



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

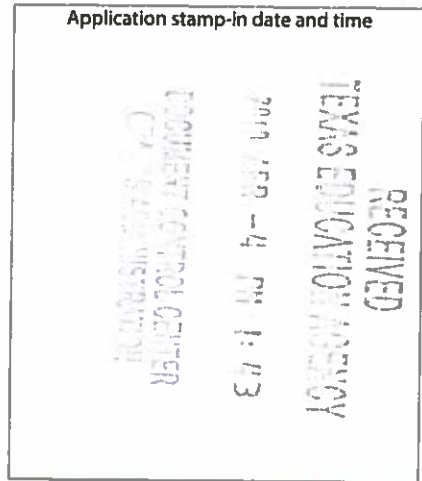
NOGA ID [REDACTED]

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**



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):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

2019-019496 701-19-108-002

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 46.4%. This is significantly lower than the State's rate of 54.2% and shows need for improvement. | The district will address the College, Career, and Military Ready rate by providing a smooth transitional experience for students that includes rigorous academics through a partnership with Coastal Bend College and work-based programs through an industry partnership with Los Mesteños Career Academy 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 graduate college ready is currently 19.4%, which is 27.6% lower than the State's percentage. | Through the P-TECH Success Program, the district will address this percentage and offer a stimulating sequence of courses that leads to students receiving industry-based experiences, a work credential, as well as, an associate's degree in a high-demand field. |

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 discuss grant implementation 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 P-TECH Blueprint;
- Ensuring that 90% of the targeted P-TECH population for Cohort 1 attends and completes the summer bridge program;
- Targeting and ensuring a minimum of 20% of the at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment, to participate in the grant program;
- Ensuring at least 25% of the 9th grade student body is enrolled in the P-TECH Program as Cohort 1; 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 P-TECH 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 P-TECH students in Cohort 1 that need to improve their grades;
- Ensuring that at least 90% of the P-TECH student population will have received at least 9 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 P-TECH 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 ICIA students in Cohort 1 and 2 to help improve their grades;
- Ensuring that at least 90% of the P-TECH student population in Cohort 1 will have received at least 10 college credits for the Spring 2020 school year;
- Ensuring that at least 90% of the P-TECH 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 partnering agency (Los Mesteños Career Academy); 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 P-TECH 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. Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, administrators will also participate in surveys that will provide feedback obtained during classroom observation on the teachers' instructional strategies and coursework. Classroom observations will also provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, 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 previous recipient of the 2018-2019 P-TECH and ICIA Planning Grant (10 pts.), the district created and will implement the following recruitment and open enrollment processes in order to include any 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 P-TECH 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 P-TECH 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 that they would offer the Manufacturing/Welding program of study, which would include combined high school and post-secondary courses for grades 9-12. Currently, the district only offers a simple welding course, which allows the student to receive a certification when successfully completing the course. The P-TECH Program will expand the current course offering to include the Manufacturing Program of Study. These courses will include: Welding I, Precision Metal Manufacturing I, Welding II, Precision Metal Manufacturing II, Metal Fabrication and Machining I, Diversified Manufacturing I, etc. This program of study will enable students to combine high school courses and postsecondary courses through a strong partnership with Coastal Bend College (CBC). The district, in partnership with CBC 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 to identify the courses needed to earn the NCCER, SMAW, GMAW, and FCAW certifications 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, Los Mesteños Career Academy 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, Brooks County 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 Coastal Bend College that is accredited by the 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 items and describes how the proposed program will meet the partnership requirements:

- Curriculum Alignment - The school district will provide all course materials needed for enrollment. For dual credit courses, the college will select the instructional materials required to ensure a smooth transitional experience for students.
- Instructional Materials - All instructional materials will be provided by the school district.
- Instructional Calendar - The school district will adjust its instructional calendar as necessary to enable students to attend college-level courses provided by the college.
- Courses of study - Dual credit courses include core curriculum, career and technical, 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 letter grades for the district.
- Administration of Statewide Assessments - In order to enroll in dual credit courses, students should demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment.

