



2019-2021 P-TECH and ICIA Success Grant Program
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

NOGA ID

Authorizing legislation

GAA, Article III, Rider 67 & 49, 85th TX Leg, and TEC 29.551-29.556 & 29.908

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division, Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from **June 1, 2019 - June 15, 2021**

Application stamp-in date and time

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Required Attachments

Four (4) attachments are required to be submitted with this application:

1. A completed "Crosswalk" template.
2. A completed "Work-Based Education Matrix" template.
3. A signed and dated MOU with an IHE partner - 3 pages max.
4. A signed and dated MOU with a business/industry partner - 3 pages max.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization **Lytle ISD** CDN **007-904** Vendor ID **74-6001649** ESC **20** DUNS **080256951**
Address **15437 Cottage Street** City **Lytle** ZIP **78052** Phone **(830) 709-5100**
Primary Contact **Harry Piles** Email **harry.piles@lytleisd.org** Phone **(830) 709-5100**
Secondary Contact **Michelle Smith** Email **michelle.smith@lytleisd.org** Phone **(830) 709-5100**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Michelle Smith** Title **Superintendent**
Email **michelle.smith@lytleisd.org** Phone **(830) 709-5100**
Signature *Michelle Canell Smith* Date **03/01/2019**
Grant Writer Name **N/A** Signature _____ Date _____

☐ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The district currently has a College, Career, and Military Ready rate of 48.4%. This is significantly lower than the State's rate of 54.2% and shows need for improvement.	The district will address this rate by providing a smooth transitional experience for students that includes rigorous academics through a partnership with St. Philip's College and work-based programs through an industry partnership with WCW Design Co. to lead to skilled employment opportunities.
The district needs to increase the current percentage of 0% for students that receive an associate's degree upon high school graduation.	The district will address this rate by combining high school courses and college-level courses to provide a clear pathway that allows the students to receive a high school diploma, a credential, work-based experiences, and even an associate's degree upon graduation.
The district's percentage for students who received a CTE coherent sequence of coursework aligned with industry-based certifications is currently 10.9%, which is 6.4% lower than the State's current percentage.	Through the ICIA Success Program, the district will address this percentage and offer a coherent sequence of courses that leads to students receiving industry-based experiences, a work credential, and interviewing priority with partnering employers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The district's goal is to provide a smooth transitional experience for students to receive a high school diploma, a work credential, an associate's degree, and work-based education programs. This goal addresses the SMART elements, to include: Specific – (What) To partner with an IHE to provide a coherent sequence of classes. (Why) To increase the number of students who have priority in interviewing with partnering employers; Measurable – By tracking the number of transferable credits/work experiences students receive; Achievable – The district received buy-in to sustain the grant from local businesses and stakeholders; Relevant – The goal provides answers to the challenges Texas employers face by producing skilled employees to fill middle-skill jobs; and Timely – The district will begin implementing the grant by June 1, 2019.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In developing the benchmarks to measure the progress towards program goals, the district created the following:

- Having the Leadership Team meet to review student qualitative and quantitative data by August 2019;
- Submitting confirmation of: a) the school/program as a designated Texas Success Initiative (TSI) assessment site and; b) timeline for testing students to ensure that passing rates meet outcome-based measures on the ICIA Blueprint;
- Ensuring that 90% of the targeted ICIA population for Cohort 1 attends and completes the summer bridge program;
- Ensuring at least 10% of the 9th grade student body is enrolled in the ICIA Program as Cohort 1;
- Targeting and ensuring a minimum of 50% of Cohort 1 are classified as at-risk students, including, students who are of limited English proficiency or who have failed a state administered assessment, to participate in the grant program; and
- Providing 100% of participating students with flexibility in class scheduling and academic tutoring.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

For the second quarter of the program, the following benchmarks have been established to measure progress:

- Having a minimum of 90% of the enrolled ICIA students in Cohort 1 pass all courses with a B or higher on their semester report cards;
- Providing academic support to the remaining 10% of the ICIA students in Cohort 1 that need to improve their grades;
- Ensuring that at least 90% of the ICIA student population will have received at least 3 college credits for the Fall 2019 school year; and
- Increasing participation from multiple stakeholders (i.e. parents, teachers, counselors, etc.) to provide beneficial wrap-around strategies, such as: social/emotional support, college readiness assessments, work-based experiences, etc.

Third-Quarter Benchmark

Benchmarks used to measure the program's third-quarter progress include the following:

- Having a minimum of 90% of the enrolled ICIA students in Cohort 1 and 2 pass all courses with a B or higher on their semester report cards;
- Providing academic support to the remaining 10% of the students in Cohort 1 and 2 that need to improve their grades;
- Ensuring that at least 90% of the ICIA student population in Cohort 1 will have received at least 3 college credits during the Spring 2020 semester;
- Ensuring that at least 90% of the ICIA student population in Cohort 1 receives at least 1 industry-based certification;
- Ensuring students have at least 10 internship/externship hours; and
- Submitting an action plan based on the blueprint initial self-assessment and needs assessment by TEA's assigned due date.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goal do not show progress, describe how you will use evaluation data to modify your program for sustainability.

