



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**

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.

2019-019504

701-19-108-005

Shared Services Arrangements

X 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 51.5%. This is lower than the State's rate of 54.2% and shows need for improvement.	The district will address this rate by providing a smooth transitional experience for students that includes rigorous academics through a partnership with South Texas College and work-based programs through industry partnerships with Retama Manor, Workforce Solutions, and Tey Women's Health Center of Elsa to lead to skilled employment opportunities.
The district needs to increase the current percentage of 0% for students that receive an associate's degree upon high school graduation.	The district will address this rate by combining high school courses and college-level courses to provide a clear pathway that allows the students to receive a high school diploma, a credential, work-based experiences, and even an associate's degree upon graduation.
The district's percentage for students who received a CTE coherent sequence of coursework aligned with industry-based certifications is currently 4.6%, which is 12.7% lower than the State's current percentage.	Through the ICIA Program, the district will address this percentage and offer a coherent sequence of courses that leads to students receiving industry-based experiences, a work credential, 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

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

- Having the Leadership Team meet to review student qualitative and quantitative data by August 2019;
- Submitting confirmation of: a) the school/program as a designated Texas Success Initiative (TSI) assessment site and; b) timeline for testing students to ensure that passing rates meet outcome-based measures on the ICIA Blueprint;
- Ensuring that 50% of the targeted ICIA 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 ICIA 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 50% of the enrolled ICIA students in Cohort 1 pass all courses with a B or higher on their semester report cards;
- Providing academic support to the remaining 50% of the ICIA students in Cohort 1 that need to improve their grades;
- Ensuring that at least 50% of the ICIA student population will have received at least 3 college credits for the Fall 2019 school year; and
- Increasing participation from multiple stakeholders (i.e. parents, teachers, counselors, etc.) to provide beneficial wrap-around strategies, such as: social/emotional support, college readiness assessments, work-based experiences, etc.

Third-Quarter Benchmark

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

- Having a minimum of 50% of the enrolled ICIA students in Cohort 1 and 2 pass all courses with a B or higher on their semester report cards;
- Providing academic support to the remaining 50% of the students in Cohort 1 and 2 that need to improve their grades;
- Ensuring that at least 50% of the ICIA student population in Cohort 1 will have received at least 6 college credits for the Spring 2020 school year;
- Ensuring that at least 50% of the ICIA student population in Cohort 1 receives at least 1 industry-based certification;
- Ensuring students have at least 10 internship/externship hours; and
- Submitting an action plan based on the blueprint initial self-assessment and needs assessment by TEA's assigned due date.

Project Evaluation and Modification

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

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

The evaluation provides for examining the effectiveness of strategies. 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 recipient of the 2018-19 P-TECH Planning Grant (10 pts.), the district created and will now implement the following processes to encourage the open enrollment of 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 marquee. The 8th grade Counselor will also meet with at-risk students to personally inform them of the ICIA Program and its benefits.

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

Statutory Requirements (Cont.)