In this manner, Coastal Bend College will meet all program requirements as per the guidelines for this funding opportunity. In order to maintain a strong partnership with Coastal Bend College, 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 CEO of Workforce Solutions of the Coastal Bend, Mr. Kenneth Treviño, to request a list of high-demand occupations. Mr. Treviño 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/Welding pathway that aligns with regional workforce needs. (5 pts.) In addition, the Coastal Bend 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 Los Mesteños Career Academy 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, Los Mesteños Career Academy will provide summer construction community projects for the 8th grade prospective P-TECH students. The business 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.

To ensure workforce readiness, the district will also work with the Craft Training Center to provide a summer camp for 8th grade students who wish to pursue employment in the construction/manufacturing trade. The emphasis of this summer program will be on Career Awareness, Math, Science, and Safety.

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 P-Tech Planning grant requirements, a Leadership Team was previously created during the initial planning phase and is comprised of the following individuals: Maria Rodriguez-Casas (Superintendent), Richard Wright (Principal), Oscar Galindo (CTE Coordinator), Diana Sheeran (Grant Manager), Romeo Ozuna (Operations Director), JV Salinas (Technology Director), Valerie Garcia (CTE Counselor), and Susie Gaitan (Dual Enrollment Director-Coastal Bend College). 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 July 26, 2018, August 7, 2018, August 21, 2018, October 3, 2018, December 23, 2018, and March 25, 2019, to discuss program goals and objectives, as well as, the partnerships with an IHE and local businesses. The Leadership Team will hold a meeting in April 2019 to discuss what is needed of the staff to run a successful P-TECH 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 Coastal Bend 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 each 3-week progress reporting period and after each 6-week report card distribution. The college will also offer career counseling to 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 |
|---|---------------|
| Teacher Stipends | 15,000 |
| Counselor Stipend | 10,000 |
| Program Director Stipend | 10,000 |
| Extra-Duty Pay | 5,000 |

| PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs) | |
|--|--------|
| Professional Development | 35,000 |
| Teacher Credentialing | 15,000 |
| | |

| SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs) | |
|--|--------|
| Supplies and Materials | 94,622 |

| OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs) | |
|---|--------|
| Travel for student to IHE or Industry Partner | 10,000 |
| | |
| | |

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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs)

REQUIRED MATCH AMOUNT (total budget request x 20%)