In order to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include: Conducting surveys to provide continuous feedback on the program; Collecting feedback from the partnering agency (WCW Design Co.); Reviewing report cards and classwork, TSI assessments, SMART goals, and benchmarks (quantitative); Surveying parents and students to ensure that strategies being implemented to inform and solicit feedback are successful (qualitative); and Having the TEA assigned TA Provider complete a questionnaire evaluating the district's planning strategies and progress in completing the implementation plan and ICIA Blueprint. The campus will collect data including program-level data, number of participants served, and student-level academic data. The data will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of collaboration opportunities afforded to campus teachers and higher education faculty through planning, teaching, and professional development; Number of students engaged in TSI success activities; and Hours of college credit earned by students. The evaluation provides for examining the effectiveness of strategies. The district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, and TSI reports to determine an increase in student academics and modify the program as needed.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate acceptance.

- ☒ 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.
- ☒ 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.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 P-TECH and ICIA Success Grant Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures as noted in the 2019-2021 P-TECH/ICIA Success Grant Program Guidelines and shall provide TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic monitoring.
- ☒ The P-TECH/ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ LEA will submit an action plan based on blueprint initial self-assessment and needs assessment.
- ☒ LEA will submit confirmation of a) the campus/program as a designated Texas Success Initiative (TSI) assessment site and, b) timeline for testing students to ensure that passing rates meet outcome based measures on the P-TECH and ICIA Blueprint.

Statutory Requirements

1. P-TECH and ICIA schools must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

As a recipient of the 2018-2019 P-TECH and ICIA Planning Grant (10 pts.), the district created and will implement the recruitment and open enrollment processes below to encourage the enrollment of the subpopulations of at-risk students. Recruitment – In May 2019, the district will implement its established recruitment process and distribute marketing materials for all students; thus, not discouraging/excluding, any of the subpopulations such as: at-risk students, students who are of limited English proficiency, and/or students who have failed a state administered assessment. Additionally, these materials will be distributed at feeder schools and other appropriate locations in the community. This includes brochures and marketing material in Spanish, English, and/or relevant second language(s). Finally, a written communication plan has been approved for targeting identified audiences, parents, community members, school board, higher education personnel, etc. This communication plan includes targeted media outlets (local newspaper, school newspaper, Facebook, etc.), daily announcements, district and campus websites, and school marque. The 8th grade Counselor will also meet with at-risk students to personally inform them of the ICIA Program and its benefits.

Enrollment – 1.) In late May and early June 2019, the Principal and/or Counselor will conduct an in-depth orientation and interview for both the parent/guardian and student. This orientation will cover the structure, goals, intent, and standard expectations. 2.) An application/written essay will be required to be completed by the parent/student so it can be reviewed blindly (i.e. all identifying information hidden from the selection committee). The selection committee consists of district and campus administration, counselors, and teachers. 3.) Applications meeting the selection criteria will be placed in a lottery pool in which students will be selected to become the future ICIA cohort by random drawing 4.) In June 2019, the district will select applicants and notify their parents/guardians within two weeks following the lottery drawing. 5.) In August 2019, a second random lottery drawing will be held to fill any vacancies and meet the TEA agreed upon cohort size.

Statutory Requirements (Cont.)

2. P-TECH and ICIA schools must provide for a program/course of study that enables a participating student in grade levels 9 -12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

After researching workforce need, the district determined to offer the Manufacturing program of study, which would include the Computer Numerical Control (CNC) Operator/Manufacturing Technician occupation. Through this program, the district will partner with St. Philip's College to offer combined high school and post-secondary courses for grades 9-12. Currently, the district only offers a simple manufacturing course for their students. The ICIA Program will expand the current course offering to include the Manufacturing Program of Study. These courses will include: Principles of Manufacturing, Precision Metal Manufacturing, Robotics I, Manufacturing Engineering Technology, Metal Fabrication Manufacturing, etc. This program of study will enable students to combine high school courses and postsecondary courses through a strong partnership with St. Philip's College. The district, in partnership with the college during the planning phase of the grant, established a course crosswalk and sequence of courses, as seen in the course crosswalk attachment. Students will be able to use this crosswalk to identify the courses needed to earn the CNC Operator certification and experience work-based opportunities through internships and externships, which will be made available to students at every grade level. Implementation of this grant will allow the district to purchase additional supplies/materials and equipment, as well as, provide professional development to teachers to ensure high-quality instruction. In addition, WCW Design Co. will provide participating students with high-quality training, as well as, access to any equipment and materials that are required for use during their internships/externships, which will be provided as an in-kind match. Utilizing local data, Lytle ISD will develop an innovative high school model that will provide wrap-around services that immerse students from every grade level in rigorous educational opportunities to identify Texas' labor market demands, respond to employer needs, and focus both on educational and employment outcomes.

3. P-TECH and ICIA schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

The district has entered into an articulation agreement with St. Philip's College that is accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), a regional accrediting agency that is recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. This articulation agreement or MOU addresses the following and describes how the program will meet the partnership requirements:

- Curriculum Alignment - For dual credit courses, the college will select the instructional materials required. All high school courses in the program will be directly aligned with college courses to ensure a smooth transitional experience for students.
- Instructional Materials - All instructional materials will be provided by the IHE and purchased by the district.
- Instructional Calendar - The school district will enable students to attend college-level courses provided by the college as per their instructional calendar.
- Courses of study - Dual credit courses may include, courses in the core curriculum, career and technical, and/or workforce field that applies to a certification or associate's degree.
- Student Attendance - Students enrolled in dual credit courses are required to maintain regular and punctual attendance.
- Grading Policies - Grades are awarded on a 4.0 scale at the college but will be converted to a letter grade for the district.
- Administration of Statewide Assessments - To enroll in dual credit courses that lead to an associate's degree, students should achieve the minimum passing standards under the provisions of the Texas Success Initiative Assessment.

