no cost to the student. For ECHS course sections taught at the School District or the College containing exclusively ECHS students, the College will maintain the same instructional materials and editions for dual credit courses taught at the ECHS/high school campus for a minimum of three years dependent upon the signed Course Agreement. The adoption of any course materials, print or electronic, after the signed Course Agreement will require an Addendum. For courses taught on the College campus in which dual credit/ECHS students are placed into traditional College classes with non-dual credit/ECHS students, the College selects the instructional materials required per signed Course Agreement and: (i) no instructional material continuity commitment applies; and (ii) instructional materials fees will be incurred by the School District. The school will provide the instructional materials (and associated technology, such as tablets/computers) for all courses taken as dual credit that require electronic instructional materials.

p. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills (TEKS) and all other law applicable to Texas public school districts and that School District students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit. School District will be

responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the ECHS.

q. To enroll in any college-level course, ECHS students must meet all of the regular College-course prerequisites. The College and School District will assess each student for overall readiness to engage in any college-level course, and any out-of-pocket costs of same shall be borne by School District. Based on such assessment, the College Coordinator of High School Programs and the Principal/Counselor will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.

r. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees must be paid by the School District as fiscal agent. The School District and the College will ensure that technology requirements are met by Parties for both access to courses and management of student information.

s. ECHS students will be subject to the same academic policies and procedures as students enrolled in Alamo Colleges. This includes, but is not limited to the Academic, Probationary, Dismissal and Withdrawal policies and procedures of the Alamo Colleges.

9. FACULTY

a. All instructors teaching ECHS courses for college credit must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching dual credit classes in the ECHS must be approved as faculty by the College prior to teaching dual credit courses. The same credentialing and hiring will apply for all dual-credit faculty as for College faculty teaching regular credit courses, per SACSCOC requirements.

b. The School District will provide the instructors for all high school courses at the ECHS. The School District will also provide the instructors for all dual credit courses at the ECHS during the freshman and sophomore years. Instructors teaching high school dual credit courses will be either high school teachers with the necessary academic requirements or instructors identified by the College to whom the School District will pay adjunct faculty compensation. The School District is required to hire teachers who meet the requirements for teaching college courses and/or provide incentives to have instructors earn the college hours required for qualification, and should coordinate eligibility with the College. The parties may agree in writing for the College to recommend certain instructors for certain courses during the freshman and sophomore years at the School District's expense.

c. Should the ECHS not have high school faculty qualified to teach dual credit courses, the College's High School Programs office will secure seats in regular College classes

for students during the junior and senior year. Students enrolled in the ECHS during the ninth and tenth grades taking college-level courses should be taught by college-credentialed instructors provided by the ECHS. In the absence of available college-credentialed instructors at the ECHS, the ECHS will make necessary arrangements with the college to secure and pay the required faculty to teach the courses articulated in the students' degree plans. While the College will collaborate to secure faculty to teach ninth and tenth grade students, the College makes no guarantee that it will have available faculty to teach students in the ninth and tenth grades. All of the foregoing provisions of this section 9(c) are expressly subject to availability of sufficient instructors in the local market, absent which the parties will determine course substitution in the plan of study.

d. ECHS faculty teaching dual credit classes will be evaluated at least annually by School District and the College. Student evaluation of instruction takes place each semester and will be a part of the annual evaluation process. Performance evaluation of all dual-credit faculty will adhere to College and academic Division protocols and schedules as pertain to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.

10. ECHS CALENDAR

The instructional calendar for the high school portion of the ECHS will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule as necessary to enable ECHS students to enroll in and attend the college-level courses provided by College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. When the ECHS is based at the School District, it may be necessary for its students attending dual credit courses at the College to attend classes there on days when the School District ECHS facility is closed (*e.g.*, different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be present in case of emergency.

11. ACADEMIC POLICIES

a. The academic policies of the School District and College shall apply to all students enrolled in the ECHS as applicable.
b. ECHS students are expected to meet academic standards (including academic progress) for College coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. Grades are awarded on a 4.0 scale at the College, and

High School will convert them to High School letter grades according to its procedures. Faculty will follow the College policies for Early Alert and grade posting. ECHS students will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the College course in order to avoid future problems related to admissions, financial aid, and scholarships or be provided with options for the student's successful completion. Withdrawal from the College course does not result in a withdrawal from the high school course. The ECHS personnel are responsible for advising ECHS students concerning academic progress in high school and college courses The ECHS staff and the College Coordinator of High School Programs or designee are responsible for monitoring these actions.

c. Students who fail to maintain a cumulative college grade point average (GPA) of 2.00 (C average) are considered scholastically deficient and shall be placed on early academic alert, mandatory intervention or academic suspension as appropriate by the College or ECHS. Academic policies are accessible on the College's eCatalog website.
d. Dual Credit and ECHS students may be co-enrolled in either an ECHS high school-designated class or a dual credit-designated class.
e. Dual Credit Instructors may teach courses at both ECHS and traditional dual credit. However, Alamo Colleges will only pay dual credit stipends for dual credit courses with 20 traditional dual credit students or more. ECHS students will not be included in the count to qualify the Dual Credit Instructor to receive the stipend. ECHS courses are not eligible for Dual Credit Instructors to receive the stipend.

12. PROFESSIONAL DEVELOPMENT

The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. Cross-over learning and collaboration will be organized and facilitated by the ECHS School Principal and the College Coordinator of High School Programs. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.

13. STUDENT SAFETY

When on the College campus, ECHS students will follow the policies and procedures of the Alamo Colleges to ensure the safety and well-being of the fellow classmates, faculty, staff and visitors. ECHS students traveling for College events will be required to sign an Alamo Colleges General Participation Release as a condition of participation as are all Alamo Colleges students.

Alamo Colleges is subject to legislation requiring it to allow licensees to carry concealed handguns on its campuses effective August 1, 2017, and ECHS students will potentially encounter license holders availing themselves of this privilege. Any notice of these facts to parents of ECHS students will be the responsibility of School District.

14. STUDENT ATTENDANCE POLICIES

ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather, when permitted by Applicable Law, or when related to state-mandated assessment days) shall be avoided.

15. STUDENT CONDUCT

ECHS students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct as well as the Alamo Colleges' Student Responsibility for Success Policy. All disciplinary action, including suspension and dismissal from ECHS, shall be in conformity with the Codes of student conduct of the parties. All ECHS students will be provided access to the Alamo Colleges eCatalog, Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. Students who do not comply with policies and codes of conduct will, where appropriate, return to the School District's high school and will not be allowed to return to the ECHS.

16. STUDENT ASSESSMENT

All ECHS students are required to participate in required state, national and federal assessments, which will be administered by the ECHS staff. College agrees to make accommodations in course scheduling and attendance so that ECHS students are not penalized in their college credit courses for their participation in the required state, national and federal assessments.

17. STUDENT RECORDS

In accordance with Applicable Law, School District will maintain student records pertaining to ECHS and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for College to perform its obligations under this MOU. Each party will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws and the federal FERPA. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for purposes of FERPA, and each Party agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of ECHS students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

18. STUDENT SUPPORT SERVICES

Both parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The School District will assign a specific counselor or counselors to its ECHS who will provide academic advising support to the ECHS students and their parents and seek guidance from the College Coordinator of High School Programs in the areas of test preparation, tutoring, and the development of an integrated support system for ECHS students across the two institutions. Students will receive the same or similar tutoring and other academic support as provided for other students in the School District and College. To promote academic success, the parties will provide academic support services as may be needed. The ECHS counselor and ECHS designee will work to ensure ECHS students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. As needed, each Party will assist families as they complete initial application and admission requirements per the respective organizations' processes. The College will assist with registration for all students who are qualified to enroll in College courses. The School District will be responsible for non-academic counseling services and the College is authorized, but not required, to provide emergency counseling intervention services despite student minority age.

19. EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES

a. The School District may allow students to participate in high school activities as long as participation does not interfere with academic requirements of the ECHS.
b. To reinforce the college-going culture, students may participate in age-appropriate activities on the college campus such as clubs and organizations, theater performances, student activities, and other academic activities as long as participation does not interfere with the academic requirements of the ECHS. ECHS students are not permitted to travel with College student organizations. ECHS students traveling for College events will be required to sign an Alamo Colleges General Participation Release as a condition of participation as are all Alamo Colleges students.

20. TRANSCRIPTION OF COLLEGE CREDIT

College credit for each ECHS student appears on the College transcript as students complete each college course. Transcription of college credit is the responsibility of the College and transcription of high school credit is the responsibility of the School District. The School District determines how the college grades will be recorded in the high school transcript for GPA and ranking purposes. The School District staff ensures parents are aware and knowledgeable of this and other procedures regarding transcription of grades.

21. CIVIL RIGHTS AND ALAMO COLLEGES POLICIES

The Alamo Colleges Policy and Procedure on Civil Rights prohibits discrimination, harassment, and retaliation in violation of several statutes, including but not limited to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. In particular, Section 504 prohibits discrimination and the denial of benefits or participation in any program or activity receiving federal financial assistance on the basis of disability. The protection extends to employees and students. Title IX prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX cover sexual harassment and sexual assaults and violence occurring on campus.

The Alamo Colleges do not tolerate discrimination, harassment, or retaliation on the basis of any protected criteria, including gender or disability. To ensure compliance with the Civil Rights Policy and Procedure on Civil Rights Discrimination, Harassment, and Retaliation, the Alamo Colleges have designated a Title IX/VII/ADA/504 Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All civil rights complaints should be reported or routed to the District Title IX/Title VII/ADA/504 Coordinator for handling and processing. At all

times, the Coordinator and the school district will keep each other informed of complaints raised against each other.