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>024-901</u> | | |
|--|----------------------|---|-------------------------------------|---|---|----------------------|
| Program of Study | IHE Partner | | Program Offered in 2018-2019? (Y/N) | Expected Program Student Outcomes | | |
| Welding/Manufacturing | Coastal Bend College | | Y | A.A.S. & Level II in Welding | | |
| 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 | 03270100 | College Readiness and Study Skills | .5 | EDUC 1300 | Learning Frame Works | 3 |
| Total Year 0 High School Credits | | | .5 | Total Year 0 College Credit Hours | | 3 |
| Year 1 / Grade 9 | 13032300 | Welding I | .5 | DEMR 1301 | Shop and Safety Procedures | 3 |
| Year 1 / Grade 9 | 13032500 | Precision Metal Manufacturing I | .5 | DFTG 1305 | Technical Drafting | 3 |
| Year 1 / Grade 9 | 13011400 | Business Information Mgmt. I | .5 | BCIS 1305 | Business Computer Applications | 3 |
| Year 1 / Grade 9 | 13032400 | Welding II | .5 | WLDG 1307 | Intro to Welding Using Multiple Processes | 3 |
| Year 1 / Grade 9 | 13032600 | Precision Metal Manufacturing II | .5 | WLDG 1428 | Intro to Shielded Metal Arc Welding | 4 |
| Year 1 / Grade 9 | 03500100 | Art | .5 | ARTS 1301 | Art Appreciation | 3 |
| Total Year 1 High School Credits | | | 3 | Total Year 1 College Credit Hours | | 19 |
| Year 2 / Grade 10 | 13032250 | Intro to Welding | .5 | WLDG 1430 | Intro to Gas Metal Arch Welding | 4 |
| Year 2 / Grade 10 | 13032700 | Metal Fabrication and Machining I | .5 | WLDG 1417 | Intro to Layout & Fabrication | 4 |
| Year 2 / Grade 10 | 13032650 | Diversified Manufacturing I | .5 | WLDG 1412 | Intro to Flux Cored Arc Welding | 4 |
| Year 2 / Grade 10 | 13032660 | Diversified Manufacturing II | .5 | WLDG 1435 | Intro to Pipe Welding | 4 |
| Total Year 2 High School Credits | | | 2 | Total Year 2 College Credit Hours | | 16 |
| Year 3 / Grade 11 | 13032800 | Metal Fabrication and Machining II | .5 | WLDG 1434 | Intro to Gas Tungsten Arc Welding | 4 |
| Year 3 / Grade 11 | 03220300 | English III or IV | .5 | ENGL 1301 | Composition I | 3 |
| Year 3 / Grade 11 | 13024400 or 03020000 | Lifetime & Wellness or Environmental Systems | .5 | BIOL 1322 or BIOL 2306 | Nutrition & Diet Therapy I or Environmental Biology | 3 |
| Year 3 / Grade 11 | 03102510 | Advanced Quantitative Reasoning | .5 | TECM 1301 | Industrial Math | 3 |
| Year 3 / Grade 11 | 03340100 or 03330100 | US History A or US Government | .5 | HIST 1301 or GOVT 2305 | US History Before 1865 or Federal Government | 3 |
| Total Year 3 High School Credits | | | 2.5 | Total Year 3 College Credit Hours | | 16 |
| Year 4 / Grade 12 | 03100600 or 03102500 | Algebra II or Ind. Study in Math | .5 | MATH 1314 or MATH 1332 | College Algebra or Contemporary Mathematics I | 3 |
| Year 4 / Grade 12 | 13032900 | Manufacturing Engineering Technology I | .5 | WLDG 2322 | Welding Automation | 3 |
| Total Year 4 High School Credits | | | 1 | Total Year 4 College Credit Hours | | 6 |
| 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 | | | 9 | Total College Credit Hours | | 60 |
| Certification (s) to be earned by high school graduation: | | MSAA & Level I in SMAW, MSAA & Level I in GMAW, MSAA & Level I in FCAW and MSAA & Level I in GTAW | | | | |
| Degree (s) to be earned by high school graduation: | | A.A.S. & Level II in Welding | | | | |

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 | Industry Partner Presentation | Careers in Welding/Construction | Ramirez Welding Inc. | Industry Partner Tour | Workplace/On-Site Tour | A.M. Trucking | Industry Partner Presentation | Workplace Etiquette, Safety and expectations | Los Mestenos Career Academy |
| Year 2/ Grade 10 | Industry Partner Tour | Basic Safety in Workplace | The Farm and Ranch Center | Industry Partner Presentation | Skills needed for Job/Task Completion | Ramirez Welding | IHE Presentation | Certifications/Licenses required by industry | Coastal Bend College |
| Year 3/Grade 11 | Industry Partner Activity | On the Job Skills Training | Ramirez Welding Inc. | Industry Partner Activity | On the Job Skills practice | Ramirez Welding | IHE Presentation | Requirements of Resumes, Applications, Interviews and Communication Skills | Coastal Bend College |
| Year 4/Grade 12 | Industry Partner Presentation | Job opportunities and what is required for employment | A.M. Trucking | Industry Partner Presentation | Motivational presentation on building a promising future | Los Mestenos Career Academy | Industry Partner Activity | Providing assistance and knowledge on certifications and licenses students are able to acquire | Ramirez Welding Inc. |
| Optional Year 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Optional Year 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

CDN: 0 2 4 - 9 0 1



3800 Charco Rd
D.W. Drks, V128
Beeville, TX 78102 (361) 354-2723

INSTITUTION OF HIGHER EDUCATION (IHE):

COASTAL BEND COLLEGE

ISD/ HIGH SCHOOL NAME:
Brooks County ISD /Falfurrias High School

The institutions named above seek to expand access to higher education which can include workforce training through the dual/concurrent credit opportunities agreed upon by the institutions.