In this manner, St. Philip's College will meet all program requirements as per the guidelines for this funding opportunity. In order to maintain a strong partnership with the college, district administrators will meet with the College President, Vice President of Instruction, College Liaison, and/or College Counselor to address any questions or concerns as they arise. Moreover, each year the college and district administration will meet to review and renew the MOU.

Statutory Requirements (Cont.)

4. P-TECH and ICIA schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program and be reviewed at least every two years and updated as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

The district will provide 100% of participating students access to appropriate work-based education at every grade level, as described in Attachment #2, Work-Based Education Matrix. (5 pts.) This includes immersing students in rigorous educational opportunities that are connected to Texas' regional labor market demands, responsive to employer needs, and focused both on educational and employment outcomes.

To address the regional workforce needs, the district contacted the Chief Executive Officer of Workforce Solutions Alamo, Mr. George Hempe, to request a list of high-demand occupations. Mr. Hempe researched the current trends, as well as, projected occupations based on economic and business industry growth. With this data, the district was able to identify the Manufacturing pathway that aligns with regional workforce needs. (5 pts.) In addition, the St. Philip's College defined the regional needs and provided a structured path to certifications and an associate's degree in these high-demand fields.

The district will respond to these occupational opportunities by enhancing their current partnership with WCW Design Co. that will provide wrap-around services for students from every grade level for a rigorous, comprehensive education. This will include:

- Mentoring;
- Job shadowing;
- Flexibility in scheduling; and/or
- Work-based education (i.e. internships and externships).

In addition, WCW Design Co. has agreed to give priority in interviewing students for any jobs that are available upon the student's completion of the program. The partner will ensure that all students are trained properly and are capable of performing basic skills and techniques in the field. (5 pts.)

The district and industry partner will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, the district representative will meet with the business representative to review student outcomes and address any issues. These meetings will be conducted jointly, so that ideas can be shared and solutions to issues can be presented. In addition, separate quarterly meetings will be held with each of the partnering businesses in order to provide each business with privacy and discretion. Moreover, each year the district administration will meet with the industry partner to review, renew, and or/modify the MOU as deemed necessary.

TEA Program Requirements

1. Grantee must establish a Leadership Team. Describe the current Leadership Team. Include a list of the individuals and their titles, along with how often the Leadership Team will meet, the dates of meetings that have already been held, any upcoming meetings and agenda topics.

As per the grant requirements, a Leadership Team was previously created during the initial planning phase and is comprised of the following individuals: Dr. Karlene Fenton (Dean of St. Philip's College Southwest Campus); John Haral (Manufacturing Chair of St. Philip's College Southwest Campus); Joe Ybarra (CNC Director of St. Philip's College Southwest Campus); Chris Roberts (Owner of WCW Design Co.); Michelle Carroll Smith (Superintendent); Harry Piles (CTE Director); Laura Uribe-Center (Federal Programs Director); Katherine Duran (Finance); Lorrienne Migura (Public Relations); Catherine Hoffman (Project Director); Loretta Zavala (Principal); Christian Guerra (Counselor); Elizabeth Stewart (Jr. High Principal); Erika Sadler (Jr. High Counselor); and Michael Gomez (Career Exploration Jr. High Teacher). Each of these individuals have the experience needed to ensure the successful implementation of the program goals, objectives, and activities.

The Leadership Team will meet monthly to review agreements, monitor progress, and analyze data to address problems and course correct as necessary. In addition, all meeting dates, agendas, and meeting minutes (including attendance) will be posted on the district's website. The minutes will include how student data will be reviewed and how the program will improve the rate of student success.

Since the creation of the Leadership Team, the individuals have met on September 24, 2018, October 26, 2018, December 10, 2018, December 19, 2018, and February 4, 2019, to discuss program goals and objectives, as well as, the recruitment and enrollment processes. The Leadership Team will hold a meeting in April 15, 2019 and May 14, 2019 to discuss what is needed of the staff to run a successful ICIA Grant Program.

2. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills and support necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work- based educational experiences. Describe the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH.

The high school currently employs a full-time Counselor that provides wrap-around services to students including:

- Using aptitude and achievement assessments to evaluate each student's interests, skills, and abilities;
- Providing academic and social/ emotional services to support student success in rigorous academic and/or work-based educational experiences; and
- Evaluating students' background, education, and training to develop realistic educational and career goals.

The high school also provides a personalized learning environment by creating a seamless curriculum between the high school and the St. Philip's College. The campus provides work-based experiences for its students through partnerships with local businesses to offer rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The high school also implements a follow-up procedure to ensure that students feel comfortable and are successful in their classroom and coursework. For example, if a student is not performing at the required level in two or more college courses, the Principal and Counselor will personally meet with the student to identify the reason for the student's low performance. This occurs after midterm grade and final grade distribution. St. Philip's College will also offer career counseling to participating students to ensure they are on the correct career path.