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

After researching workforce need, the district determined that they would offer the Medical Assistant Technology program of study, which would include combined high school and post-secondary courses for grades 9-12. Currently, the district only offers simple introductory medical courses, which allows the student to receive a certification when successfully completing the course. The ICIA Program will expand the current course offering to include the Medical Assistant Technology Program of Study. These courses will include: Medical Assistant Laboratory Procedures; Medical Coding; Medical Law & Ethics; Medical Terminology; Administrative Procedures; Medical Insurance; etc. This program of study will enable students to combine high school courses and post-secondary courses through a strong partnership with South Texas College (STC). The district, in partnership with STC 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 Phlebotomy Technician or Licensed Vocational Nurse certifications and obtain work-based opportunities through internships/externships, which will be 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, Retama Manor, Workforce Solutions, and Tey Women's Health Center will provide participating students with high-quality training and access to any equipment and materials required for use during their internships/externships, which will be provided as an in-kind match. Utilizing local data, Monte Alto 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 South Texas College that is accredited by the Southern Association of Colleges and Schools (SACS), 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 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. 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 district.
- Instructional Calendar - The district will adjust its calendar as necessary to enable students to attend college-level courses.
- Courses of study - Dual credit courses may include, courses in the core curriculum, career and technical, and/or workforce field that applies to a certification or associate's degree.
- Student Attendance - Students enrolled in dual credit courses are required to maintain regular and punctual attendance.
- Grading Policies - Grades are awarded on a 4.0 scale at the college but will be converted to 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, South Texas College will meet all program requirements as per the guidelines for this funding opportunity. (5 pts.) 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 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 Lower Rio Grande Valley, Mr. Francisco Almaraz, to request a list of high-demand occupations. Mr. Almaraz 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 Medical Assistant Technology pathway that aligns with regional workforce needs. (5 pts.) In addition, South Texas 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 partnerships with Retama Manor, Workforce Solutions, and Tey Women's Health Center of Elsa 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, Retama Manor, Workforce Solutions, and Tey Women's Health Center of Elsa have agreed to give in interviewing students for any jobs that are available upon the student's completion of the program. The partners 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 partners will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain strong partnerships, the district representative will meet with a business representative from each organization 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 the organizations with privacy and discretion. Moreover, each year the district administration will meet with the industry partners to review, renew, and or/ modify the MOU as deemed necessary.

TEA Program Requirements

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

As per the grant requirements, a Leadership Team was previously created during the initial planning phase and is comprised of the following individuals: Ana Zepeda (Project Director), Andrea Nieto (Facilitator), Imelda Ramos (Principal/P-TECH Director), David Gutierrez (Workforce Solutions of the Lower Rio Grande Valley), Tony De La Cruz (South Texas College), Arlyssa Gonzalez (Counselor), and Wayne Rodrigues (Technician). Each of these individuals have the experience needed to ensure the successful implementation of the program goals, objectives, and activities.

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

Since the creation of the Leadership Team, the individuals have met on September 12, 2018, November 15, 2018, December 13, 2018, December 17, 2018, December 19, 2018, and January 9, 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 ICIA 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 South Texas 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. South Texas College will also offer career counseling to participating students to ensure they are on the correct career path.

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

Request for Grant Funds

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

PAYROLL COSTS - 6100 (include direct program and direct admin costs)	BUDGET
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	90,000

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)	
Travel for Students to IHE and Externships/Internships	10,000
Travel for Teachers to Professional Development and Conferences	10,000