This Memorandum of Understanding (MOU) will be in effect for three academic year unless both parties agree to make an amendment to this agreement. Specific responsibilities of the Coastal Bend College (herein collectively referred to as "CBC") and the partnering high school (herein collectively referred to as "HS") are defined within this agreement.

This MOU incorporates by reference all dual enrollment requirements defined in the Texas Administrative Code (TAC) and Coastal Bend College accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). Appendix A provides a detailed table defining the roles and responsibilities. CBC is focused on student success and will work with the HS personnel to select courses that guarantee completion of degree and/or certificate and transferability to Texas public four-year institution. Students who enroll in courses outside of the agreed degree plan will NOT receive the services on this MOU.

1. ELIGIBLE COURSES & COURSE CURRICULUM

i. Courses must be identified as college-level academic courses in the current edition of the community college general Academic Course Guide Manual (ACGM) or as college-level technical courses in the Texas Workforce Education Course Manual (WECM) leading towards a marketable skills achievement award, certificate, Associate of Arts, Associate of Science and/or Associate of Applied Science.

ii. Instruction, instructional materials and grading must be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught at CBC. CBC will provide HS ~~students with rigorous and accelerated course of study in both college-credit courses and preparatory/college readiness courses.~~

iii. The course for which dual credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for the equivalent high school course.

iv. House Bill 505: (effective September 1, 2015 the following will apply.) A rule may not limit

- 1) The number of dual enrollment courses or hours in which a student may enroll while in high school;
 - 2) The number of dual enrollment courses or hours in which a student may enroll each semester or academic year;
 - 3) The grade levels at which a high school student may be eligible to enroll in a dual enrollment course.
- Service Area Rules: Section 130.008 (f), Education Code, is repealed.

2. CURRICULUM ALIGNMENT AND COURSES OF STUDY

Appendix B: is a Dual Credit Crosswalk with all the core curriculum courses, academic course, and course listings that can be electives for the AS/AA degree.

CBC is focused on student success and will work with the HS personnel to select courses that guarantee completion of degree and/or certificate and transferability to Texas public four-year institution. Students who enroll in courses outside of the agreed degree plan will NOT receive the services on this MOU.

3. STUDENT ELIGIBILITY

The students must complete all CBC admission requirements by the deadlines published on the CBC Academic Calendar (www.coastalcbend.edu); click on "schedules & calendars" on left-side menu) to be eligible to enroll in any dual/concurrent credit courses. In compliance with state-mandated laws, the assessment policy set forth by and CBC, the HS requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites prior to enrollment:

- i. Compliance in at least one relevant area of the TSI Assessment as defined in the current CBC Catalog.
- ii. Achievement of appropriate HS eligibility criteria set by HS
- iii. Students must be enrolled in grades 9-12 (this includes Summer before 9th grade year with confirmation of passing to the 9th grade).
- iv. Achievement of the required basic skills prerequisites as defined in the CBC Catalog
- v. A student enrolling in more than two dual enrollment courses in a semester must pass all courses during the semester with a grade of C or better to continue to enroll in more than two dual enrollment courses in the following semesters.

These requirements may be modified if CBC's or state rules/requirements are changed. The HS will be notified in writing of any changes.

4. LOCATION OF CLASS/COURSE DELIVERY

Dual credit courses can be held at an HS campus, any CBC location, or through various modes of distance learning (online via Blackboard, video-conference, Adobe Connect, etc.). Dual Credit courses may be composed to dual credit students only or of dual credit students and non-dual credit students.