The social and emotional support of the students are crucial to maintain in order to improve attendance and ensure academic success. The campus provides continuous social and emotional support to the students by employing a full-time Counselor and Teachers that are devoted to student success. The Counselor provides individualized career and course planning with all students; Individual Graduation Plans; Assistance to students with personal or family matters; and Social and emotional advisement. Group sessions are also provided when necessary to handle social and emotional issues with peers. Additionally, student/parent/teacher conferences are set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS - 6100 (include direct program and direct admin costs)**BUDGET**

Program Director - Salary	80,000

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)

Professional Development	20,000
St. Philip's College - Student Fees	15,000

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)

Supplies and Materials	34,108
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OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)

Travel for Students to St. Philip's College for Classes and WCW Design Co. for Externships/Internships	40,000

CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)

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Total Direct Costs 189,108

Indirect Costs 10,892

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs) 200,000

REQUIRED MATCH AMOUNT (total budget request x 20%) 40,000

ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM

Crosswalk Template

You may delete or expand rows but do not exceed one page

					CDN: <u>007-904</u>		
Program of Study		IHE Partner		Program Offered in 2018-2019? (Y/N)		Expected Program Student Outcomes	
Manufacturing		St. Philip's College		Y		CNC Operator	
Year / Grade Level	High School Course			Post-Secondary Course			
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours	
Year 0 / Grade 8							
Year 0 / Grade 8							
Total Year 0 High School Credits				Total Year 0 College Credit Hours			
Year 1 / Grade 9	13032200	Principles of Manufacturing	1	MCHN 1302	Print Reading for Machining Trades	3	
Year 1 / Grade 9	13032200	Principles of Manufacturing	1	MHCN 1320	Precision Tools and Measurement	3	
Total Year 1 High School Credits			2	Total Year 1 College Credit Hours			
Year 2/ Grade 10	13032500	Precision Metal Manufacturing	.5	MCHN 1438	Basic Machine Shop 1	3	
Year 2/ Grade 10	13027200	Principles of Information Technology	1	ITSC 1301	Introduction to Computers	3	
Year 2/ Grade 10	13037000	Robotics 1	.5	RBTC 1305	Robotic Fundamentals	3	
Total Year 2 High School Credits			2	Total Year 2 College Credit Hours			
Year 3/Grade 11	13032900	Manufacturing Engineering Technology	1	MCHN 1426	Intro to Computer-Aided Manufacturing	3	
Year 3/Grade 11	13032900	Manufacturing Engineering Technology	1	MCHN 2303	Fund Computer Numerical Controlled (CNC) Machine Controls	3	
Total Year 3 High School Credits			2	Total Year 3 College Credit Hours			
Year 4/Grade 12	13032600	Advanced Precision Metal Manufacturing	.5	MCHN 2431	Operation of CNC Turning Centers	3	
Year 4/Grade 12	13032600	Advanced Precision Metal Manufacturing	1	MCHN 2434	Operation of CNC Machining Centers	3	
Year 4/Grade 12	13033000	Manufacturing Practicum	1	MCHN 2266	Practicum Machine Tool Technology	3	
Total Year 4 High School Credits			2.5	Total Year 4 College Credit Hours			
Optional Year 5							
Optional Year 5							
Optional Year 6							
Optional Year 6							
Total Years 5 & 6 High School Credits				Total Years 5 & 6 College Credit Hours			
Total High School Credits			8.5	Total College Credit Hours			
Certification (s) to be earned by high school graduation:			CNC Operator Certification				
Degree (s) to be earned by high school graduation:			A.A.S. in CNC Manufacturing Technician (by 5 th year)				

ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX TEMPLATE

Work-based education is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based education experiences for the P-TECH program should be provided at every grade level and should be appropriate in scope for the age of the student. Examples of work-based learning experiences are: job shadowing, cooperative education, career mentoring, internships, apprenticeships and can be paid or unpaid.

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level.

You may delete or expand rows but **do not exceed one page**

Year / Grade Level	Work-based Education Example # 1			Work-based Education Example # 2			Work-based Education Example #3		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	Begin working with Workforce Solutions Alamo	Build resume, social skills, etc.	Workforce Solutions Alamo	Site Visit to CNC Facilities	Site Visit	WCW Design Co.	Attend manufacturing industry recruitment activities	Field Trip	St. Philip's College Construction Day
Year 2/ Grade 10	Continued partnership with Workforce Solutions Alamo	Update Resumes, begin skill-based portfolios, continue soft skill support	Workforce Solutions Alamo	Quarterly meetings with workers in the manufacturing industry	Mentoring	WCW Design Co.	Connect with NTMA: National Tooling and Machining Assoc. or other	Establish a vocational student organization	Joint effort- IHE/WCW Design Co. Lytle ISD
Year 3/Grade 11	Continued partnership with workforce solutions Alamo	Introduce interview skills, financial literacy	Workforce Solutions Alamo	Continued quarterly meetings with CNC operators	Mentoring	WCW Design Co.	Job Shadowing	Students will travel to our industry partner for ½ day.	WCW Design Co.
Year 4/Grade 12	Continued partnership with workforce solutions Alamo	Application support, Mock Interviews, job search skills	Workforce Solutions Alamo	Multi-Day Workplace Placement	Internship	WCW Design Co.	Provide face-to-face portfolio of abilities/practicum	Industry mentor and students will work together to present at annual showcase	WCW Design Co.
Optional Year 5	Internship	Internship	WCW Design Co.	Academic and skill based support	Support services	Lytle High School WCW Design Co. St. Philip's College	Face to face and e-mentoring	Mentoring	WCW Design Co.
Optional Year 6	Apprenticeship	Apprenticeship	WCW Design Co.	Academic and skill-based support	Support services	Lytle High School WCW Design Co. St. Philip's College	Face to face an e-mentoring	Mentoring	WCW Design Co.