All ECHS students will have access to AlamoCARES, a prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking. Within the AlamoCARES site, students will find information on rights granted by Title IX and other federal statutes and resources to help educate and assist them when dealing with gender or disability discrimination, harassment, and retaliation, including sexual harassment and violence.

22. PROGRAM EVALUATION

The School District and the College will develop a plan for the evaluation of the ECHS program to be completed each year. The evaluation will include, but is not limited to, disaggregated attendance and retention rates, GPA of high-school-credit-only courses and college courses, satisfactory progress in college courses, state assessment results, SAT/ACT, as applicable, TSI readiness by grade level, qualifications of ECHS staff, location(s) where courses are taught, and adequate progress toward the college-readiness of the students in the program. The School District commits to collecting longitudinal data as specified by the College, and making data and performance outcomes available to the College upon request. Data points to be longitudinally captured by the School District include, at minimum: GPA, retention, persistence, completion, transfer and scholarships. School District will provide parent contact and demographic information to the College upon request for targeted marketing of degree completion or workforce development information to parents of ECHS students. School District agrees to obtain valid FERPA releases drafted to support the supply of such data if deemed required by counsel to either School District or Alamo Colleges.

23. FISCAL MATTERS

a. Where ECHS is located on the College property, any commitment of College facilities for ECHS purposes and the associated costs will be borne by School District and addressed by separate agreement(s) of the parties.
b. In instances where the ECHS students must repeat a course due to failing grades, the College will bill tuition and fees for Early Admission to the School District which serves as the fiscal agent responsible for payment.
c. The School District will provide remedial or developmental courses and/or support as needed. The College will bill the School District for remedial or developmental courses taught and/or support provided to the ECHS in this area.

d. The School District will provide all instructional materials (textbooks and electronic materials) and will be billed for applicable Instructional Material charges embedded in courses requiring electronic materials.
e. The School District will act as the fiscal agent for purposes of this MOU, including student fees. Based on School District policies, the School District may recover fees incurred by students.
f. Any transportation and food services will be provided by the School District.
g. All personal fines, late fees, parking tickets, etc. incurred by student at the College are the student's individual responsibility.
h. Both parties must review and agree to the appropriateness of the students enrolled in all online courses for each semester. The parties may agree that ECHS students, during their junior and senior year, may be enrolled in regular College classes (face-to-face or online) for their dual credit courses at no charge to the School District.
i. The approved fee schedule for the 2017-2018 academic school year will be disseminated to School District Officials not later than October 1, 2016.
j. School District's failure to meet its payment responsibilities as fiscal agent regarding a student will result in College's refusal of enrollment of that student for the next enrollment period after determination of payment default.

24. TERMINATION OF THE MOU

Either party may terminate this MOU through written notice to the other party given not later than the last day in February and to be effective for the ensuing academic fall semester. In the event of termination, the Steering Committee will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the Leadership Council. In the event of termination and notwithstanding the foregoing, the 11th and 12th grades will continue operation through scheduled graduation. The 9th and 10th grades will return to the home high school.

25. TRANSPORTATION

The School District will provide for such student transportation as may be required to and from the College as required under State law, and for any ECHS field trips, each pursuant to applicable School District rules and procedures.

26. STUDENT DIRECTORY INFORMATION

Upon enrolling in the ECHS, each student's directory information (defined by Alamo Colleges, pursuant to FERPA, to exclude student addresses) will become part of the

College's student directory information as that term is defined by FERPA, and each student's directory information will remain subject to the Texas Public Information Act.

27. FOOD SERVICES

The School District will provide for all student meals as required by State and Federal law and School District rules and procedures. ECHS students may purchase food from College food service facilities when on the College campus.

28. ENTIRE AGREEMENT

This MOU supersedes all prior agreements, written or oral, between College and School District and constitutes the entire agreement and understanding between the Parties with respect to the subject matter hereof. This MOU and each of its provisions may not be waived, modified, amended or altered except by a subsequent writing signed by authorized representatives for each respective Party. Services Agreements may be entered into by College and School District in order to address more specific logistical concerns. Notwithstanding anything appearing in such Service Agreements, in case of any conflict with this MOU, the terms of this MOU shall prevail.

29. NO WAIVER OF IMMUNITY

Neither College nor School District waiver or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MOU and the performance of the covenants contained herein.

30. COUNTERPARTS

This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. A signature transmitted by facsimile or similar equipment shall be deemed an original signature.

31. SEVERABILITY

In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, neither this MOU generally nor the remainder of this MOU shall thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and (if necessary) other provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such

reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.

32. NOTICE

Any notice required by or permitted under this MOU must be made in writing. Any notice required by this MOU will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, U.S. certified or registered mail, return receipt requested, and addressed to the intended recipient at the address shown in the signature block of each party below. Any address for notice may be changed by written notice delivered as provided herein. Such addresses may be changed or additional addresses added from time to time by written notice of such change given in accordance with this section.

School District:
Judson ISD
ATTN: Superintendent of Schools
8012 Shin Oak Drive
Live Oak, Texas 78233

College:
Alamo Community College District
ATTN: Chancellor
201 W. Sheridan
San Antonio, TX 78204

33. NON-APPROPRIATION

The Parties hereto acknowledge that College and District are governmental entities subject to certain budgetary constraints and agree that, in the event funding for the provision of services of performance hereunder by either College or District is not appropriated or provided for in the budget for its next fiscal year, College and District may immediately terminate this MOU without penalty and its duties hereunder shall cease to exist.

34. NO-THIRD PARTY BENEFICIARY

This MOU inures to the benefit of and obligates only the Parties executing it. No term or provision of this MOU shall benefit or obligate any person or entity not a party to it. The Parties hereto shall cooperate fully in opposing any attempt by any third person or entity to claim any benefit, protection, release or other consideration under this MOU.

35. HEADINGS

The description headings used in this MOU are inserted for reference only and do not and shall not be deemed to modify the construction of any of the provisions of this MOU.

36. RELATIONSHIP

The relationship of the District and College shall, with respect to that part of any service or function undertaken as a result of or pursuant to this MOU, be that of independent contractors. Nothing contained herein shall be deemed or construed by the Parties, or by any third party, as creating the relationship of principal and agent, partners, joint venturers, or any other similar such relationship between the Parties.

Intending to be bound, the parties sign below.

ALAMO COMMUNITY COLLEGE DISTRICT

APPROVED AS TO FORM ONLY

By: Bruce H. Leslie 8-3-16
Dr. Bruce H. Leslie, Chancellor Date

By: 8/2/16
Dr. Robert Vela, President Date
San Antonio College

Judson Independent School District

By: Dr. Carl A. Montoya 08/03/16
Dr. Carl A. Montoya, Superintendent Date

Attachments:

Exhibit A: Alamo Colleges Principles on Dual Credit & Early College Partnerships

Texas Education Agency

Division of Grants Administration
Justification of Specific Expenditure:
Educational Field Trips
School Year 2016-2017

Costs of entertainment, including field trips, have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use federal grant funds for the costs of field trips. Complete this form and submit it with your grant application to justify your planned expenditure of federal grant funds on costs of field trips.

Limit one justification per form. (Note: One justification for the same field trip location may include multiple campuses or grade levels.)

Name of Federal Grant: 2016-18 Industry Innovative Academy-The Next Generation of Early College High Schools

Name of Grantee: Judson ISD - Wagner High School | County-District #: 015-916 | Date Submitted: 10/28/2016

Description of Proposed Field Trip

Destination: Alamo Colleges, Alamo Academies, 800 Quintana Rd, San Antonio, TX | # of Attendees: 40

Type of transportation: School Bus | Duration of instructional component: 4 hrs | Supported TEKS component(s): 130.42 (b), (c.33); 130.322 (b), (

Describe the purpose of providing this field trip to attendees.

Alamo Colleges is a partner college in connection with the Aerospace/Advanced Trades Innovations Academy. Students will get an opportunity to visit the campuses, be exposed to college campus facilities, classrooms, and lab environments in which they will be enrolled in in the future. Students will meet with staff, faculty, as well as college students to gain a better understanding of the expectations, coursework, and applied knowledge and skills that will be required for them to continue their education and prepare for the career field of their choice.

Describe how the field trip supports the goals and objectives of the federal grant.

This field trip will support the goal of helping high school students realize the various educational paths necessary to prepare them to enter the career of their choice. Students will experience first-hand, the college programs (academic and technical), and hands-on knowledge and skills they will be experiencing in the curriculum, equipment, and environments designed to prepare them for college and career success. Additionally, they will gain an understanding of the wide range of services and supports available to assist them in their journey through college and onto a successful career.

Describe the specific need, as identified in your comprehensive needs assessment, for this field trip.

Students must understand the various educational and career paths available in the industry of Aerospace and Advanced Trades. They must develop appropriate knowledge and skills needed to master fundamental and advanced concepts of academics and technical skills by exploring coursework, and applying theory and content knowledge which will prepare them for a successful career.

VIP STAFFING

16500 San Pedro Suite 110
San Antonio, Texas 78232
210-340-2000

Dr. Carl A. Montoya, Superintendent of Schools
Judson ISD
8012 Shin Oak Dr.
Live Oak, Texas 78233

October 26, 2016

Subject: 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS

Dr. Montoya:

Please accept this correspondence as a letter of support for the 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS Program application being submitted by the Judson Independent School District (JISD). Judson ISD has continuously demonstrated a strong commitment to college and career readiness programs.