5. INSTRUCTIONAL CALENDAR

The academic calendar of CBC will be utilized for this partnership agreement including CBC student holidays. The CBC adjunct faculty member/HS teacher can submit an alternate schedule to accommodate the HS yearly schedule, but this must be submitted to the Division Director prior to the first day of when courses begin. If the HS student is taking courses at a CBC location, the faculty member will need to be notified prior to the start of the first-class date of any district testing where the student cannot be present. All HS students are responsible for notifying their college instructor if they are missing any classes and follow course policies on syllabus

Memorandum of Understanding
Dual Credit PTECH FALFURRIAS High School Partnership

6. STUDENT ATTENDANCE & GRADING POLICY/SYSTEM

Regular course attendance is fundamental to success. Student must report regularly and promptly to dual credit/concurrent credit courses. Failure to comply with this college policy will result in student being dropped from the course and receiving a grade of an 'F' or a 'Q'. See chart below for the CBC Grading System:

Grading System

| Grade | Interpretation | Point Value |
|-------|-------------------|----------------------------|
| A | Excellent | 4 points per semester hour |
| B | Good | 3 points per semester hour |
| C | Average | 2 points per semester hour |
| D | Poor | 1 point per semester hour |
| F | Failing | 0 points per semester hour |
| W | Incomplete | Not calculated in GPA |
| U | Withdrawn | Not calculated in GPA |
| Q | Quit/Advised Drop | Not calculated in GPA |
| CR | Credit | Not calculated in GPA |
| NC | No Credit | Not calculated in GPA |
| NR | In Progress | Not calculated in GPA |

In order for a grade to be assigned, the student must:

- i. have submitted a dual enrollment permission form by registration deadline
- ii. be on the census roll as approved by the instructor of record
- iii. complete all requirements for the course.

College credit will be awarded the same semester the credit is earned. College credit will be transcripted immediately upon a student's completion of the performance required in the course. The student may be dropped from CBC-level course prior to the drop deadline published in the CBC Academic Calendar. Students enrolled following the drop deadline will receive the grade earned.

CBC instructor will assign a letter and numeric grade for each grading period (i.e. first period, mid-term, third period, and final) in CBC grade reporting system (Colleague). A grade report will be sent electronically to the HS counselor.

7. FINANCIAL ASSISTANCE, TUITION COSTS, CBC/ECHS INSTRUCTOR PAY

All CBC students are eligible to apply for all CBC scholarships offered. Scholarship opportunities can be located on the Dual Enrollment website (www.coastalbind.edu/dualenrollment). Students who are awarded scholarships will receive notification from CBC Scholarship Foundation.

CBC will waive the once per term \$48 registration fee for students who reside in CBC's taxing district which is BEE COUNTY.

DUAL ENROLLMENT SERVICE FEE OF \$25.00 PER STUDENT ANNUALLY.

CBC course fees may apply for some courses that require special materials.

8. FACULTY SELECTION, SUPERVISION, AND EVALUATION

CBC shall select instructors of dual enrollment courses based on the required qualifications according to CBC faculty credential requirements. HS teachers that are interested in becoming a CBC adjunct faculty member must complete the CBC Professional Application and submit all official college transcripts to the CBC Human Resources Office. For more information on the hiring process, please contact the CBC Human Resources office at (361) 354-2224.

The approved CBC adjunct faculty member/HS teacher will meet the same standards, review, and approval procedures used by CBC to select faculty responsible for teaching the same courses at Coastal Bend College. Ensure all HS will report periodic grades in Campus Connect, excessive absences, student drops, verify/certify rosters, meet all course student learning outcomes, and other required reports. Failure to meet these administrative duties can lead to the adjunct faculty member not being able to continue to teach a CBC course. Course roster certification deadlines are issued to all CBC faculty through their CBC email.

All CBC adjunct faculty, even if employed by and paid by the ISD must be supervised in instructional matters by their Assistant Dean of Academics, Allied Health, and Technical Programs. Regular observations will be conducted for all offsite instruction by specified CBC staff.

