



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



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: Priority Charter School, CDN: 014-803, Vendor ID: 74-2886638, ESC: 12, DUNS: 022586624
Address: 275 FM 2483, City: Morgans Point, ZIP: 76513, Phone: (254) 206-3840
Primary Contact: Dr. Derrick Love, Email: dlove@prioritycharterschools.org, Phone: (254) 206-3840
Secondary Contact: Lula Turnipseed, Email: lturnipseed@prioritycharterschools.org, Phone: (254) 778-8690

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):

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

Authorized Official Name: Lula Turnipseed, Title: Superintendent

Email: lturnipseed@prioritycharterschools.org, Phone: (254) 778-8690

Signature: Lula Turnipseed, 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 charter currently has a College, Career, and Military Ready rate of 27.8%. This is significantly lower than the State's rate of 54.2% and shows need for improvement.	The charter 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 Austin Community College and work-based programs through an industry partnership with Hardi Technology Group to lead to skilled employment opportunities.
The charter needs to increase the current percentage of 0% for students that receive an associate's degree upon high school graduation.	The charter 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 charter's percentage for students who graduate college ready is currently 16.7%, which is 30.3% lower than the State's percentage.	Through the P-TECH Success Program, the charter 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 charter'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 charter 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 charter will begin implementing the program 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

The following benchmarks will be utilized to measure the progress towards program goals:

- 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 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 80% 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 20% 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 3 college credits for the Fall 2019 school year; and
- Increasing participation from multiple stakeholders (i.e. parents, teachers, academic advisors, 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 80% 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 20% of the students in Cohort 1 and 2 that need to 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 charter will ensure that clearly specified and measurable processes and procedures are in place at Cedar Park Charter Academy. The evaluation process will include: Conducting surveys to provide continuous feedback on the program; Collecting feedback from the partnering agency (Hardi Technology Group); 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 charter'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 charter 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 recipient of the 18-19 P-TECH and ICIA Planning Grant (10 pts.), the charter created and will follow the recruitment and open enrollment processes below to encourage the enrollment of at-risk subpopulations at Cedar Park Charter Academy. Recruitment – In May 2019, the charter 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, charter and campus websites, and school marquee. The 8th grade Academic Advisor 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 Academic Advisor 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 charter and campus administration, academic advisors, 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 charter 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 charter determined that they would offer the Cybersecurity program of study, which would include combined high school and post-secondary courses for grades 9-12.

Currently, the Cedar Park Charter Academy only offers a simple cyber security program, which allows the student to receive a certification when successfully completing the course. The P-TECH Program will expand the current program and will include the following courses: Networking, Computer Maintenance, Principles of Cybersecurity, Programming I, etc.

This program of study will enable students to combine high school courses and postsecondary courses through a strong partnership with Austin Community College (ACC). The charter, in partnership with ACC 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 Level 1 – CompTIA Network+, CompTIA A+, and Level 1 Cybersecurity Specialization 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 charter to purchase additional supplies/materials and equipment, as well as, provide professional development to teachers to ensure high-quality instruction. In addition, Hardi Technology Group 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, Priority Charter Schools 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 charter has entered into an articulation agreement with Austin Community College (ACC), 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:

- Curriculum Alignment - The school charter will provide all course materials needed for enrollment. For dual credit courses, the college will select the instructional materials required. All high school courses in the program will be directly aligned with the college's courses to ensure a smooth transitional experience for students.

- Instructional Materials - All instructional materials will be provided by the school charter.

- Instructional Calendar - The charter will adjust its calendar as necessary to enable students to attend college-level courses.

- Courses of study - Dual credit courses may include, 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 letter grades for the charter.

- 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, Austin Community College will meet all program requirements as per the guidelines for this funding opportunity. In order to maintain a strong partnership with the 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 charter 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 charter 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 charter contacted the Executive Director of Workforce Solutions of Central Texas, Ms. Susan Kamas, to request a list of high-demand occupations. Ms. Kamas researched the current trends, as well as, projected occupations based on economic and business industry growth. With this data, the charter was able to identify the Cybersecurity pathway that aligns with regional workforce needs. (5 pts.) In addition, the Austin Community College defined the regional needs and provided a structured path to certifications and an associate's degree in these high-demand fields.