The program will provide Karen Wagner HS: ECHS students opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Aerospace/Advanced Trades industry. This grant will support JISD in forming collaborative partnerships with businesses and industries to raise industry and career awareness as well as increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations.

VIP Staffing will work with Karen Wagner HS-ECHS to support the development and growth of skills needed in the high-demand occupations Aerospace/Advanced Trades pathways (Aerospace #17-2199, 51-4012, 17-3024, Construction #47-2061and Welding #51-412) identified on the local Workforce Solutions Alamo-Workforce Development Areas (WDA) list by participating in mentorship programs, speaking with the students, being available as an advisory source and in other ways not necessarily measured or known at this time.

VIP Staffing looks forward to working with the JISD as it further strengthens its commitment to support Karen Wagner HS: ECHS Aerospace/Advanced Trades pathways. Please do not hesitate to contact me if you require any further information.

Sincerely,

Andrew S. Himoff, Executive Vice-President

JOERIS
General Contractors

October 27, 2016

Dr. Carl A. Montoya, Superintendent of Schools
Judson ISD
8012 Shin Oak Dr.
Live Oak, Texas 78233

Dear Dr. Montoya,

Subject: 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS

Please accept this correspondence as a letter of support for the 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS Program application being submitted by the Judson Independent School District (JISD). Judson ISD has continuously demonstrated a strong commitment to college and career readiness programs.

The program will provide Karen Wagner HS: ECHS students opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Aerospace/Advanced Trades industry. This grant will support JISD in forming collaborative partnerships with businesses and industries to raise industry and career awareness as well as increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations.

Joeris General Contractors, Ltd. will work with Karen Wagner HS-ECHS to support the development and growth of skills needed in the high-demand occupations Aerospace/Advanced Trades pathways (Aerospace #17-2199, 51-4012, 17-3024, Construction #47-2061and Welding #51-412) identified on the local Workforce Solutions Alamo-Workforce Development Areas (WDA) list by:

- ☐ Employing student workers
- ☐ Providing opportunities for internships
- ☐ Externships
- ☐ Apprenticeships
- ☐ Mentorship programs
- ☐ Career counseling
- ☐ Serving as an Advisory Committee member
- ☐ In-Kind (please specify)_____
- ☐ Other Jobsite Tours

Joeris General Contractors, Ltd. looks forward to working with the JISD as it further strengthens its commitment to support Karen Wagner HS: ECHS Aerospace/Advanced Trades pathways. Please do not hesitate to contact me if you require any further information.

Sincerely,

JDelahunt

Julie L. Delahunt
Director, Human Resources

San Antonio | Austin | Dallas | Fort Worth | Houston

Corporate Office: 823 Arion Parkway, San Antonio, TX 78216
o. 210.494.1638 **f.** 210.494.1639

Dr. Carl A. Montoya, Superintendent of Schools
Judson ISD
8012 Shin Oak Dr.
Live Oak, Texas 78233

October 26, 2016

Dr. Montoya

Subject: 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS

Please accept this correspondence as a letter of support for the 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS Program application being submitted by the Judson Independent School District (JISD). Judson ISD has continuously demonstrated a strong commitment to college and career readiness programs.

The program will provide Karen Wagner HS: ECHS students' opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Aerospace/Advanced Trades industry. This grant will support JISD in forming collaborative partnerships with businesses and industries to raise industry and career awareness as well as increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations.

SASTEMIC looks forward to working with the district as it further strengthens its commitment to support **Veterans Memorial HS: An Early College High School,** utilizing the skills taught and certifications offered in the Cyber Security training program. **SASTEMIC** will work with Judson ISD to support the development & growth of skills needed to employ workers in the high-demand occupations identified on the Texas Workforce Commission – Workforce Development Areas (WDA) list.

Please do not hesitate to contact me if you require any further information.

Sincerely,

Jake Lopez, Executive Director
210-338-0439 Jake.Lopez@SASTEMIC.ORG
118 Broadway St, Suite 520, San Antonio, TX 78205

ESC★20
Serving the Educational Community

October 26, 2016

Dr. Carl A. Montoya
Superintendent of Schools
Judson Independent School District
8012 Shin Oak Drive
Live Oak, Texas 78233

Subject: 2016-2018 Karen Wagner High School Innovative Academy – the Next Generation of Early College High Schools

Dear Dr. Montoya:

Please accept this correspondence as a letter of support for the 2016-2018 Karen Wagner High School Innovative Academy – the Next Generation of Early College High Schools Program application being submitted by the Judson Independent School District (JISD). Judson has continuously demonstrated a strong commitment to college and career readiness programs.

The program will provide JISD students opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within targeted industry clusters, **including opportunities for internships, externships, apprenticeships, mentorship programs, and career counseling**. This grant will support JISD in forming collaborative partnerships with business and industry to raise industry and career awareness and increase meaningful career and postsecondary programs that lead to opportunities in high-demand occupations.

Education Service Center, Region 20 (ESC-20) looks forward to working with the district as it further strengthens its commitment to support **Karen Wagner HS: An Early College High School**, utilizing the skills taught and certifications offered in the engineering training program. ESC-20 will work with Judson ISD to design and support implementation of professional development to ensure that all students are prepared for all postsecondary options.

If you have questions, please contact Ravae Shaeffer at 210-370-5280 or ravae.shaeffer@esc20.net.

Respectfully,

Jeff Goldhorn, Ph.D.
Executive Director

JG/RS/rs

CITY OF SAN ANTONIO
GOVERNMENT & PUBLIC AFFAIRS

Dr. Carl A. Montoya
Superintendent of Schools
Judson ISD
8012 Shin Oak Dr.
Live Oak, Texas 78233

October 25, 2016

Subject: 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS

Dr. Montoya:

Please accept this correspondence as a letter of support for the 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS Program application being submitted by the Judson Independent School District (JISD). Judson ISD has continuously demonstrated a strong commitment to college and career readiness programs.

The program will provide Karen Wagner HS: ECHS students opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Aerospace/Advanced Trades industry. This grant will support JISD in forming collaborative partnerships with businesses and industries to raise industry and career awareness as well as increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations.

The City of San Antonio will work with Karen Wagner HS-ECHS to support the development and growth of skills needed in the high-demand occupations Aerospace/Advanced Trades pathways (Aerospace #17-2199, 51-4012, 17-3024, Construction #47-2061and Welding #51-412) identified on the local Workforce Solutions Alamo-Workforce Development Areas (WDA) list by providing information to students and teachers about public sector career pathways connected to aerospace/advanced trades such as transportation and capital improvements.

The City of San Antonio looks forward to working with the JISD as it further strengthens its commitment to support Karen Wagner HS: ECHS Aerospace/Advanced Trades pathways. Please do not hesitate to contact me if you require any further information.

Sincerely,

Ana Acevedo

Ana Acevedo
Education Policy Administrator
City of San Antonio
Ana.acevedo@sanantonio.gov
(o) 210.207.8239

Dr. Carl A. Montoya, Superintendent of Schools
Judson ISD
8012 Shin Oak Dr.
Live Oak, Texas 78233

October 28, 2016

Dr. Montoya

Subject: 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS

Please accept this correspondence as a letter of support for the 2016-2018 Aerospace/Advanced Trades Innovative Academy – the Next Generation of Early College High Schools–Karen Wagner HS: ECHS Program application being submitted by the Judson Independent School District (JISD). Judson ISD has continuously demonstrated a strong commitment to college and career readiness programs.

The program will provide Karen Wagner HS: ECHS students opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Aerospace/Advanced Trades industry. This grant will support JISD in forming collaborative partnerships with businesses and industries to raise industry and career awareness as well as increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations.

San Antonio Works also known as SA Works, is an industry-led coalition focused on a human capital strategy designed to enhance and align education and workforce development to achieve an optimum workforce across San Antonio and Bexar County.

SA Works will work with Karen Wagner HS-ECHS to support the development and growth of skills needed in the high-demand occupations Aerospace/Advanced Trades pathways (Aerospace #17-2199, 51-4012, 17-3024, Construction #47-2061and Welding #51-412) identified on the local Workforce Solutions Alamo-Workforce Development Areas (WDA) list by providing Judson experiential learning opportunities that are part of SA Works including summer jobs/internships, job shadows, guest speakers, presentations to the Advisory Committee, and teacher externships for math, science and CTE teachers. SA Works provides additional online resources and tools available on its website.

SA Works looks forward to working with the JISD as it further strengthens its commitment to support Karen Wagner HS: ECHS Aerospace/Advanced Trades pathways. Please do not hesitate to contact me if you require any further information.

Sincerely,

Romanita Matta-Barrera
Executive Director
SA Works
602 E. Commerce Street
San Antonio, TX 78205
(210) 802-2312
rmatta-barrera@sanantonioedf.com

COMMITTEE ON
APPROPRIATIONS

SUBCOMMITTEES:

HOMELAND SECURITY

TRANSPORTATION, HOUSING
AND URBAN DEVELOPMENT,
AND RELATED AGENCIES

WASHINGTON OFFICE
2209 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-1640
FAX: (202) 225-1641

cuellar.house.gov
TOLL FREE: 1-877-780-0028

DEMOCRATIC STEERING AND
POLICY COMMITTEE

SENIOR WHIP

HENRY CUELLAR, PH.D.