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

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>108-915</u>		
Program of Study		IHE Partner		Program Offered In 2018-2019? (Y/N)		Expected Program Student Outcomes
Medical Assistant Technology		South Texas College		N		A.A.S. in Medical Assistant Technology
Year / Grade Level	High School Course			Post-Secondary Course		
	PBIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Total Year 0 High School Credits				Total Year 0 College Credit Hours		
Year 1 / Grade 9	13020960	Health Information Systems	1.0	POFM 1400	Basic Medical Coding	3
Year 1 / Grade 9	13020400	Health Science Theory	1.0	MDCA 1205	Medical Law & Ethics	2
Total Year 1 High School Credits			2	Total Year 1 College Credit Hours		
Year 2 / Grade 10	13020600	Anatomy & Physiology	1.0	BIOL 2401	Anatomy & Physiology	4
Year 2 / Grade 10	13020300	Medical Terminology	1.0	HITT 1305	Medical Terminology	3
Year 2 / Grade 10	13018600	Management and Administration	1.0	MDCA 1321	Administrative Procedures	3
Year 2 / Grade 10	13016500	Medical Insurance	1.0	MDCA 1343	Medical Insurance	3
Year 2 / Grade 10	13020500	Practicum in Health Science	2.0	MDCA 1166	Practicum I (Summer)	1
Year 2 / Grade 10	03240900	Speech	.5	SPCH 1311	Public Speaking (Summer)	3
Total Year 2 High School Credits			6.5	Total Year 2 College Credit Hours		
Year 3 / Grade 11	13037210	Science Research and Design II	1.0	BIOL 2402	Anatomy & Physiology II	4
Year 3 / Grade 11	13037220	Science Research and Design III	1.0	POFM 2310	Intermediate Medical Coding	3
Year 3 / Grade 11	A3220100	English Language Composition	1.0	ENGL 1301	English Language Composition	3
Year 3 / Grade 11	03350100	Psychology	1.0	PSYCH 2301	General Psychology or Lifespan	3
Year 3 / Grade 11	N1302093	Human Body Systems	1.0	MDCA 1302	Human Disease	3
Year 3 / Grade 11	A3440100	AP Spanish Language	1.0	SPAN 1411	Beginning Spanish	4
Total Year 3 High School Credits			6	Total Year 3 College Credit Hours		
Year 4 / Grade 12	13020700	Electrocardiography	1.0	ECRD 1111	Electrocardiography	2
Year 4 / Grade 12	13037200	Science Research and Design	1.0	MDCA 1352	MA Lab Procedures	3
Year 4 / Grade 12	13020200	Principles of Health Science	1.0	MDCA 1317	Procedures in a Clinical Setting	3
Year 4 / Grade 12	13020515	Practicum in Health Science II	2.0	MDCA 1167	Practicum II	1
Year 4 / Grade 12	03060201	IPC Advanced Science	.5	PLAB 1223	Phlebotomy	2
Year 4 / Grade 12	13020950	Pharmacology	1.0	MDCA 1348	Pharmacology & Administration	3
Year 4 / Grade 12	84800XXX	Advisory	1.0	MDCA 1254	MA Credentialing Exam Review	2
Year 4 / Grade 12	13020510	Practicum in Health Science III	2.0	MDCA 2266	CAPSTONE: Practicum III	2
Total Year 4 High School Credits			9.5	Total Year 4 College Credit Hours		
Optional Year 5						
Optional Year 5						
Total Years 5 & 6 High School Credits				Total Years 5 & 6 College Credit Hours		
Total High School Credits			24	Total College Credit Hours		
Total High School Credits			24	Total College Credit Hours		
Certification (s) to be earned by high school graduation:		Phlebotomy Technician or Licensed Vocational Nurse Certifications				
Degree (s) to be earned by high school graduation:		A.A.S. in Medical Assistant Technology				

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 Lower Rio Grande Valley.	Build resume and develop social skills, etc.	Workforce Solutions Lower Rio Grande Valley	Site Visits to Medical Facilities.	Site Visit	Retama Manor and Tey Women's Health Center of Elsa	Attend hands-on medical activities	Field Trip	South Texas College
Year 2 / Grade 10	Continue building the partnership with Workforce Solutions Lower Rio Grande Valley.	Update resumes, begin skill-based portfolios, and continue soft skill support.	Workforce Solutions Lower Rio Grande Valley	Quarterly meetings with employees in the medical industry.	Mentoring	Retama Manor and Tey Women's Health Center of Elsa	Connect with IHE and Industry Partners.	Establish a vocational student organization.	Monte Alto ISD, Retama Manor, Tey Women's Health Center of Elsa, Workforce Solutions Lower Rio Grande Valley, and South Texas College
Year 3 / Grade 11	Continue building the partnership with Workforce Solutions Lower Rio Grande Valley.	Introduce interview skills and financial literacy.	Workforce Solutions Lower Rio Grande Valley	Continued quarterly meetings with medical employees.	Mentoring	Retama Manor and Tey Women's Health Center of Elsa	Job Shadowing	Students will travel to industry partners for ½ day.	Retama Manor and Tey Women's Health Center of Elsa
Year 4 / Grade 12	Continue building the partnership with Workforce Solutions Lower Rio Grande Valley.	Give application support, conduct mock interviews, develop job search skills.	Workforce Solutions Lower Rio Grande Valley	Multi-Day Workplace Placement	Internship	Retama Manor and Tey Women's Health Center of Elsa	Provide face-to-face portfolio of abilities and complete practicum.	Industry partners and students will work together to present at annual showcase.	Retama Manor and Tey Women's Health Center of Elsa
Optional Year 5	Internship	Internship	Retama Manor	Academic and skill-based support	Support services	Monte Alto ISD, Retama Manor, Tey Women's Health Center of Elsa, and South Texas College	Face to face and e-mentoring	Mentoring	Retama Manor, Tey Women's Health Center of Elsa, and Workforce Solutions Lower Rio Grande Valley
Optional Year 6	Internship	Internship	Tey Women's Health Center of Elsa	Academic and skill-based support	Support services	Monte Alto ISD, Retama Manor, Tey Women's Health Center of Elsa, and South Texas College	Face to face e-mentoring	Mentoring	Retama Manor and Tey Women's Health Center of Elsa, and Workforce Solutions Lower Rio Grande Valley