2017-2020
DUAL CREDIT MEMORANDUM OF UNDERSTANDING
BETWEEN

LYTLE ISD

AND

ST. PHILIP'S COLLEGE
ALAMO COLLEGES DISTRICT

This Dual Credit Memorandum of Understanding ("MOU" or "Agreement") is entered into by and between ST. PHILIP'S COLLEGE (herein referred to as "the College"), a college of the ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as "Alamo Colleges District"), and the LYTLE ISD (herein referred to as the "School District"), a Texas Independent School District contracting on behalf of its High School(s) listed at the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsp/programs>) (herein collectively referred to as "School"), or a private or charter high school (hereinafter referred to as both "School" and "School District"), to facilitate the cooperation between the College and School in the provision of instruction of Dual Credit courses for their School. Each College and School are herein referred to as a "Party," and collectively as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

TERM AND TERMINATION: This Agreement shall be in effect from the beginning of the School semester, August 2017, to the end of the academic year, June 2020. College shall have a right to initiate a negotiated revision of this MOU prior to the commencement of each of the Fall and Spring semesters during the term hereof. The College and School will complete an Annual Agreement as hereinafter specified. The Annual Dual Credit Timeline, located on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsp/programs>) will define all deadlines for the actions defined in this agreement. The College 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 term.

ACADEMIC AGREEMENTS

1. **AGREEMENTS BETWEEN THE COLLEGE AND SCHOOL:** The Dual Credit program will function through three (3) documents: this MOU, a Course Agreement, and a College Enrollment Annual Agreement ("Annual Agreement"). Each School will have a college designated as its primary provider ("Primary College"). Where courses are offered by a College from the Alamo

Colleges District other than the Primary College, a separate MOU will be executed with each Secondary College. Primary and Secondary Colleges for each School will be shown on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsp/programs>). This MOU and the Course Agreement will be in effect for three years, subject to amendment as herein provided. The Annual Agreement will be entered into online at <http://www.alamo.edu/hsp/programs>. Certain specific responsibilities of the College and School are defined in EXHIBIT A, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.

2. **ACADEMICS:** This MOU 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 Commission on Colleges (herein referred to as "SACSCOC"), as such may be amended during its term.

Dual Credit courses may include, courses in the core curriculum listing available in the college catalog, a career and technical education / workforce course that applies to any certificate or associate degree, or a foreign language course. Dual Credit course schedules will be determined by the location of the course delivery, provided that the required contact hours and prerequisites must first be met. The School District will adjust its schedule as necessary to enable 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. Should a School choose to enroll students in courses taught at the College, it may be necessary for its students attending dual credit courses at the College to attend classes on days when the School District 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 available in case of emergency.

Semester grades and grading policies shall be outlined in each instructor's course syllabus. Teachers will assign grades by the deadline defined in the Annual Timeline. Grades are awarded on a 4.0 scale at the College, and School will convert them to School letter grades according to its procedures.

According to Title 19 Texas Administrative Code § 4.85, students taking Dual Credit courses should have demonstrated college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. Students must meet the basic skills requirements for the courses and programs defined by the colleges of the Alamo Colleges District. To continue in the College's Dual Credit program, students must be in good standing as defined in the College catalog. Students who are not progressing to successful completion in any Dual Credit course will be counseled by the course instructor, the School and the College. Faculty will follow the College policies for Early Alert and grade posting. Students taking dual credit courses 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 provided with options for the student's successful completion or be advised by the instructor, the high school counselor, assigned high

school staff, and/or the College academic representative on consequences of withdrawing from the College course in order to minimize future problems related to admissions, financial aid, and scholarships. Students performing poorly in any Dual Credit course may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. Withdrawal from the College course does not result in a withdrawal from the high school course. Both the School staff and the designers from the College's Office of High School Programs are responsible for monitoring these actions.

Students may find appropriate resources to support their college experience at www.alamo.edu/hsprograms/student-resources. Students enrolled in High School Programs (Dual Credit, Early College High School or Alamo Academies) have access to services similar to traditional college students who have graduated from high school.

3. COURSE AGREEMENTS: Course Agreements will be developed by the College and the School District for each Dual Credit course taught, regardless of instructional site. Academic representatives from both the College and the School District will agree on alignment of college course outcomes and School District curriculum, including but not limited to, length of the course, whether the AP curriculum is appropriate for college-level course, and approved textbook(s) and instructional materials that will be supplied to students by the School District. The Course Agreement requirement for Dual Credit extends to designation of academic and workforce courses for Traditional Dual Credit, Early College High Schools ("ECHS") and the Alamo Area Academies. College, School District and School shall ensure that a Dual Credit course and the corresponding course offered at the School are equivalent. In collaboration, the academic representatives from both the College and the School will develop a 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 Agreements will include 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 District High School Programs website (<http://www.alamo.edu/hsprograms>). 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 the beginning of each Fall semester for each course currently offered as Dual Credit. All courses offered for Dual Credit must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification. For course sections taught at the School, 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, unless otherwise specified in the applicable Course Agreement or as otherwise specified in the section hereof captioned "Instructional Materials." The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.