Adjunct faculty will be issued a CBC email address to communicate all official college business which includes: access to Campus Connect, grade reporting, roster certifications, Blackboard access and communications with CBC students, staff and departments. The HS Director agrees to ensure that the faculty on their campus are utilizing their CBC email for their primary communication for all college business.

CBC Adjunct faculty will receive regular training and support; in collaboration with the full-time faculty. Each adjunct faculty member will be assigned a faculty mentor which they can contact throughout the academic year for any questions regarding curriculum in their content area.

9. ACADEMIC POLICIES AND STUDENT SERVICES

Regular academic policies applicable to courses taught at CBC's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, etc. Students in dual enrollment courses will be eligible to utilize the same or comparable support services that are offered to all CBC students. CBC is responsible for ensuring timely and efficient access to student services (e.g. academic advising and tutoring), to learning materials (e.g. electronic media checkout), and to other benefits for which student is eligible. For more information, please feel free to review the CBC Student Rights and Responsibilities.

i. Student Services for Students with Disabilities: In order for students with disabilities to receive accommodations from CBC, students must provide the Special Needs Coordinator with current (within three years of enrollment) at CBC) documentation of the disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan (IEP) used for public school students may not substitute for the documentation specified above. HS personnel agree to refer students in a timely manner who require accommodations to the CBC Special Needs Advisor. For more information, please visit www.coastalbind.edu/specialneeds.

i. TSIA Assessment (TSIA): The TSIA measures college readiness in reading, writing and math. Assessments include multiple-choice questions and an essay which is aligned to the Texas College and Career Readiness Standards.

- The TSIA fee is \$30 for entire assessment with a \$10 re-test fee per section.
- Students can schedule a test date through the CBC testing department at any CBC location by calling (361) 354-2334.
- If your school is interested in becoming their own testing site, please visit www.acapubliac.org. Click the "New Institution Registration" link at the bottom of the website.

ENROLLMENT PROCESS

Students interested in participating in the CBC Dual Enrollment program must complete the required CBC admission process during the CBC registration period as defined by the www.coastalbind.edu/schedule/schedule.calsenders

The Office of Dual Enrollment will conduct an enrollment/registration process each term (Fall, Spring, and Summer). The ECHS will meet at deadlines defined in the CBC Academic Calendar. Students who fail to complete the process by the published deadlines will not be eligible for the CBC Dual Enrollment program. CBC must adhere to these deadlines to meet all requirements prior to the census dates of each course.

We encourage dual enrollment students to log into their Cougar Den account regularly to check their registration status, grades, billing statements and other important data regarding their educational records. Campus Connect login tutorial videos are located at www.coastalbind.edu/DL.

Student Forms

10. Reverse TRANSFER AGREEMENT

This section pertains to HS that are also partnered with a University (4-year) IHE Reverse transfer is a process where academic credits for applicable coursework at a university are transferred back to the community college for purposes of awarding an associate degree. In 2011, the Texas Legislature approved HB 3025. Part of this house bill became Texas Education Code 61.833 (Credit Transfer for Associate Degree) which mandates universities shall request authorization from eligible students to send an official transcript to the students' previous institution to determine whether the student may qualify to be awarded an associate degree. The HS agrees to facilitate the Reverse Transfer process when a student has earned at least 30 credit hours of successful coursework at CBC. Facilitation of this process includes providing assistance to the HS student to request their University IHE transcript, so they can send an official transcript to CBC to determine their eligibility to receive associate degree. Please address the transcript to the CBC Admissions Office, A TTN: Admissions Director, 3800 Charco Rd., Beeville, TX 78102. The student must also complete the Request for Evaluation form which can be located at www.coastalbind.edu/Admissions under heading "Student Forms".

11. MOU TERM

This agreement shall be in effect from August 14, 2019-August 14, 2022

12. PROVISIONS FOR DISCONTINUING OPERATION

CBC and HS reserve the right to terminate this MOU upon service of written notice to the other party sixty days prior to the expiration of any academic term.