The charter will respond to these occupational opportunities by enhancing their current partnership with Hardi Technology Group 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, Hardi Technology Group 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 charter 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 charter 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 charter 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 P-Tech Planning grant requirements, a Leadership Team was previously created during the initial planning phase and is comprised of the following individuals: Lula Turnipseed (Superintendent), Dr. Derrick Love (Assistant Superintendent), Libby Sheard (College and Career Lead Advisor), Daphne Glover (Finance Director), and Michelle Kelsay (Principal). 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 charter'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 12, 2018, September 25, 2018, October 18, 2018, November 15, 2018, and December 20, 2018, 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 Academic Advisor 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 Austin Community 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 Academic Advisor will personally meet with the student to identify the reason for the student's low performance. Austin Community 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 Academic Advisor and Teachers that are devoted to student success. The Academic Advisor 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
<input type="text" value="Teacher Stipends"/>	<input type="text" value="15,000"/>
<input type="text" value="Academic Advisor Stipend"/>	<input type="text" value="10,000"/>
<input type="text" value="Program Director Stipend"/>	<input type="text" value="10,000"/>
<input type="text" value="Extra-Duty Pay"/>	<input type="text" value="5,000"/>

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)	BUDGET
<input type="text" value="Professional Development"/>	<input type="text" value="35,000"/>
<input type="text" value="Teacher Credentialing"/>	<input type="text" value="15,000"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)	BUDGET
<input type="text" value="Supplies and Materials"/>	<input type="text" value="91,304"/>

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)	BUDGET
<input type="text" value="Travel for Students to IHE and Externships/Internships"/>	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)	BUDGET
<input type="text"/>	<input type="text"/>

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: 014-803

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Cybersecurity	Austin Community College (ACC)	Y	A.A.S. in Cybersecurity Specialization

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	03270100	College Readiness Study Skills	.5	EDUC 1300	Effective Learning: Strategies for College Success	3
Total Year 1 High School Credits			.5	Total Year 1 College Credit Hours		
Year 2/ Grade 10	13011400	Business Information Management I	1	COSC 1301	Introduction to Computing	3
Year 2/ Grade 10	13027410	Networking w/ Lab	1	ITNW 1325	Fundamentals of Networking Technologies	3
Year 2/ Grade 10	N1302810	Principles of Cybersecurity	1	ITSY 1300	Introduction to Security: Cybersecurity	3
Year 2/ Grade 10	03102500	Independent Study in Mathematics	.5	MATH 1314	College Algebra	3
Year 2/ Grade 10	13027600	Computer Programming I	1	COSC 1336	Programming Fundamentals	3
Total Year 2 High School Credits			4.5	Total Year 2 College Credit Hours		
Year 3/Grade 11	13027410	Networking with Lab	1	ITNW 2321	Networking with TCP/IP	3
Year 3/Grade 11	13027300	Computer Maintenance	1	ITSC 1325	Personal Computer Hardware	3
Year 3/Grade 11	13009900	Professional Communication	.5	SPCH 1311	Introduction to Speech Communication	2
Year 3/Grade 11	13028005	Practicum in Information Technology I ext	3	ITSC 1307	UNIX Operating Systems	3
Year 3/Grade 11	13027505	Computer Tech Practicum I ext	1.5	ITNW 1354	Implementing and Supporting Servers: Windows 2008	3
Year 3/Grade 11	13027500	Computer Tech Practicum 1	2	ITNW 2312	Routers	3
Total Year 3 High School Credits			9	Total Year 3 College Credit Hours		
Year 4/Grade 12	13027510	Computer Tech Practicum 2	1	ITNW 1335	Information Storage and Management Cloud Computing	3
Year 4/Grade 12	13027515	Computer Tech Practicum 2 ext	3	ITSY 2301	Firewalls and Network Security	3
Year 4/Grade 12	13027510	Computer Tech Practicum 2	1	ITSY 2300	Operating Systems Security	3
Year 4/Grade 12		Business English	1	ENGL 2311	Technical and Business Writing	3
Year 4/Grade 12	13027505	Computer Tech Practicum 1 ext	1.5	ITSY 2343	Computer Systems Forensics	3
Year 4/Grade 12	13028015	Practicum in Information Tech 2 ext	3	ITSY 2330	Intrusion Detection: Ethical Hacking	3
Year 4/Grade 12	13028000	Practicum in Information Tech 1	2	ITSC 2264	Practicum CIT	2
Year 4/Grade 12	03221600	Humanities 1 st time	.5	HUMA 1302	Humanities: Renaissance to Present	2
Year 4/Grade 12	03310300	Economics	.5	SOCI 1301	Economics	3
Total Year 4 High School Credits			13.5	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			27.5	Total College Credit Hours		
Certification (s) to be earned by high school graduation:			Level 1 – CompTIA Network+, CompTIA A+, and Level 1 Cybersecurity Specialization			
Degree (s) to be earned by high school graduation:			Associate of Applied Science Degree in Cybersecurity Specialization			