- B. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 10 - Instructional Materials where details related to the application of instructional materials fees and how these may be incurred by the School District as defined herein.

4. COLLEGE ENROLLMENT ANNUAL AGREEMENT: The Annual Agreement will list the courses offered each semester and will be finalized with the School by the date listed on the Annual Timeline. The student enrollment on census day will be the basis for compensation between the parties.

5. COMPOSITION OF DUAL CREDIT CLASSES: Dual Credit designated courses offered on the School campus must be composed of Dual Credit students only, except as follows.

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 School involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are simultaneously enrolled in a comparable College Board Advanced Placement course.
- 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.

Students in Dual Credit, Early College High School or Alamo Academies enrolled in college courses with traditional College Students may be co-enrolled in the same sections only under the following conditions:

- A. The School does not have its own instructor meeting the qualifications defined in the Course Agreement.
- B. Dual Credit and Early College High School (ECHS) students may be co-enrolled in either an ECHS high school designated class or a Dual Credit designated class per Course Agreement.

6. 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 process will be included in the Annual Timeline.

7. STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS: Students meeting admission requirements by the deadlines defined by the College 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 District High School Programs web site (<http://www.alamo.edu/tsiprograms>).
- B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
- C. Must be in the ninth through twelfth grade as documented in the verification form.
- D. Must be in good standing as defined by the College catalog.
- E. School is responsible for ensuring all Dual Credit students have up-to-date bacterial meningitis documents on file per their 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.

STUDENT DATA SHARING. While both Parties maintain information on shared students, each agree to share data not available to the other to ensure data integrity as both Parties use data for enrollment into courses, state reporting, financial matters, and other official business related to the High School Programs listed herein. Parties agree to share student information exclusively for those students who are shared in High School Programs. Parties agree 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") and will encrypt the student data before it is transmitted electronically. The School District will transmit the student data to a secure location mutually agreed upon by both Parties. The College will retrieve and delete the student data from the secure location so as not to expose any sensitive student information. The student data retrieved from the School District will be entered into the Banner, the College's system of record, and used exclusively for official business pertaining to all High School Programs.

SCHOOL OBLIGATION OF STUDENT ASSESSMENT. If the School is authorized to administer the Texas Success Initiative (herein referred to as "TSI") approved assessment test, then the following requirements shall apply. If the School is not so qualified, then the School shall notify the College in writing of that non-qualification within 30 days after the completion of signature of this MOU.

- A. School will perform on behalf of College 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 College, the School will provide the College 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.

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

School District:
Lytle ISD
ATTN: Superintendent of Schools
P.O. Box 745
Lytle, Texas 0

College:
St. Philip's College
ATTN: College President
1801 Martin Luther King Drive
San Antonio, Texas 78203

Additional Notice to:

Alamo Colleges District:
Alamo Community College District
ATTN: Vice Chancellor for Academic Success
201 W. Sheridan
San Antonio, TX 78204

Name:

General Counsel
Alamo Colleges District
San Antonio, Texas 78204
Tel: 210-485-0050
Email: pmc@alamo.edu

Title:

Address:

Tel:

Email:

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 Colleges District

Participating School District or School:

Jo-Carol
Fabianke
Jo-Carol Fabianke, Ph.D.
Vice-Chancellor for Academic Success
Alamo Colleges District

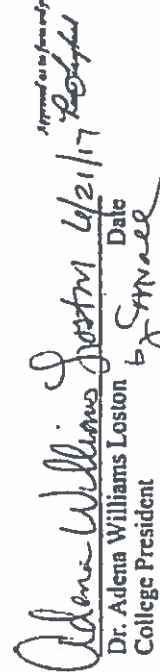
6/26/17

Date


Mrs. Michelle Carroll Smith
Superintendent / CEO
Lytle ISD

Date

6/12/17


Dr. Adena Williams Loston
College President
St. Philip's College

Date

6/21/17

Date

P-TECH/ICIA PARTNERSHIP MEMORANDUM OF UNDERSTANDING (MOU)

This Agreement ("Agreement") for the development, support, and operation of a grades 9 through 14 early college and career preparatory school is effective as of 8/1/2018, by and between Lytle ISD, with principal offices located at 15437 Cottage Street, Lytle, Texas 78052; St. Philips College, with its principal office located at 1801 Martin Luther King Drive, San Antonio, Texas 78203; and WCW Design Co., with its principal office located at 19530 FM 471, Natalia, Texas 78059. (Each P-TECH 9-14 Partner is referred to herein individually as "Party" and collectively as the "Parties")

WHEREAS, Lytle ISD, St. Philips College, and WCW Design Co. wish to enter into an agreement to set forth their continuing rights and obligations with respect to the development, support, and operation of Lytle P-TECH 9-14 High School.