**MEMORANDUM OF UNDERSTANDING BETWEEN
MONTE ALTO ISD
AND
RETAMA MANOR**

Retama Manor and Monte Alto ISD on behalf of Monte Alto Early College 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 Retama Manor 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 ICIA program at Monte Alto Early College 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
- Retama Manor employees participating in the program will explore various opportunities to work with students throughout the academic year.

Retama Manor

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

Monte Alto Early College High School

- Establish a college and career information center in the school for students to receive mentoring services;
- Ensure Retama Manor 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 Retama Manor employees; 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

Retama Manor 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 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:

Retama Manor
Attn: Mr. Longoria
17005 Expressway 77
Raymondville, TX 78580

Monte Alto Early College High School
Attn: Barbara Cannon
9000 E. Valdez Avenue
Monte Alto, TX 78538

The individuals executing the Agreement on behalf of Retama Manor and Monte Alto Early College 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.

Retama Manor


Authorized Official

Monte Alto ISD



**Memorandum of Understanding
for Monte Alto Early College High School
between South Texas College
and the Monte Alto Independent School District**

This Memorandum of Understanding is hereby entered into by and between South Texas College, a political subdivision, (hereinafter called the "College"), acting by and through its President; the MONTE ALTO ISD Independent School District, a Texas political subdivision, (hereinafter called School "District"), and acting by and through its Superintendent.

I. PREAMBLE

WHEREAS the parties to this Memorandum of Understanding desire to establish Monte Alto ISD Early College High School ("Monte Alto ECHS"), serving grades 9-12, and provide dual enrollment for academic dual credit college courses for high school students free of charge. The student population of the Monte Alto ECHS will be composed of underserved and underrepresented high school students (grades 9-12); consisting of students who are at-risk, economically disadvantaged, first generation college goers, and who have not received the academic preparation necessary to meet college credit entrance standards. Potential students for the Monte Alto ECHS will be screened and selected through the use of a lottery system that encourages and considers applications from all students. All students will have an equal opportunity for acceptance, regardless of background or academic performance.

WHEREAS Early College High Schools are small schools with enrollments between 400-500 or fewer students (100-125 students per grade cohort) which provide students the opportunity to earn both a high school diploma and up to two years of transferable college credits (60) and/or and an associate's degree, and

WHEREAS Early College High Schools prepare this population of high school students for successful career and educational futures through a full integration of high school, college, high demand/high skill career preparation, improved academic performance, and increase high school and college/university completion rates;

WHEREAS both MONTE ALTO ISD and South Texas College are willing and able to participate in the facilitation of this program to benefit the students they both seek to assist.

NOW, THEREFORE, in consideration of the covenants, and conditions and provisions set forth herein, the parties hereto agree as follows:

II. STATEMENT OF GENERAL DUTIES AND OBLIGATIONS

I. GOVERNANCE:

- a. The Early College High School established under this agreement will be governed by state and federal laws and regulations, school district, and college policies and

requirements. The School District shall apply to the Texas Education Agency for the establishment and approval of an Early College High School designation.