13. COMPLIANCE

CBC and ECHS agree:

- i. To certify that their sites are ADA compliant.
- ii. 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;
- iii. In all cases, to comply with all federal, state, and local laws applicable to this MOU.

14. AMENDMENTS/REVISIONS

This MOU may only be amended by mutual written agreement of the parties.

Maria Rodriguez Casas
Name of ISD Superintendent - PRINT

Maria Rodriguez Casas
Superintendent Signature

Richard Wright
Name of Director/Principal - PRINT

Richard Wright
Signature of Director/Principal

12-20-18
Date

1/9/19
Date

1/16/19
Date

1/16/19
Date

[Signature]
Coastal Bend College President
Dr. Beatriz Espinoza

[Signature]
Dual Enrollment Director/IHE Liaison
Stacie Gaston

**MEMORANDUM OF UNDERSTANDING BETWEEN
BROOKS COUNTY ISD
AND
LOS MESTEÑOS CAREER ACADEMY**

Los Mesteños Career Academy and Brooks County ISD on behalf of Falfurrias High School entered into this Memorandum of Understanding ("MOU") to outline the elements of their campus-based mentoring and internship/externship program.

The work-based learning of **Los Mesteños Career Academy** is designed to provide career awareness, and eventually, job shadowing opportunities to students with the aim of providing, establishing and maintaining a career focus within the P-TECH program at **Falfurrias High School**.

MUTUAL UNDERSTANDING

The scope of the internship/externship program and essential terms to support the common goals is as follows:

- Inform the partner of any scheduling changes that may impact service delivery;
- Develop a method of communication needs and challenges;
- Collaborate to encourage students to pursue post-secondary education, career and internship opportunities; and
- **Los Mesteños Career Academy** representatives participating in the program will explore various opportunities to work with students throughout the academic year.

Los Mesteños Career Academy

- Assign employees to **Falfurrias High School** that promote college and career awareness;
- Work with students on specific projects at **Falfurrias High School**;
- Recruit and screen employees that mentor students at **Falfurrias High School**; and
- Complete a volunteer application and background check every calendar year for the high school.

Falfurrias High School

- Establish a college and career information center in the school for students to receive mentoring services;
 - Ensure **Falfurrias High School** employees and students have access to computer and internet access in the college and career information center;
 - Assign students to participate in the program with **Los Mesteños Career Academy** representatives; and
 - Designate an adult sponsor to oversee the operation of college and career information center. The sponsor must either be a school employee or someone authorized by the school to have access to students and facilities of the school.
-

STUDENT PERSONAL INFORMATION

Los Mesteños Career Academy will not collect the personal information of students but may receive student contact information (e.g. email addresses) to communicate with students about the students' participation in the program.

PERIOD OF AGREEMENT

The term of this agreement is from the time the agreement has been fully executed by both parties to the end of the 2019-2020 school year. The parties agree to review these terms at the conclusion of the noted school year.

TERMINATION

This agreement may be terminated by either of the parties upon giving of thirty (30) days' notice of termination to other party at the addresses noted below:

Los Mesteños Career Academy
Attn: Crystal Ramirez-Garcia
1726 S. Center
Falfurrias, TX 78355

Falfurrias High School
Attn: Oscar Galindo
100 W Jersey Drive
Falfurrias, TX 78355

The individuals executing the Agreement on behalf of Los Mesteños Career Academy and Falfurrias High School acknowledge that they are duly authorized to execute this Agreement. All parties hereby acknowledge that they have read and understood this Agreement. This Agreement shall not become effective until executed by each party. The parties also acknowledge that they will perform their respective duties under this Agreement only after it is fully executed.

I have read and agree to the terms and conditions outlined above.

Los Mesteños Career Academy

Brooks County ISD

Crystal Ramirez-Garcia
Authorized Official

Mani Rodriguez
Authorized Official

3-25-19
Date

3-25-19
Date