NOW THEREFORE, in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. SCHOOL-WITHIN-A-SCHOOL MODEL

The Parties agree to collaborate in developing, supporting, and operating Lytle High School. The School's mission is to provide all students with an education that begins in grade 9, continues throughout high school completion with a high school diploma, and culminates in attainment of a certificate or an Associate's degree in CNC Operator/CNC Manufacturing Technician, A.A.S., thus preparing students to succeed in college and career. The program also includes authentic work experiences designed to prepare students for positions as Machinists, Manufacturing Production Technicians, First-Line Supervisors of Production and Operating Workers, Computer Numerically Controlled Machine Tool Programmers, Assemblers and Fabricators, Welders, Cutters, and Welder Fitters, Computer Numerically Controlled Machine Tool Programmers, and Lathe and Turning Machine Tool Setters, Operators, and Tenders.

The school is open to students of all backgrounds and abilities, including struggling learners, English language learners, and students with disabilities. The primary point of entry is the 9th grade. The school will admit approximately 15 students in its initial 9th grade class and will grow by approximately 15 students each year.

The School's curriculum and support program is designed to support a wide-range of students in earning a high school diploma, a work-based certificate, and associate degree, and the work experience needed to be a highly-qualified candidate for career-track as Machinists, Manufacturing Production Technicians, First-Line Supervisors of Production and Operating Workers, Computer Numerically Controlled Machine Tool Programmers, Assemblers and Fabricators, Welders, Cutters, and Welder Fitters, Computer Numerically Controlled Machine Tool Programmers, and Lathe and Turning Machine Tool Setters, Operators, and Tenders. All college courses offered to students while enrolled in the School will be free of charge.

The Parties will work together to develop, evaluate and revise the School's scope and sequence plan, which will identify specific high school and college courses and work experiences that students will participate in each year as part of their regular school program. This scope and sequence plan will serve as a blueprint for curriculum development and programming for students and staff.

2. GOVERNANCE

The School will be a Lytle ISD public school and, as such, must follow all policies and procedures outlined in Lytle ISD's regulations. The principal of the school is responsible for day-to-day decisions regarding the operation and management of the School. The Principal is a Lytle ISD employee, and the selection of the Principal is governed by the Lytle ISD Regulations. For the duration of this Agreement, St. Philips College and WCW Design Co. shall also have input into the principal selection process. According to the Lytle ISD policy, the Principal will be supervised by a high school Superintendent.

Notwithstanding the foregoing, the School must follow all St. Philips College policies governing the college courses in the School's curriculum, including but not limited to selecting of courses and faculty, awarding of credit, student eligibility for courses, and discipline of students and faculty in connection with the courses.

A Leadership Team, consisting of representatives from all the Parties, shall oversee the development and on-going support of the School. Additional staff and faculty members, students and parents may be added as appropriate. In matters to be decided by the Leadership Team, Lytle ISD, St. Philips College, WCW Design Co., and Lytle High School shall each have a single vote, and WCW Design Co. vote shall be limited to those matters where it has specific responsibilities set forth in Section III.A.

The Leadership Team shall meet at least four times a year and as often as needed to evaluate instruction and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Leadership Team shall address the School's scope and sequence plan, the overall quality and outcomes from the college courses and other aspects of the School, the School's budget, and other issues related to relationship between the Parties. The Leadership Team is empowered to suggest revisions to this Agreement on matters of the School's program's focus. In cases where the Leadership Team is unable to resolve issues pertaining to the School, it will disclose issues in writing to the Texas Education Agency (TEA).

3. ROLES AND RESPONSIBILITIES

A. WCW Design Co. Responsibilities:

1. WCW Design Co. will be committed to the full implementation of School-Within-a-School Model as outlined in Section 1.
2. WCW Design Co. will ensure that every participating student receives mentoring from an industry professional, including an opportunity to communicate in writing or online and face-to-face interaction on at least two occasions per year.
3. WCW Design Co. will make available line supervisors and Human Resources managers to identify the appropriate entry-level positions students at the School may qualify for upon graduation, work with other Parties to map the key skills needed to succeed in those positions, and strongly consider students at the School for those employment opportunities.
4. WCW Design Co. will identify a dedicated staff person to manage WCW Design Co.'s responsibilities and other appropriate staff to participate in the Leadership Team. This dedicated staff person will be available to support the relationship with the School. This staff person will, among other duties, coordinate site visits to WCW Design Co. facilities, recruit and match mentors to students and identify appropriate internship opportunities.
5. WCW Design Co. will help define and provide opportunities for appropriate workplace experiences (e.g. design projects, visits, speakers, internships, and apprenticeships) to prepare students for the world of work based on the curriculum scope and sequence plan. It is anticipated that each student in the school will participate in one to three internship experiences during his or her six-year tenure.
6. WCW Design Co. will work with the School's staff and the other Parties to develop workplace experiences that enable students to successfully meet the goals outlined in the program model. WCW Design Co. will help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program.
7. WCW Design Co. will allow St. Philips College, Lytle ISD and the School's staff and students appropriate access to WCW Design Co. facilities to support program activities, including but not limited to: job shadowing, mentoring, and other "real-life" work experiences for students.