- b. A Leadership Team comprised of members of the district and the college will meet regularly as mutually agreed to by both parties to plan and make decisions about the design and fidelity of the implementation of the Early College High School Benchmarks. The team will work collaboratively to meet established benchmarks in: (1) Target Population, (2) Partnership Agreement, (3) P-16 Leadership Initiatives, (4) Curriculum and Support, (5) Academic Rigor and Readiness, and (6) School Design. As the school moves through the implementation process and scales up to serve grades 9-12th new topics will be addressed to include, but not limited to community partnerships, dual credit, student support systems and expanding the college culture. The Leadership Team will also address issues of sustainability such as regularly reviewing the MOU, discussing budget and cost arrangements, planning for leadership change in the district or college if it applies and expanding and enhancing the partnership.
- c. The Monte Alto ECHS principal (chief administrative officer of the Early College High School) will be appointed by the Superintendent of the School District as principal. The principal will be an employee of the School District. The School District will be responsible for payment of benefits, if any, to the principal, and the principal shall not be entitled to receive employee benefits from the College, including, but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. The School District assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the principal. Should the school principal position become vacant and the need to appoint a new principal arise, following all Monte Alto ECHS, Human Resources Policies and Procedures, the College will have the opportunity to be represented on the principal search committee, take part in the deliberations the District agrees to assign the principal as soon as a qualified candidate is identified and hired. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the School District.
- d. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

2. **PROVISION OF COURSES:** The College will award transcript credit for courses agreed for which Dual Credit Course Agreements have been approved and such courses shall be evaluated and approved through the College curriculum approval process, and shall be taught at the College level. Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.

1. **INSTRUCTORS:** All instructors must meet the College's academic requirements for all academic dual credit courses. The School District will provide and will be responsible for the evaluation and assessment of instructors and staff for high school credit-only courses conducted at the Monte Alto ECHS. The College will provide an instructor who meets the College's academic requirements for that course, provided the class has an enrollment of a minimum of twelve (12) students and no more than twenty-five (25) students. Exceptions to enrollment minimum and maximum allotments require College and departmental approval.

2. **LOCATION, COSTS, TRANSPORTATION:**

- a. The Monte Alto ECHS is located at 9000 Valdez St, Monte Alto, TX 78538.
- b. **FUNDING AND AVERAGE DAILY ATTENDANCE (ADA):** The Early College High School shall generate ADA funds for the School District from the attendance of students, which will be used to provide funding for the operations and expenditures of the high school as authorized by the Texas Education Code.

c. **TUITION AND FEES:** The College waives all student tuition and fees for college courses, including the student advisement and library usage fees. The District will assume responsibility for the timely payment of the costs incurred to recover College expenses for faculty traveling to the Monte Alto ECHS campus or for college course sections whereby a course is provided solely for Monte Alto ECHS students. The School District is encouraged to hire academic Master's credentialed faculty for all high school credit-only courses and future college courses to support sustainability of the Monte Alto ECHS. Changes to the funding formula for either the School District or the College will be reviewed yearly to determine whether adjustments are needed. Any such adjustments will be communicated to the District during the spring semester to align with the District budget process.

d. **INSTRUCTOR COSTS:** The District will assume responsibility for the timely payment of the costs incurred to recover College expenses for college courses taught as cohort sections as delineated on the Dual Enrollment Course Agreements. The School District is encouraged to hire academic Master's credentialed faculty for all high school credit-only courses and future college courses to support sustainability of the Monte Alto ECHS. Changes to the funding formula for either the School District or the College will be reviewed yearly to determine whether adjustments are needed. Any such adjustments will be communicated to the District during the spring semester to align with the District budget process.

e. **FOOD SERVICES:** The School District will provide meals for all student, faculty, and staff as appropriate under State and Federal Law and School District rules and procedures. The Monte Alto ECHS may purchase food on College visit days from STC's Food Services Department.

5. **COLLEGE CREDIT EARNED THROUGH DUAL ENROLLMENT:**

The College is responsible for involving the instructor in overseeing College course selection and implementation in the high school to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectations and assessments are applied in all venues where the College offers courses. Syllabi, course outlines, and departmental requirements will be completed as determined for courses that are offered for college credit, under the provisions of this agreement. The College will designate staff personnel to monitor the quality of instruction in order to assure compliance with the Dual Enrollment Course Agreement and the standards established by the State, applicable Accrediting Body (Southern Association of Colleges and Schools, The Texas Education Agency), the College, and the School District. The College agrees to transcript/award college credit earned through dual credit during the same semester that credit is earned.