U.S. HOUSE OF REPRESENTATIVES

October 26, 2016

Dr. Carl A. Montoya, Superintendent of Schools
Judson ISD
8012 Shin Oak Dr.
Live Oak, Texas 78233

Dr. Montoya:

Please accept this letter in support of Judson Independent School District's (JISD) application for Innovative Academy--the Next Generation of Early College High Schools (ECHS) Grant. Judson ISD has demonstrated a firm commitment to college and career readiness programs

JISD in partnership with the Texas Workforce Commission seeks to conduct community outreach and develop internships, apprenticeships, and mentorship programs to prepare students for the workforce and improve our local economy. JISD will provide students opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high demand occupations within targeted industry clusters.

I look forward to working with JISD as it further strengthens its commitment to support Karen Wagner Early College High School, utilizing the skills taught and certifications offered in the training program.

I fully support Judson Independent School District's efforts to establish training programs that will provide high-demand occupation skills, and improve the quality of life for my constituents in the 28th District of Texas. If you have any questions or I may be of any assistance, please contact my office at (202) 225-1640.

Sincerely,

Henry Cuellar, Ph.D.
U.S. Congressman
28th District of Texas

HC: js

LAREDO
602 EAST CALTON ROAD
SUITE 2
LAREDO, TX 78041
PHONE: (956) 725-0639
FAX: (956) 725-2647

SAN ANTONIO
615 EAST HOUSTON STREET
SUITE 563
SAN ANTONIO, TX 78205
PHONE: (210) 271-2851
FAX: (210) 277-6671

MISSION
117 EAST TOM LANDRY STREET
MISSION, TX 78572
PHONE: (956) 424-3942
FAX: (956) 424-3936

RIO GRANDE CITY
100 NORTH I.M. 3167
SUITE 208
RIO GRANDE CITY, TX 78582
PHONE: (956) 487-5603
FAX: (956) 488-0952

ALAMO
COLLEGES

2015-2018
SCHOOL DUAL CREDIT ACADEMIC AGREEMENT
BETWEEN

JUDSON INDEPENDENT SCHOOL DISTRICT

AND
ALAMO COMMUNITY COLLEGE DISTRICT

This Dual Credit Academic Agreement is entered into by and between the Alamo Community College District ("Alamo Colleges"), a public junior college district and political subdivision of the State of Texas, and JUDSON INDEPENDENT SCHOOL DISTRICT, either a Texas independent school district contracting on behalf of its high school(s) listed in **EXHIBIT A** (herein collectively referred to as "School"), or a public charter or private high school (hereinafter referred to as "School"), to facilitate the cooperation between Alamo Colleges and School in the provision of instruction of dual credit courses for School.

1. **AGREEMENTS BETWEEN ALAMO COLLEGES AND SCHOOL:** The dual credit program will function through three (3) documents: this Agreement, a Course Agreement, and a College Enrollment Annual Agreement ("Annual Agreement"). Each School will have a college designated as its primary provider ("College" or "Primary College"). Any courses offered by a college other than the Primary College shall be coordinated through the Primary College. This Academic Agreement and the Course Agreement will be in effect for three years unless amended as herein provided. The Annual Agreement may be modified through a spring semester revision. Certain specific responsibilities of the Alamo Colleges and School are defined in **EXHIBIT B**, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.

2. **ACADEMIC AGREEMENT:** This Academic Agreement ("Agreement") hereby incorporates by reference all dual credit requirements defined in the Texas Administrative Code ("TAC") and the accreditation requirements established by the Southern Association of Colleges and Schools, as such may be amended during its term. .

3. **AAAI AGREEMENT EXCEPTION**. In the case of students enrolled in Alamo Area Academies, Inc. ("AAAI") curriculum and program of studies, Alamo Colleges, AAAI, participating Schools, and other parties will enter into an agreement ("AAAI Agreement") regarding dual credit and other AAAI program services and obligations. If School enters into an AAAI Agreement, School agrees to adhere to all terms and provisions of this Agreement, and in the event this Agreement conflicts with the AAAI Agreement, the AAAI Agreement will take precedence over this Agreement.

4. **COURSE AGREEMENT:** The course agreement will be developed by the College and the School for all courses taught at the School. College and School academic representatives will agree on alignment of college course outcomes and School curriculum including but not limited to length of the course, whether the AP curriculum is appropriate for college-level course, approved textbook(s) and instructional materials that will be supplied to students by School, and designation of career and technical courses as "dual credit,"," or "AAAI curriculum and program of studies." College shall ensure that a dual credit course and the corresponding course offered at the main campus of College are equivalent. The academic representatives will develop a basic dual credit syllabus satisfying requirements of both institutions to

include: Course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.

A Course Agreement will include all the above plus any additional instructional requirements, any required faculty development/training, and the requirements for evaluation of teaching. A Course Agreement will be completed by the deadline designated in the yearly Dual Credit Timeline for any course. School shall agree on the dual credit courses offered at the School which will be listed on the Alamo Colleges Dual Credit website. This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by Fall for each course currently offered as dual credit. Courses offered at the School must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification.

5. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The courses offered each semester will be listed in the Annual Agreement, will be finalized with the School by the date listed on the Annual Timeline, and will be the basis for reimbursement to the School.

6. **FACULTY SELECTION, SUPERVISION, AND EVALUATION:** College will select instructors for dual credit courses from among the School's teachers who meet the qualifications defined in the Course Agreement and approval procedures used by College to select faculty responsible for teaching the same course on the main campus of College to be approved as Alamo Colleges' adjunct faculty. College will designate personnel to supervise and evaluate the instructors of the dual credit course(s) using the same or comparable procedures used for faculty at the main campus of College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the dual credit course(s) (*e.g.*, a 3-semester-hour course requires 48 contact hours). The School will be responsible for compensating School instructors who teach dual credit designated course sections.

7. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual credit designated courses offered on the School campus are composed of dual credit students only.

   Exceptions for a mixed class that includes dual credit and high school credit-only students may be allowed only under one of the following conditions:

   A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements and the high school involved is otherwise unable to offer such a course.
   B. If the high school credit-only students are College Board Advanced Placement students.
   C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

   Exceptions for classes that include both dual credit and college-credit-only students may be allowed only if the School does not have an instructor who meets the qualifications defined in the course agreement.

   Dual Credit and Early College High School (ECHS) students may not be co-enrolled in either an ECHS designated class or a dual credit designated class

8. **LOCATION OF CLASSES:** Courses will be held at one of the following locations:

   A. The dual credit class held at the School that has been approved as dual credit through a Course Agreement.
   B. The class is held at the College.

9. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential dual credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each activity will be included in the annual timeline.

10. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined in the Annual Timeline may be accepted for dual credit courses. In compliance with the State-mandated STAAR and TSI Laws, the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the dual credit course(s):

    A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges' web sites.
    B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
    C. Must be in the eleventh or twelfth grade. Exceptions may be made for ninth and tenth graders if approved by the School principal and the College's chief academic officer or representatives.
    D. Be 16 years of age by the start of the academic year for courses taken on the college campus (does not apply to fully on-line courses).
    E. Cannot have received a grade of "D or F" in any previous dual credit course
    F. School is responsible for ensuring all Dual Credit students have up-to-date Bacterial Meningitis documents on file in their student records.

    These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

11. **CIVIL RIGHTS and ALAMO COLLEGES POLICIES:** The Alamo Colleges Policy and Procedure on Civil Rights prohibits discrimination, harassment, and retaliation in violation of several statutes, including but not limited to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. In particular, Section 504 prohibits discrimination and the denial of benefits or participation in any program or activity receiving federal financial assistance on the basis of disability. The protection extends to employees and students. Title IX prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX cover sexual harassment and sexual assaults and violence occurring on campus.

    The Alamo Colleges do not tolerate discrimination, harassment, or retaliation on the basis of any protected criteria, including gender or disability. To ensure compliance with the Civil Rights Policy and Procedure on Civil Rights Discrimination, Harassment, and Retaliation, the Alamo Colleges have designated a Title IX/VII/ADA/4Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All civil rights complaints should be reported or routed to the District Title IX/Title VII/ADA/504 Coordinator for handling and processing. At all times, the Coordinator and the school district will keep each other informed of complaints raised against each other.

    All dual credit students will have access to AlamoCARES, a prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking. Within the AlamoCARES site, students will find information on rights granted by Title IX and other federal statutes and resources to help educate and assist them when dealing with gender or disability discrimination, harassment, and retaliation, including sexual harassment and violence.

12. **DISABILITY SERVICES**:

A disabled student may request an accommodation of his/her disability to participate in the educational programs and activities of the Alamo Colleges. Accommodations are provided through the Disability Support Services ("DSS") office at each Alamo College. Accommodations may include special testing arrangements, readers, scribes, and note-taking services. However, an Alamo College is neither able nor required to provide the level of disability support services required by the public school system. Therefore, a dual credit student requiring disability support services may have differing levels of assistance from the School District and the College. For a dual credit student to receive disability support services at the College, the School counselor must provide a copy of the student's current 504 plan to the DSS office at the College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the College DSS office may require additional documents to provide needed clarification. The College DSS office will review said documentation and will produce one or more official College accommodations letters for the dual credit student. The letters will be given to the dual credit student and the School District counselor, who then provides the letters to the student's respective faculty members. Accommodations required by state law or School District policy exceeding those applicable to College, if any, shall be the responsibility of School District. At all times, the Coordinator and the School District will keep each other informed of requests for accommodation and accommodation complaints regarding dual credit students.

13. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT**. If the School is authorized to administer the TSI-approved assessment test, School will perform on behalf of Alamo Colleges the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55), that each test-taking student be provided pre-assessment activities ("Activities") that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the Alamo Colleges, the School will provide the Alamo Colleges an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

14. **EXCEPTION FOR SOPHOMORE**: To request an exception to enroll as a freshman or sophomore dual credit student, in addition to meeting all dual credit eligibility requirements, the School will validate the student's proven progress in prior academics and a high degree of self-management, self-awareness and intention to assume responsibility for his/her own learning.

15. **ENROLLMENT PROCESS**: Students desiring academic credit from the College will be enrolled for each course during the registration period. Upon mutual agreement with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the dual credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.

16. **TUITION AND FEES**: A student will be exempt from payment of all College tuition and fees for two (2) dual credit course(s) (6-8 semester hours) per semester.

17. **INSTRUCTIONAL MATERIALS**: The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes at no cost to the student. The College will maintain the same instructional materials and editions for dual credit courses taught at the high school campus for a minimum of three years. For courses in which dual credit students are placed into traditional College classes, the College selects the instructional materials required, and no maintenance period is committed. The school will provide the instructional materials (and associated technology, such as tablets/computers) for all courses taken as dual credit in regular college sections. For some classes, instructional materials are included in the registration process and the School will be invoiced for the dual credit students enrolled.

18. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The School will document any drops or changes in student status and inform the College for processing. Census rolls are the documentation of dual credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.

19. **ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES:** Regular academic policies and procedures applicable to regular college courses will also apply to dual credit courses. Students in dual credit courses will be eligible to utilize the same or comparable support services that are afforded to other College students. College is responsible for ensuring timely and efficient access to such services (*e.g.*, academic advising and counseling), to learning materials (*e.g.*, library resources), and to other benefits for which the student may be eligible.

20. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.

    A. According to the Texas Administrative Code §4.85, students taking dual credit courses should have demonstrated outstanding academic performance and capability. To continue in the Alamo Colleges' dual credit program, students must earn a "C" or better in all dual credit courses. Students performing poorly in dual credit course(s) will be counseled by teacher and School and may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. The college grade will be assigned following the scale of the College as defined in the College Bulletin. Teachers will assign grades by the deadline defined in the Annual Timeline.

    B. All dual credit courses, high school as well as college credit, will be transcripted immediately upon a student's completion of the performance required in the course.

21. **REIMBURSEMENT:** Reimbursement by Alamo Colleges to School in the amount of six hundred dollars ($600.00) will be made on an average of twenty students per School instructor for the courses taught on the School campus by the School instructor and listed in the Annual Agreement. The enrollment will be determined by the official enrollment count on the College's census date. College will provide the School with the official enrollment count each semester. The School through the School will provide the College with an invoice based on the Annual Agreement and the official enrollment count by the date defined on the Annual Timeline, and Alamo Colleges shall remit the reimbursement to the School.

22. **TERM AND TERMINATION:** This agreement shall be in effect from the beginning of the School semester, **August 2015**, to the end of the academic year, **May 2018**. All dual credit courses offered at the School require a Course Agreement as defined in this agreement. The College and School will complete the Annual Agreement under the conditions defined in these agreements. The Annual Dual Credit Timeline, located on the Alamo Colleges' Dual Credit Website will define all deadlines for the actions defined in this agreement.

    Alamo Colleges and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic semester.

    Upon written agreement signed by Alamo Colleges and School, the parties may renew this Agreement for one additional year until **May 2019**. If the parties agree to renew this Agreement, the parties also agree to review the terms of this Agreement and, if determined to be appropriate, execute an amendment prior to **May 2018**.

23. **COMPLIANCE:** Alamo Colleges and School agree:

A. To certify that their sites are ADA compliant;
B. To comply with all applicable provisions of the Family Education Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 CFR Part 99;
C. In all cases, to comply with all federal, state, and local laws applicable to this Agreement; and
D. To have in place and abide by a policy prohibiting sexual harassment.

24. **AMENDMENTS/REVISIONS:** This Agreement may only be amended by mutual written agreement of the parties.

25. **NOTICE:** All notices, demands, or requests from one party to the other may be personally delivered or sent by email and mail, certified or registered, postage prepaid, to the addresses stated in this section, and are considered to have been given at the time of personal delivery or mailing.

All notices, demands, or requests to Alamo Colleges shall be given or mailed to:

Associate Vice Chancellor for Academic Partnerships and Initiatives
Alamo Colleges
201 W. Sheridan
San Antonio, Texas 78204
Tel: 210-485-0160
Email: rdalrymple2@alamo.edu

With Copy To:

General Counsel
201 W. Sheridan
Alamo Colleges
San Antonio, Texas 78204
Tel: 210-485-0050
Email: pmeurin@alamo.edu

All notices, demands, or requests to School shall be given or mailed to:

Dr. Carl A. Montoya [Name]
Superintendent of Schools [Title]
8012 Shin Oak Drive [Address]
San Antonio, Texas 78233 [Address]
Tel: 210-945-5402
Email: cmontoya@judsonisd.org

26. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.

27. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.

28. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither

party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.

29. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.

30. **COUNTERPARTS:** This Agreement may be executed in counterparts, each one of which shall be an original, and different parties may sign different counterparts, all of which shall constitute but one document.

31. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these thee documents, the order of precedence shall be (1) the Dual Credit Terms, (2) this Agreement, (3) the Course Agreement, and (4) the Annual Agreement. If School and Alamo Colleges have entered into an AAAI Agreement, the AAAI Agreement shall take precedence over this Agreement in the event of conflict.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

ALAMO COMMUNITY COLLEGE DISTRICT

By: Jo-Carol Fabianke Digitally signed by Jo-Carol Fabianke DN: cn=Jo-Carol Fabianke, o=Alamo Colleges, ou=Vice Chancellor for Academic Success, email=jfabianke@alamo.edu, c=US Date: 2015.11.30 09:04:42 -06'00' 11/30/15

Dr. Jo-Carol Fabianke Date
Vice Chancellor for Academic Success

ISD / SCHOOL:

By: Dr. Carl A. Montoya 11/18/15
Date

Print Name: Dr. Carl A. Montoya
Title: Superintendent of Schools

EXHIBIT A

Judson Independent School District enters into this Agreement on behalf of the following Schools under the ISD. (Primary College Provider is listed. Any other agreements will be coordinated through the Primary Provider.):

Bexar County	Primary Provider
Alamo Heights ISD	
Alamo Heights HS	St. Philip's College
East Central ISD	
East Central HS	Palo Alto College
Edgewood ISD	
Edgewood Academy	Palo Alto College
Kennedy HS	Palo Alto College
Memorial HS	Palo Alto College
Ft. Sam Houston ISD	
Cole HS	St. Philip's College
Harlandale ISD	
Harlandale HS	Palo Alto College
McCollum HS	Palo Alto College
Frank Tejeda Academy	Palo Alto College
Judson ISD	
Judson HS	St. Philip's College
Judson Learning Academy	St. Philip's College
Wagner HS	St. Philip's College
Lackland ISD	
Virginia A. Stacey HS	Northwest Vista College
Northeast ISD	
Academy of Creative Education	San Antonio College
Churchill HS	San Antonio College
International School of America	San Antonio College
Lee HS	San Antonio College
MacArthur HS	San Antonio College
Madison HS	San Antonio College
Reagan HS	San Antonio College
Roosevelt HS	San Antonio College
Johnson HS	San Antonio College
NEISD Career & Technology	San Antonio College
Northside ISD	
Brandeis HS	Northwest Vista College
Brennan HS	Northwest Vista College
Business Careers HS	Northwest Vista College
Clark HS	Northwest Vista College
Communication Arts HS	Northwest Vista College
Health Careers HS	Northwest Vista College
Holmes HS	Northwest Vista College
Jay HS	Northwest Vista College
Marshall HS	Northwest Vista College
O'Connor HS	Northwest Vista College
Stevens HS	Northwest Vista College
Taft HS	Northwest Vista College
Warren HS	Northwest Vista College
Randolph Field ISD	
Randolph Field ISD	Palo Alto College
San Antonio ISD	
Brackenridge HS	St. Philip's College
Burbank HS	Palo Alto College

Cooper Academy	St. Philip's College
Edison HS	San Antonio College
Fox Tech HS	San Antonio College
Healy Murphy Center	St. Philip's College
Highlands HS	St. Philip's College
Houston HS	St. Philip's College
Jefferson HS	San Antonio College
Lanier HS	St. Philip's College
Navarro HS	San Antonio College
Young Women's Leadership Academy	San Antonio College
Somerset ISD	
Somerset HS	Palo Alto College
South San Antonio ISD	
South San Antonio HS	Palo Alto College
Southside ISD	
Southside HS	Palo Alto College
Southwest ISD	
Southwest HS	Palo Alto College

Atascosa County	Primary Provider
Charlotte ISD	
Charlotte HS	Palo Alto College
Jourdanton ISD	
Jourdanton	Palo Alto College
Lytle ISD	
Lytle HS	Palo Alto College
Poteet ISD	
Poteet HS	Palo Alto College

Bandera County	Primary Provider
Bandera ISD	
Bandera HS	San Antonio College
Medina ISD	
Medina HS	San Antonio College

Comal County	Primary Provider
Comal ISD	
Canyon HS	St. Philip's College
Canyon Lake HS	St. Philip's College
Smithson-Valley HS	St. Philip's College
New Braunfels ISD	
New Braunfels HS	San Antonio College
NBISD Learning Center	San Antonio College