B. Lytle ISD Responsibilities:

1. Lytle ISD will be committed to the full implementation of the School-Within-a-School Model as described in Section 1.
2. Lytle ISD will work with the School's staff and other Parties to develop a seamless and coherent course crosswalk, as well as, workplace experiences that enable students to successfully meet the goals outlined in the program model.

Lytle ISD will work to develop a rigorous and engaging curriculum that prepares students for college-level coursework and workplace environment.

3. Lytle ISD will establish a college-going culture for all students at the School, which requires engaging students in college coursework, tutoring and advising, and instruction on key "college knowledge" academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity.
4. Lytle ISD will help define appropriate workplace experiences (e.g. design projects, job shadowing, internships, and clinical practice) that will support students gaining key skills needed for the work environment.
5. Lytle ISD will provide a space to house the School at the Lytle High School campus, located at 18975 W. FM 2790 S, Lytle, Texas 78052. The facility will have enough space to support the activities and number of students described in Section 1.
6. Lytle ISD will allow St. Philips College and WCW Design Co. faculty and staff appropriate access to the School to support program activities, along with other appropriate industry leaders and members of leading nonprofit organizations.
7. Lytle ISD will ensure that students of all backgrounds and abilities are eligible to attend the School. Lytle ISD will ensure that prior academic performance shall not be considered during the admission process.
8. Lytle ISD will provide regular operating funds to the school in the same manner as other public schools. Lytle ISD will identify additional funding streams that may be available to the School, including but not limited to federal Perkins program funding.
9. Lytle ISD will support the School's Principal in identifying qualified staff to teach in the School.
10. Lytle ISD will provide appropriate and relevant on-going professional development for the School's Principal and staff. Lytle ISD will share best practices from other public schools that effectively serve a wide range of high school students in achieving college and career readiness.

4. TERM AND TERMINATION

- A. Term. The term of this Agreement shall begin as of August 1, 2018 and end on July 31, 2021. This Agreement may be renewed by written agreement of the Parties.
- B. Termination.
 1. This Agreement may be terminated by Lytle ISD and St. Philips College upon 90-day written notice.
 2. WCW Design Co. may terminate its participation in this Agreement upon not less than six (6) months prior to the written notice to Lytle ISD and St. Philips College.

3. Lytle ISD may terminate WCW Design Co.'s participation in this agreement for any reason upon not less than three (3) months prior written notice to WCW Design Co.
4. In the event of a material breach of this Agreement by WCW Design Co., Lytle ISD may jointly provide WCW Design Co. written notice of such breach, and WCW Design Co. shall have a period of thirty (30) days to cure the breach. If WCW Design Co. fails to cure the breach within the cure period, Lytle ISD may terminate WCW Design Co.'s participation in this agreement upon not less than thirty (30) days' prior written notice to WCW Design Co.

5. MISCELLANEOUS

- A. **Security.** Non-Lytle ISD instructors and other personnel from WCW Design Co. must be fingerprinted if they are at the School on a regular basis. In the event of an accident or incident involving a student on a job site, officials will immediately notify the Principal of the School. Lytle ISD and WCW Design Co. will cooperate in any investigation in connection with said incident or accident.
- B. **Non-Discrimination.** The Parties shall comply in every respect with all applicable provisions of all federal, state and local statutes, rules and regulations which prohibit unlawful discrimination against any employee, application for employment, student or application for admission because of race, color, religion, sex, age, marital status, veteran status, handicap, disability, national origin or sexual orientation, genetic predisposition, or carrier status. Each party shall promptly notify the other Parties of any complaint of discrimination made to it by any person in connection with the subject of this agreement.
- C. **Student Records.** All information about students obtained from any of the Parties shall be held confidential pursuant to the provisions of the Family Educational Rights and Privacy Act (20 U.S.C.A. 1232g) ("FERPA")
- D. **Independent Contractors.** The Parties intend to create an independent contractor relationship. No provision of this Agreement, nor any action taken by or arrangement entered in between or among the Parties in accordance with the provision hereof, shall be construed as or deemed to make any Party the partner, joint venture, Principal, agent or employee of another Party. No Party shall have any right, power, or authority, express or implied to bind another party to any individual or organization that is not a party to this Agreement.
- E. **Expenses.** Except as otherwise expressly provided in this agreement, each Party will bear its own costs and expenses (including legal fees and expenses) incurred in connection with this agreement and the activities contemplated herein.
- F. **Assignment.** The provisions of this Agreement shall bind and inure to the successors and assigns of the respective Parties. No Party may assign its rights or obligations herein without the prior written consent of the other Parties.

G. **No Third-Party Beneficiaries.** This Agreement shall not confer any rights or remedies upon any person other than the Parties and their respective successors and permitted assigns.

H. **Notices.** All notices to any Party required or desired to be given hereunder shall be in writing and shall be sent by hand delivery or overnight courier to address set forth below or such other address as such Party may be hereafter specify for that purpose by notice to the other Parties. Any notice shall be deemed to have been given on the date of its actual receipt.

This Agreement shall become effective as of August 1, 2018, and shall terminate July 31, 2021.

LYTLE ISD
15437 Cottage Street
Lytle, Tx 78052


Ms. Michelle Carroll Smith, Superintendent

WCW DESIGN CO.
19530 FM 471
Natalia, Texas 78059


Christopher Roberts, WCW Design Co. Operations Manager