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 of Central Texas	Build resume, social skills, etc.	Workforce Solutions of Central Texas	Site Visit to Cybersecurity Facilities	Site Visit	Hardi Technology Group	Attend cybersecurity industry recruitment activities	Field Trip	Austin Community College (ACC)
Year 2/ Grade 10	Continued partnership with Workforce Solutions of Central Texas	Update Resumes, begin skill-based portfolios, continue soft skill support	Workforce Solutions of Central Texas	Quarterly meetings with workers in the cybersecurity industry	Mentoring	Hardi Technology Group	Participate in cybersecurity meetings	Establish a vocational student organization	Joint effort with Austin Community College (ACC), Hardi Technology Group, and Cedar Park Charter Academy
Year 3/Grade 11	Continued partnership with workforce solutions of Central Texas	Introduce interview skills, financial literacy	Workforce Solutions of Central Texas	Continued quarterly meetings with Cybersecurity Technicians	Mentoring	Hardi Technology Group	Job Shadowing	Students will travel to our industry partner for ½ day.	Hardi Technology Group
Year 4/Grade 12	Continued partnership with workforce solutions of Central Texas	Application support, Mock interviews, job search skills	Workforce Solutions of Central Texas	Multi-Day Workplace Placement	Internship	Hardi Technology Group	Provide face-to-face portfolio of abilities/practicum	Industry mentor and students will work together to present at annual showcase	Hardi Technology Group
Optional Year 5	Internship	Internship	Hardi Technology Group	Academic and skill-based support	Support services	Austin Community College (ACC), Hardi Technology Group, and Cedar Park Charter Academy	Face to face and e-mentoring	Mentoring	Hardi Technology Group
Optional Year 6	Apprenticeship	Apprenticeship	Hardi Technology Group	Academic and skill-based support	Support services	Austin Community College (ACC), Hardi Technology Group, and Cedar Park Charter Academy	Face to face an e-mentoring	Mentoring	Hardi Technology Group

CDN: 014-803



PARTNERSHIP AGREEMENT
BETWEEN
AUSTIN COMMUNITY COLLEGE
AND
PRIORITY CHARTER SCHOOLS
FOR
DUAL CREDIT EDUCATIONAL PARTNERSHIPS
August 27, 2018 – August 31, 2019

ACC and ISD enter into the following program agreement to provide Dual Credit for ISD students. Dual Credit requirements are identified in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84 and ACC Board Policy GH (LEGAL):

Eligible Dual Credit Courses

Eligible dual credit courses are (a) courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual and included in ACC's Core Curriculum; or (b) be identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses.

GENERAL PROVISIONS FOR DUAL CREDIT

ELIGIBLE COURSES

- 1) Courses must be identified as college-level academic courses in the current edition of the Lower Division General Academic Course Guide Manual and be included in ACC's Core Curriculum; or be identified as a college-level workforce course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses.
- 2) Instruction, instructional materials, and grading will be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the main campuses of the College.

STUDENT ELIGIBILITY

- 1) To participate in Dual Credit, students must meet the College's entrance requirements (including satisfactory completion of the Texas Success Initiative (TSI) in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).
- 2) Dual credit students must have successfully completed eighth grade.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning. Courses taught at the high school may only be composed of dual credit students only. Courses taught on the college campus may be composed of dual and regular college credit students.

TRANSPORTATION

The College assumes no obligation or responsibility for the transportation of students to or from ACC campuses for the dual credit course provided in this agreement.

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

- 1) All instructors must meet the minimum faculty requirements as specified by ACC in accord with the guidelines of the Southern Association of Colleges and Schools Commission on Colleges.
- 2) The College shall select, supervise, and evaluate instructors for courses that result in the award of credit, regardless of the location of the course.
- 3) High school instructors applying to teach dual credit courses should complete the steps specified in the "Joining the ACC Faculty". See Appendix A.
- 4) High School instructors who teach dual credit courses on a high school campus as a part of the ISD teaching load will be paid a stipend by ACC \$500 per course section.
- 5) Instructors, even if employed by and paid by an Independent School District, must be supervised in instructional matters by the ACC Department Chair and must meet all administrative and evaluation requirements and attend required faculty training including dual credit faculty training
- 6) Official college transcripts of instructors must be kept on file at the College.
- 7) All availability of courses structured under Dual Credit are contingent upon the availability of ACC faculty. Students may need to take classes on an ACC campus to continue with a sequence.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

- 1) The curriculum for any course offered by ACC for dual credit shall be the regular college curriculum.
- 2) Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
- 3) The same standards of grading shall apply for all courses taught by ACC, regardless of whether the course is delivered on an ACC campus or high school campus.
- 4) To the extent possible, ACC will ensure use of the same textbook for the same course taught within a two-year cycle starting Fall 2017.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Regular academic policies applicable to courses taught at one of the college's campuses also apply to dual credit courses taught at a High School or ACC campus. Students in dual credit courses are eligible to utilize the same College support services as all other College students.