Guadalupe County	Primary Provider
Marion ISD	
Marion HS	Palo Alto College
Navarro ISD	
Navarro HS	St. Philip's College
Schertz-Cibolo-Universal City ISD	
Clemens HS	St. Philip's College
Steele HS	St. Philip's College
Allison Steele Enhanced Learning	St. Philip's College

Seguin ISD	
Seguin HS	St. Philip's College
Mercer & Blumberg Lrn. Ctr.	St. Philip's College

Kendall County	Primary Provider
Boerne ISD	
Boerne HS	Northwest Vista College
Boerne Samuel Champion HS	Northwest Vista College
Comfort ISD	
Comfort HS	Palo Alto College

Kerr County	Primary Provider
Center Point ISD	
Center Point HS	San Antonio College
Ingram ISD	
Ingram Tom Moore HS	Palo Alto College
Kerrville ISD	
Tivy HS	San Antonio College
Hill Country HS	San Antonio College

Wilson County	Primary Provider
Floresville ISD	
Floresville HS	Palo Alto College
LaVernia ISD	
LaVernia HS	St. Philip's College
Poth ISD	
Poth HS	Palo Alto College
Stockdale ISD	
Stockdale HS	St. Philip's College

EXHIBIT B

Responsibilities of School and Alamo Colleges (College)

I. Responsibilities of School:

a. School teacher/lead for discipline shall collaborate with College on curriculum, syllabus, text for course as defined in Course Agreement;
b. School teacher/lead for discipline shall collaborate with College on instructors and syllabus for each section as defined in Annual Agreement;
c. School shall collaborate with College on promotion of dual credit opportunities; School representative(s) will work with School dual credit ("DC") instructor to provide presentations;
d. School shall distribute student admission and enrollment materials and assist students with completing the Admission Checklist;
e. School shall provide time and support for students to complete the ApplyTexas application and work with School DC instructors to schedule class time to work on the ApplyTexas application;
f. School shall provide College with a certified list of students eligible to enroll in Dual Credit classes. This will serve as the unofficial transcript;
g. School shall collect all application, enrollment and course documentation required and provide same to College in accordance with the College defined timeline (if available, this documentation should be scanned and forwarded to College by email);
h. School shall collaborate with College using on-going reporting to ensure that all documentation is provided by specified enrollment dates as provided in the Annual Agreement;
i. School shall ensure that the School DC instructor provides all faculty hiring materials to the appropriate College academic contact;
j. School shall designate a School DC representative to work with School DC instructors to ensure the instructors are verifying their rosters online and that the instructor provides the School DC representative a copy of their final roster;
k. School shall designate a School DC representative to work with School DC instructors to ensure they post their college grades online by the deadline and that they provide the School DC Representative with a copy of student grades for posting onto high school transcript;
l. School shall designate a School DC representative to work with School DC instructors to ensure that all participate in evaluation of instruction as requested by the College DC representative and/or College discipline chair/lead;
m. School shall ensure that the School DC representative and School DC instructors provide all communication to students, and parents where appropriate, regarding eligibility status and missing paperwork. **At no time** will the College directly contact parents of the students;
n. School DC representative and School DC instructors will submit FINAL School class rosters to College by the first Monday in August for fall enrollment and the last Monday in November for spring enrollment;
o. School DC representative will serve as liaison for any individual students enrolling in regular college for dual credit, including assuming responsibility for working with parents to ensure that tuition and fees are paid by designated deadlines; and

II. Responsibilities of College:

a. College academic lead will coordinate all academic decisions;
b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges' governing board;
e. College DC representative will collaborate with School on promotion of dual credit opportunities;

f. College will serve as advocate for all colleges' dual credit partnerships;
g. College will provide potential student/parent orientations;
h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
i. College will coordinate student admission and provide enrollment materials to School;
j. College will provide assessment opportunities for potential DC students on the College main campus;
k. College will confirm eligibility of students for enrollment in the DC program;
l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
m. College will provide residency verification for all DC students;
n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
o. College will post grades to student transcripts;
p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.

ARTICULATED TRANSFER AGREEMENT
BETWEEN THE UNIVERSITY OF TEXAS AT SAN ANTONIO
AND ALAMO COLLEGES, A TEXAS PUBLIC COMMUNITY COLLEGE

Introduction:

This Articulated Transfer Agreement ("Agreement") formally recognizes that the University of Texas at San Antonio, hereinafter referred to as "UTSA", and Alamo Colleges – (San Antonio College, St. Philip's College, Palo Alto College, Northwest Vista College, and Northeast Lakeview College) – hereinafter referred to as "AC", are active educational partners in providing educational opportunities for currently enrolled and potential students of both institutions. Agreement to this partnership requires a commitment by both institutions to enhance the transfer of degree-seeking students between institutions without jeopardizing the intended mission and stated goals of either institution.

Purpose of the Agreement:

This Agreement sets forth the major principles of mutual cooperation and expectations of this collaboration between UTSA and AC.

Provisions:

A. Future-Roadrunner Agreement:
   1) UTSA guarantees admission of transfer applicants who complete the admission process and meet the admission criteria specified in the UTSA Information Bulletin. Enrolled undergraduates may declare their major upon satisfaction of academic departmental requirements for admission to the degree program, prerequisite coursework and grade point average. These requirements vary by academic department, are subject to change, and are specified in the University Catalog. Degree requirements can be found in the University Catalog that is accessible at Utsa.edu/ucat/degree

   2) Alamo College students who are interested in future transfer to UTSA are invited to complete the Future-Roadrunner Agreement Form (formerly called the Joint Admission Agreement Form). By way of this agreement (accessible by contacting UTSA Admissions at 210-458-2000), Future Roadrunners are provided:
      a. Access to a UTSA Transfer Specialist who can provide guidance during the transfer process;
      b. Information about UTSA Transfer Scholarships; and
      c. Information about campus events and available opportunities to engage with UTSA students, faculty, and staff prior to enrollment at UTSA.

B. Transfer Plans/Guides. A transfer plan for each degree program is available for students to complete a minimum of 60 credit hours at the community college and, upon admission to UTSA, progress into the major and support work courses for completion of the degree program.

1) UTSA will prepare and publish in a timely manner via the UTSA web site transfer plans for degree programs contained in its Undergraduate Catalog and in each subsequent catalog. These transfer plans guarantee the acceptance of credits applicable to the plan's degree program as long as the minimum required grades are earned, college/department admission requirements are met, and university admission requirements are met. (See Section D1). (Some programs require higher grades, which will be specified on the transfer plan.)

2) AC will make the web-published transfer plans available to its faculty, staff, and students and will advise prospective UTSA students in accordance with the appropriate transfer plans.

3) UTSA will construct the transfer plans, in general, to provide a minimum of 60 semester credit hours up to a maximum of 70 credit hours, accounting for differences in the transfer of lab hours that may or may not be incorporated into the total UTSA degree program hours. The structure of the transfer plans will be based upon the Texas Common Core Curriculum components and the Texas Common Course Numbering System (TCCNS) as translated for the UTSA core curriculum requirements of the published catalog. (Plans stating less than 60 semester credit hours may occur due to the lack of TCCNS courses or any other comparable courses being offered by AC.) The plans will also identify courses beyond the core curriculum by TCCNS that apply toward the UTSA degree program major, support work, and/or electives. This includes any applicable field of study curriculum as defined by the Texas Higher Education Coordinating Board. Some courses may not have a TCCN so AC may request that UTSA review such courses for inclusion in specific transfer plans. The AC representative (Department Chair, Dean) should contact the UTSA Articulation Officer to request the review of such courses, and UTSA will then review the courses and make the final decision to approve or to disapprove the inclusion of these courses in specific transfer plans.

4) AC will strive to offer a reasonable number of class sections per the courses listed by TCCNS, field of study curriculum, or other institutionally agreed-upon courses in the transfer plans to facilitate the movement of students through their initial degree hours so they may transfer in a timely manner.

C. Duration of Transfer Plans and Changes Impacting Published Transfer Plans.

1) UTSA publishes transfer plans that correspond to a specific UTSA Undergraduate Catalog. Students have six years from the date they enter under such undergraduate catalog to complete this catalog's degree program. Therefore, each published transfer plan will remain valid for the same length of time as its corresponding catalog. Typically, UTSA publishes its Undergraduate Catalog on a one-year cycle, and after its Catalog is published, UTSA will make no revisions to the transfer plans except to correct any inadvertent errors.

   a) UTSA will publish any such correction to a transfer plan on the UTSA web site with a notation indicating the date of the correction and will provide AC written notification of such correction.

b) Every effort will be made to prevent students from being penalized by any errors made by UTSA on the published plans.

2) AC typically publishes its catalog on a one-year cycle. The Alamo Colleges' representative will apprise the UTSA Articulation Officer of any catalog/curriculum changes impacting the transfer plans so revisions may be addressed in the corresponding transfer plans within the next UTSA catalog cycle.

3) UTSA will notify AC should there be changes brought about by program accreditation agencies, which are not governed by the published UTSA undergraduate catalog. These entities include, but are not limited to, the Texas Education Agency (TEA), the Association to Advance Collegiate Schools of Business (AACSB International), and the Accreditation Board for Engineering and Technology (ABET).

4) AC will distribute all changes to transfer plans in a timely manner to faculty, students, and staff.

D. Institutional Collaborations.

1) UTSA recognizes that not all Texas public two-year institutions will offer the same TCCN-designated courses or other applicable courses due to the varying missions of the institutions. Therefore, collaborations may occur among or between comparable disciplines in order to develop appropriate transfer plans. To facilitate timely revision of transfer plans, the results of these collaborations should be communicated to the Articulation Officers and UTSA Undergraduate Studies Support and Technology Services.