6. **PROVISIONS FOR IMPLEMENTING PROGRAM IMPROVEMENTS:** The School

District and the College will develop a plan for the evaluation of the Monte Alto ECHS program to be completed each year based on the collection and review of the following data: enrollment/attendance and retention rates, GPA of high school-credit only courses and college courses, leave codes/attrition rates by grade level, satisfactory progress in college courses in fulfillment of a degree plan, adequate progress toward the college-readiness of the students in the program, articulation of high school students in four year colleges and universities/levels of entry, and student participation in activities at the College.

7. **RECOGNITION OF HIGER EDUCATION PARTNER**

The School District, when reporting and publicizing high school students' completion of dual credit courses, degrees or certificates, will recognize South Texas College as their Higher Education partner. In addition, the School District must adhere to all format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's *Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs* at www.southtexascollege.edu/go/dual-credit-marketing.

8. **INDEMNIFICATION:** To the extent authorized by law, in consideration of the performance both parties of this agreement, each party does hereby agree to indemnify and hold harmless all agents, servants, and employees of the other party from and against any and all claims and liabilities from any acts or omissions of the other party, its agents, servants, or employees, in the performance of this Agreement, except that neither party shall indemnify the other for claims or liabilities arising solely from the negligence, act or omission of the other party.

9. **AMENDMENT:** The Parties to this MOU acknowledge that it may be necessary to amend and/or modify this MOU from time to time in order to address additional concerns or issues that arise as the program progresses. However, no amendment, modification or alteration of the terms

of this agreement shall be binding unless the same is in writing, dated subsequent to the date hereof and duly executed by an authorized representative of the parties hereto.

10. **TERM, RENEWAL AND TERMINATION OF AGREEMENT:** The MOU will be in effect through May 2019. The MOU will be reviewed on an annual basis and the parties may mutually agree to renew the MOU for successive one (1) year terms. During any fiscal year, the College and School District reserve and have the right to terminate this MOU upon service of written notice to the other party no later than the first business day in November. If notice of termination is given, the contract will terminate at the end of the fall semester in that fiscal year during which the terminating party gives the other such written notice to the other party ninety (90) days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires and after the provisions for serving students through the Discontinuation Process of the ECHS, as outlined in this MOU, have been fulfilled.

11. **INSURANCE:** The College and School District, at their own expense, shall provide and maintain, during the term of this agreement, either insurance, with or without retention, or a self-insurance program, which shall provide general liability coverage for liability, property damage, and bodily injury.

12. **SEVERABILITY:** If any clause or provision of this agreement is determined to be illegal, invalid, or unenforceable under present or future laws effective during the term of this agreement, including any renewals, then in that event it is the intent of the parties hereto that the remainder of this agreement shall not be affected thereby, and it is also the intent of the parties to this agreement that in lieu of each clause or provision of this agreement that is illegal, invalid or unenforceable, there be added as part of this agreement a clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

13. **STUDENT DIRECTORY INFORMATION:** Upon enrolling in a dual enrollment course, the student's information will become part of the College's student directory information and subject to the Texas Public Information Act.

14. **NON-DISCRIMINATION:** Any discrimination by either party or their agents or employees on account of race, color, sex, age, religion, disability, or national origin in relation to the performance of any obligations or duties under this Agreement is prohibited.

15. **NO PARTNERSHIP:** This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of, or on behalf of the other party.

16. **NOTICES:** Notices to the parties hereto required or appropriate under this agreement shall be deemed sufficient if in writing and mailed, registered or certified mail, postage prepaid, addressed to:

17. **AUTHORITY:** The signers of this agreement hereby represent and warrant that they have authority to execute this agreement on behalf of each of their respective entities.33.

SOUTH TEXAS COLLEGE

By: 
Dr. Shirley A. Reed, President

By: 
Dr. Alejo Salinas, Jr. Chair of BTO Board of Trustees

MONTE ALTO INDEPENDENT SCHOOL DISTRICT

By: 
Dr. Richard Rivera, Superintendent of Schools

By: 
Mrs. Olga Chapa, President of the Monte Alto ISD Board of Trustees