TRANSCRIPTING OF CREDIT

High School and College credits will be transcribed immediately upon a student's completion of course(s) each semester.

FUNDING

The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005(g)) and the Board (TEC 61.059(p) and (q)). The College may claim funding for all students getting college credit in core curriculum, foreign language, or career and technical education courses.

TUITION AND FEES WAIVER


Austin Community College will waive tuition and fees for up to 12 eligible classes. Out-of-district students will be charged a \$150 per-course fee for courses taken at any ACC Campus, Center, or via distance learning for up to 12 eligible classes. Out-of-district students will not be charged the per-course fee if they take classes scheduled at a high school campus or demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Documentation must be submitted each school year for eligibility.

The dual credit tuition and fees waiver will only be applied to college credit courses that are a part of the current ACC Core Curriculum or a workforce course included in a certificate or associate of applied science degree and foreign language courses. All remaining ACC courses will be assessed regular tuition and fees according to a student's residency.

Course withdrawals and dropped courses will be counted against the 12 course waiver limit after the second class day of each session. The student will be charged full tuition and fees based on residency for courses taken above the 12-course waiver limit and non-eligible courses.

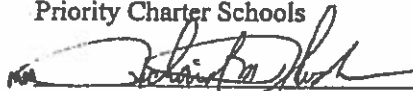
The dual credit tuition and fees waiver is subject to change without notice by the ACC Board of Trustees.

ACC and ISD have executed and delivered this Agreement to be effective as of the Effective Date August 27, 2018.



Lula Turnipseed, Superintendent of Schools
Priority Charter Schools

9/7/18
Date



Richard M. Rhodes, Ph.D., President/CEO
Austin Community College District

9/7/18
Date

**MEMORANDUM OF
UNDERSTANDING BETWEEN
PRIORITY CHARTER SCHOOLS
AND
HARDI TECHNOLOGY
GROUP**

Hardi Technology Group and Priority Charter School District ("PCS") on behalf of Cedar Park Charter Academy enter into this Memorandum of Understanding ("MOU") to outline the elements of their campus based mentoring program.

The work-based learning of Hardi Technology Group is designed to provide career awareness, and eventually job shadowing opportunities to students with aim of providing and establishing and maintaining a career focus within the P-TECH program at Cedar Park Charter Academy. Hardi Technology Group will provide mentoring, career awareness, and eventually job training, and job shadowing at Cedar Park Charter Academy.

MUTUAL UNDERSTANDING

The scope of the Hardi Technology Group program and essential terms to support the following common goals:

- 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;
- Hardi Technology Group employees participating in the program will explore various opportunities to work with students throughout the academic year.

Hardi Technology Group

- Assign employee(s) to Cedar Park Charter Academy that promote college awareness and career awareness;
- Employee(s) will work with students on specific projects at Cedar Park Charter Academy;
- Recruit and screen employees that mentor students at Cedar Park Charter Academy;
- Volunteers/staff shall complete the volunteer application and background check every calendar year.

PCS (Cedar Park Charter Academy)

- Establish a Career Center or college and career information center in the school for students to receive mentoring services;
- Ensure Hardi Technology Group employees and students have access to computer and internet access in the career center or college center;
- Assign students to participate in the program with Hardi Technology Group employees;
- Designate an adult sponsor to oversee the operation of the Career Center or college 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

Hardi Technology Group will not collect the personal information of students but may receive student contact information (e.g. email addresses) as a consequence of communicating with students about and during 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 from the 2018-2019 school year 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:

Hardi Technology Group

2609 I-30 East
Greenville, Texas 75402
Attn: Koffi Avekoe

For PCS (Cedar Park Charter Academy)

275 FM 2483
Morgan's Point Resort, Texas 76513
Attn: Dr. Derrick Love

The individuals executing the Agreement on behalf of Hardi Technology Group and Priority Charter Schools (Cedar Park Charter Academy) 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. Also, the parties 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.

APPROVAL

Priority Charter Schools:



Dr. Derrick Love, Assistant Superintendent

Hardi Technology Group:



Kofi Aveke, Chief Executive Officer