2) The UTSA Articulation Officer named below or his/her successor will be the liaison for the development of collaborations between faculties to accomplish the provisions of this Agreement. The Articulation Officer will be the primary liaison for transfer practices with AC.

Dr. Nancy Martin, Associate Vice Provost
One UTSA Circle
San Antonio, TX 78249
Phone: (210) 458-5191; Fax: (210) 458-5189
Email: nancy.martin@utsa.edu

3) Likewise, the AC Articulation Representative or his/her successor will keep the UTSA Articulation Officer apprised of any program changes or needs impacting or being impacted by the transfer plans. The Articulation Representative will be the primary liaison for transfer practices with UTSA.

Dr. Christa Emig, Director of Curriculum Coordination and Transfer Articulation
201 W. Sheridan
San Antonio, TX 78204
Phone: (210) 485-0160; Fax: (210) 486-9287

Email: cemig@alamo.edu

4) If any of the information relating to the party's institutional representative changes during the term of this agreement, then such party will provide written notification of such changes to the other party.

E. Admissions and Recruiting.

1) UTSA will publish its admission criteria in its annual Information Bulletin, which is available online via the UTSA web site. Students from AC must meet all entrance requirements per the UTSA annual Information Bulletin for admission to UTSA. Admission to the university does not guarantee admission to all degree programs. Some programs will require AC students to meet additional established criteria for admission to the degree program. This information is stated on the appropriate transfer plan and in the UTSA Undergraduate Catalog.

2) UTSA will evaluate credits based upon the official transcripts submitted for admission. The Transfer Center at the Downtown campus will assist prospective transfer students in their transition to UTSA prior to admission.

3) AC will provide official and accurately coded transcripts (paper or electronic) per the student's request.

4) UTSA will provide recruiting visits and participate in prospective transfer student advising events/fairs, as possible, throughout the academic year. This is coordinated through the Transfer Center.

5) AC will collaborate with UTSA on scheduling events and visits and will provide space, equipment, and materials as needed for the use of UTSA representatives while on the campus for these events.

F. Completion of an Associate's Degree/Reverse Transfer.

1) Any exchange by the parties of student record information protected by the Family Education Rights and Privacy Act (20 USC § 1232g) and implementing regulations (34 CFR Part 99), collectively referred to as FERPA, shall commit the receiving party to limit the use of such information to the purposes for which the disclosure was made, and to impose such limits on any re-disclosure, and the parties agree to comply with all applicable statutory and regulatory provisions, including, without limitation 34 CFR 99.31, 99.32, 99.33, 99.34 and 99.35.

2) "Reverse Transfer" allows students to transfer course work from UTSA back to AC to complete requirements for the Associate of Art degree. This program is specifically designed to allow students to receive the advantages pursuant to completion of the associate degree when they leave the AC prior to degree completion. UTSA and the AC have developed a reverse transfer process to provide students with the opportunity to complete the associate's degree while working on their UTSA bachelor's degree.

Student records will be exchanged between UTSA and the AC for this purpose, strictly adhering to all privacy regulations and ensuring compliance with FERPA.

Any student who transfers from a two year degree awarding institution to another Texas public college or university, has completed 30 college-level credit hours of the Associate degree and has subsequently completed degree requirements at the transfer institution which may qualify the student for an Associate's Degree at the two year institution, is eligible for "reverse transfer" from UTSA.

Earned hours must include the courses required by the Texas Higher Education Act as set forth in Subchapter F, sections 51.301 and 51.302 (six semester hours in U.S./Texas government and six hours in U.S./Texas history).

Reverse Transfer Guidelines

a) Transcripts must be identified as a Reverse Transfer. "Reverse Transfer" can be indicated in the address line of the receiving institution (ATTN: Reverse Transcript Office).
b) Exchanged Student Information may include the following personally identifiable information in addition to other educational records:
    a. Student's name
    b. Student's current address
    c. Student's current email
    d. Student's date of birth (DOB)
    e. Student's Social Security Number (encrypted)
c) Sending Institution Contact Information
    a. Name (Point of Contact)
    b. Title
    c. Telephone number
    d. Email address
d) Send student information and point of contact information to: dst-reversetransfer@alamo.edu

Alamo Colleges Point of Contact
Myrella Gonzalez
Associate Director
Center of Student Information
Alamo Colleges
mgonzales1@alamo.edu
(210) 486-5041

3) UTSA understands AC's mission of educating members of its service area and of awarding associate degrees. Therefore, UTSA will assist AC in its mission by providing the following services:

    a) Approval of a transfer student's consortium agreement to complete their remaining transfer plan hours (maximum six credit hours) at AC while matriculated at UTSA so students may continue to receive financial aid and complete an Associate's

Degree. Students must be degree seeking at UTSA and must submit the consortium agreement prior to taking said remaining course at AC. Financial Aid will pay according to the UTSA disbursement schedule. Students must make arrangements with AC to ensure payment is guaranteed.

b) Upon request of AC, UTSA will notify its matriculated students of the reverse transfer opportunity at AC by the student's preferred email account.

c) Once a signed FERPA release has been received, UTSA will provide data concerning the performance of AC students matriculated at UTSA as compared with native UTSA students per an established UTSA reporting format. Separate academic records for students will be maintained at each institution. Authorized employees of AC and UTSA will have access to personally identifiable information about the students who receive or who are eligible for reverse articulation of credit . AC and UTSA will ensure their institutional compliance with FERPA regulations.

d) Each October and March, UTSA will review its student records and determine which students are eligible for the reverse articulation of credit pursuant to the following criteria: (i) the UTSA student previously transferred coursework from AC, (ii) the student has indicated an interest in reverse articulation of credit and (iii) the student completed at least 30 semester credit hours at AC and additional semester credit hours at UTSA to total 66 semester hours. UTSA will securely transmit official electronic copies (SPEEDE) of these students' transcripts to AC.

e) UTSA will provide AC with a student report no later than November 1 (each Fall term) and April 1 (each Spring term).

f) Upon receipt of UTSA transcript information, AC will conduct a degree audit of each eligible student and evaluate all coursework that may apply to the completion of the student's associate degree at AC. Students who meet all AC degree requirements are eligible to receive an AC degree at no additional cost to the student. AC will notify each student that he or she is eligible to receive an associate's degree and eligible to participate in AC's graduation ceremony.

g) Upon request by the student, AC will securely transmit official electronic copies (SPEEDE) of students' transcripts to UTSA.

h) AC will provide UTSA bi-annual summary reports of Associates degrees conferred based on reverse transfer from UTSA.

4) AC will collaborate with UTSA on the services listed above, contact students as committed above, and report any problems or challenges to the UTSA Articulation Officer in a timely manner.

5) AC agrees to request student information from the UTSA Office of Institutional Research for the purpose of monitoring and enhancing student academic success. The information may also be used to enhance curricular offerings. UTSA and AC acknowledge that educational records

maintained by each institution are subject to FERPA and both institutions agree to comply with FERPA and implement appropriate procedures to ensure that confidential information is not disclosed or distributed, which as applied to this subsection F.5. would require aggregation or de-identification absent specific student consent.

G. Duration of this Agreement.

1) This Agreement will become effective upon the approval by and signature of the President of UTSA and the Presidents of the Alamo Colleges.

2) Unless earlier terminated as provided below, this Agreement will remain in effect for a period of five years. At which time it may be renewed or modified by mutual consent in writing by both parties.

3) Either party may terminate this Agreement upon 180 days written notice to the other party.

   a) Upon termination, the applicable transfer plans will be removed from the UTSA web site.

   b) However, AC students who matriculated before the termination of this Agreement may continue to follow the transfer plans as long as the stated UTSA catalog is valid, which is six years from the date that the student matriculated at AC under such UTSA catalog and its corresponding transfer plan.

   c) Should this Agreement be terminated, AC students who are in the process of seeking admission to UTSA at the time of termination shall be allowed to complete the application process and, should they be admitted to UTSA, receive the benefits under the terms of this agreement.

H. Institutional Representatives.

UTSA Articulation Officer
Dr. Nancy K. Martin, Associate Vice Provost
University College
One UTSA Circle
San Antonio, TX 78249
Phone: (210) 458-5191; Fax: (210) 458-5189
Email: Nancy.martin@utsa.edu

AC Articulation Officer
Dr. Christa Emig, Director of Curriculum Coordination and Transfer Articulation
201 W. Sheridan
San Antonio, TX 78204
Phone: (210) 485-0160; Fax: (210) 486-9287
Email: cemig@alamo.edu

If any of the information relating to a party's institutional representative changes during the term of this Agreement, then such party will provide written notification of such changes to the other party.

H. General Provisions

1) Force Majeure. Neither party shall be liable for any delays resulting from acts of nature, strikes, and riots, acts of war, epidemics, or governmental regulations.

2) Binding Agreement. This Agreement shall be binding upon and inure to the benefit of the successors and assigns of UTSA and shall be binding upon and inure to the benefit of AC's legal representatives, successors, and assigns.

3) Governing Law. Bexar County, Texas shall be the proper place of venue for suit on or in respect of the Agreement. The Agreement and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas.

4) Severability. If any of the provisions or portions of this Agreement are invalid under any applicable statute or rule of law, they are to that extent to be deemed omitted.

5) Assignment. Except as otherwise provided in this Agreement, neither party shall assign or transfer any of its rights or obligations hereunder without the prior written consent of the other party hereto, which assignment shall not be unreasonably withheld, and any such attempted assignment without such consent shall be void.

6) Entire Agreement. This Agreement embodies the entire Agreement and understanding between the parties and supersedes all prior Agreements, whether oral or written between the parties relating to the subject matter hereof.

7) Amendment. This Agreement may not be amended or modified except by a written instrument executed by both parties.

8) No Financial Implication - No financial implications concerning the transfer or exchange of cash, equipment, or real estate is intended or implied by this Agreement. UTSA and AC are separate and independent institutions of higher education and intend to remain so. The administrators of UTSA and AC are authorized to prepare and implement plans of action and procedures necessary to effect this Agreement

9) Exclusivity. This instrument in no way prohibits either party from participating in similar activities with other public or private agencies, organizations, and individuals.

10) Exemptions, Privileges, and Immunities. It is expressly agreed and understood between the parties that nothing contained herein shall be construed to constitute a

waiver by either AC or UTSA of its right to claim such exemptions, privileges, and immunities as may be provided by law.

11) Mutual Understanding. Each party has read this Agreement, fully understands the contents of it, has had the opportunity to obtain independent legal advice regarding the Agreement's legal effect, and is under no duress regarding its execution.

12) Counterparts. This Agreement may be executed and delivered in any number of counterparts, each of which when executed and delivered shall be deemed to be an original, but all such counterparts shall together constitute one and the same Agreement.

13) Notice Language. Any notice to either party under this Agreement must be in writing and acknowledged by the party receiving it, and shall be deemed received when: (i) confirmed by email; (ii) actually delivered by hand delivery; (iii) sent by confirmed facsimile transmission; (iv) actually delivered by overnight carrier; or (v) three (3) days after it is deposited in the United States mail, postage prepaid, certified mail, return receipt requested and property addressed as follows:

UTSA	AC
Name: Dr. Nancy K. Martin	Name: Dr. Christa Emig
Title: Associate Vice Provost	Title: Director of Curriculum Coordination &Transfer Articulation
Address: One UTSA Circle San Antonio, TX 78249	Address: 201 W. Sheridan San Antonio, TX 78204
Email: Nancy.martin@utsa.edu	Email: cemig@alamo.edu
Phone: 210.458.5191	Phone: (210) 485-0160
Fax: 210.458.5189	Fax: (210) 486-9287

14) Waiver. None of the terms of this Agreement shall be deemed to be waived, in whole or in part, by either party unless such waiver is in writing and executed by authorized representatives of both parties. No waiver of any provision of this Agreement shall be deemed a waiver of, or render unenforceable, any other provision of this Agreement.

15) Headings. The headings of the Sections of this Agreement are for convenience only and shall not be a part of or affect the meaning or interpretation of this Agreement.

16) Compliance with Laws and Policies. Each party and its directors, officers, shareholders, members, principals, participants, employees, and agents shall comply with applicable laws, ordinances, regulations, and codes, including the identification and procurement of required permits, certificates, approvals, and inspections, if any, related to the performance of this Agreement.

17) University Marks. AC understands and acknowledges that The Board of Regents of the University of Texas System owns all rights to the name, logos, and symbols of UTSA ("University Marks"), and any use of University Marks by AC must have prior written approval of UTSA. Any materials produced and distributed by AC and/or UTSA which uses the name, image, likeness or specifically references this agreement

or makes any general representation regarding each other's institution must be approved by the respective party in writing prior to its use. Each of the parties shall remain the sole owner of all rights in and to its respective name, tradenames, trademarks, service marks, trade secrets, patents and other intellectual property rights, as the same now exist or as they may hereafter be modified in the future by either party during the term of this Agreement (collectively, the "Intellectual Property Rights").

EXECUTED by the parties by their authorized representatives, in duplicate copies, each of which shall be deemed an original.

APPROVED:

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Dr. Ricardo Romo **Date** 1/29/15
President

APPROVED*:

APPROVED AS TO FORM ONLY

ALAMO COLLEGES

Dr. Robert H. Vela, Jr. **Date** 12/15/14
President, San Antonio College

Dr. Adena Williams Loston **Date** 1/12/15
President, St. Philip's College

Dr. Mike Flores **Date** 12/15/14
President, Palo Alto College

Dr. Ric Baser **Date** 12/15/14
President, Northwest Vista College

Dr. Craig Follins **Date** 12/15/2014
President, Northeast Lakeview College

***Alamo Colleges:** Please return a fully signed original Agreement within 60 days of the final execution of this Agreement to the designated UTSA Articulation Officer above, at The University of Texas at San Antonio, University College, One UTSA Circle, San Antonio, TX 78249-0615.

JISD

JUDSON INDEPENDENT SCHOOL DISTRICT

Collaboration/Partnership Form

2016-2018 Biotechnology and Life Sciences "Health Care" Innovative Academy – the Next Generation of Early College High Schools Grant (Texas Education Agency)

The purpose of the program is to provide **Wagner HS: An ECHS** students' opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within Biotechnology and Life Sciences (Health Care) industry.

Partnership Name: **Workforce Solutions Alamo** 115 E. Travis, Suite 220 San Antonio, TX 78205

Type of collaboration/Partnership (check one):

- ☑ **Partnership – Alamo Local Workforce Solutions:** Identify high-demand occupations and programs of study that lead to targeted cluster industry occupations.
- ☐ Other Organization/Agency Collaboration/Partnership (examples: Universities/Colleges, Military, Private Businesses, Museums, Education Service Center and Financial Institution etc.)

Occ Code	Alamo WDA 2014 – 2024 Annual Average Employment:
17-2199, 51-4012, 17-3024	Aerospace
47-2061	Construction
51-4121	Welding

Signature/printed name of individual authorized to commit the organization to the support listed:	Signature — Miriam Barksdale-Botello (Printed Name)
Title of Position:	**Workforce Development Specialist / Planner**
Date:	**October 14, 2016**
Email:	mbarksdale@wsalamo.org
Telephone:	**210-581-1096**

Post-Secondary Education & Career Readiness
Dr. Nereida "Nellie" Cantu – Asst. Superintendent.... ncantu@judsonisd.org
Dr. Denise H. Bell – Higher Ed. Funding Administrator dhutchinsonbell@judsonisd.org
8205 Palisades Drive • Live Oak, Texas 78233-2457 • (210) 945-5329 • www.judsonisd.org

Degree Plan for Wagner Early College High School

Classification	College Courses	Credit Hours Per Semester	Total number of credit hours for the academic year
9th Grade	EDUC 1300 BCIS 1305	6 hours in the spring of each year	6 hours
10th Grade	GEOG 1303 COMM 1307 SPCH 1311 Fine Arts Options-MUSI 1306, DRAMA 1310, or ARTS 1301	6 hours per semester	12 Hours
11th Grade	ENGL 1301, ENGL 1302 (sequential) HIST 1301, 1302 PHIL 1301 PSYC 2301	9 hours per semester	18 hours
12th Grade	ENGL 2322, 2327 MATH 1314 BIOL 1308 GEOL 1301 GOVT 2305, 2306 ECON 1301	12 hours per semester	24 hours
			60 hours

JUDSON ISD Four-Year Curriculum--DRAFT

	Course	Description	SCH	Semester/ Year
9th Gr.	BCIS 1305 - Business Computer Applications	**Elective**	3	Spring 2017
	EDUC 1300 - Learning Framework	**Elective***	3	Spring 2017
	SPCH 1311 - Introduction to Speech Communication	**Core** COMM	3	Fall 2017
10th Gr.	ARTS 1301 - Art Appreciation or MUSI 1306 - Music Appreciation or DRAM 1310 - Introduction to Theatre - Theatre Appreciation	**Core** CREATIVEARTS	3	Fall 2017
	GEOL 1301 - Earth Sciences Lecture I	**Core** LIFE/PHYSCI	3	Spring 2018
	COMM 1307 - Introduction to Mass Communication	**Elective** SBS	3	Spring 2018
11th Gr.	ENGL 1301 - Composition I	**Core** COMM	3	Fall 2018
	HIST 1301 - United States History I	**Core** AMHIST	3	Fall 2018
	PHIL 1301 - Introduction to Philosophy	**Elective** LNGPHILCUL	3	Fall 2018
	ENGL 1302 - Composition II	**Core** COMM	3	Spring 2019
	HIST 1302 - United States History II	**Core** AMHIST	3	Spring 2019
	PSYC 2301 - General Psychology	**Elective** SBS	3	Spring 2019
	ENGL 2322 - British Literature I: Anglo Saxon through Neoclassical	**Core** LNGPHILCUL	3	Fall 2019
	MATH 1314 - College Algebra	**Core** MATH	3	Fall 2019
	BIOL 1308 - Biology for Non-Science Majors I (Lecture)	**Core** LIFE/PHYSCI	3	Fall 2019
12th Gr.	GOVT 2305 - Federal Government	**Core** GOVT/PS	3	Fall 2019
	GEOG 1303 - World Regional Geography	**Elective** SBS	3	Spring 2020
	ENGL 2327 - American Literature I: Precolonial through the Romantic Period	**Core** LNGPHILCUL	3	Spring 2020
	GOVT 2306 - Texas Government	**Core** GOVT/PS	3	Spring 2020
	ECON 1301 - Introduction to Economics	**Core** SBS	3	Spring 2020
			60	

* TSI Assessment: English 363-390 w/ Essay of 4 or an Essay of 5+ and Reading 351-390