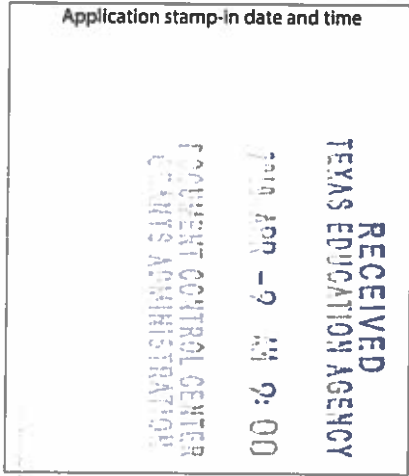**TEA** — Texas Education Agency

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

DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION — 2019 APR -9 PM 2:00 — RECEIVED TEXAS EDUCATION AGENCY

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	RICHARDSON ISD	CDN	057916	Vendor ID	1756002311	ESC	10	DUNS	

Address	400 S. GREENVILLE AVE.		City	RICHARDSON	ZIP	75098	Phone	469-593-0000

Primary Contact	MASUD SHAMSID-DEEN	Email	MASUD.SHAMSID-DEEN@RISD.ORG	Phone	469-593-9978

Secondary Contact	KIM FULLER	Email	KIM.FULLER@RISD.ORG	Phone	469-593-7466

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
☒ General Provisions and Assurances
☒ Application-specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name	KIM FULLER	Title	EXECUTIVE DIRECTOR, ENTITLEMENTS

Email	KIM.FULLER@RISD.ORG	Phone	469-593-7466

Signature	Kim Fuller _(Digitally signed by Kim Fuller. DN: cn=Kim Fuller, o=Richardson ISD, ou=Federal Programs and Grants, email=kim.fuller@risd.org, c=US. Date: 2019.04.08 09:05:40 -05'00')_	Date	04/08/2019

Grant Writer Name	MASUD SHAMSID-DEEN	Signature	_[signature]_	Date	4/8/19

◉ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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
Increase the percentage of Lake Highlands High School graduates earning an associate degree or industry based certification from 0% to 50% among students in P-TECH program.	Develop structured programs of study that ensure students accelerate towards certification, work based learning experiences, and necessary degrees affiliated with their career path.
Increase the percentage of students passing Algebra I and English II to 85%; mastering Algebra I to 45% and mastering English II to 25% among students in P-TECH programs.	Cohort students and teachers in Math and English to the extent possible and provide targeted support to students in the program via a college success course, academic mentoring from upperclassmen who have experienced success in these programs.
Close the postsecondary enrollment and achievement gap, currently at 40%, between white and and minority students.	Recruit, enroll and retain a diverse set of students into the program, providing structured support using the P-TECH framework as a core model, applying components from benchmark areas of target population, curriculum, instruction, assessment, and student support to ensure students exceed expectations.

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.

By the end of this grant period, the 2020-2021 school year, the Lake Highlands P-TECH program, called the Wildcat College and Career Academy, will meet program requirements for designated status in the three outcome-based measures: access, attainment, and achievement. By meeting designated criteria two years prior to graduation of the first cohort in 2023, the Wildcat College and Career Academy will be on track for designated with excellence status.

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

January, 2020
100% of freshmen will have taken the TSI reading assessment.
100% of P-TECH teachers will have participated in at least one P-TECH related staff development course or activity.
100% of business partners will have engaged in at least one activity with P-TECH students and staff.
P-TECH staff will have completed at least one family engagement activity with Cohort I families.

Measurable Progress (Cont.)
Second-Quarter Benchmark

July 2020

100% of P-TECH first cohort students will have participated in work-based learning.
100% of P-TECH students at risk or not on track will have completed an individual success plan and reviewed it with P-TECH teachers and staff.
100% of P-TECH Cohort I students are scheduled in at least one dual credit course.
Cohort II projected enrollment exceeds Cohort I enrollment.

Third-Quarter Benchmark

January 2021:

100% of P-TECH students will have completed or are enrolled in a dual credit course.
P-TECH retention - 85% of Cohort I is still enrolled in RISD.
50% of P-TECH Cohort I students have passed a TSI assessment, or met TEA college readiness standard.
Data will show less than a 20% gap between dual-credit passing rates and retention between white and minority students.
90% of P-TECH business partner volunteers will report being satisfied or very satisfied with their experience in the program.

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.

As part of the academy's assessment strategy, a support team that includes a program coordinator, administrator, and counselor will monitor curriculum-based assessment data, mid-course assessment data and end of course simulation data. This information will be reviewed and reported to the larger leadership team, including college, business and administrative partners quarterly: July, October, January and April. These dates are aligned with measurable progress and benchmarks.

For example, meeting TSI state assessment is often a barrier to postsecondary success among students. In July, the team will review data from student participation the June summer bridge program and determine which students passed and which will need targeted support in their college success class in order to pass the assessment by the end of the first semester. The schedule for these students may need to be modified to provide more time for study, practice and tutoring. Zero-hour and after-school or weekend TSI boot camps will be assigned to students whose schedule does not allow an entire period, such as students already in a course for remediation or extra-curricular activities. By October, students will begin scheduling time to make-up or re-take the TSI assessment in November so that additional students can become eligible to take TSI-required courses by the next semester.

In January, the support and leadership teams will review student data from the first semester TSI participation and passing rates. If the data does not show progress, the team will determine any mid-year changes to the TSI program to ensure more success for current students in the program as well as the upcoming cohort. By April, any course changes for the TSI program for the following year will be reviewed for implementation starting with the next round of summer bridge.

In addition to TSI, other data points that will be reviewed quarterly include Algebra I and English II assessment data, attendance, certification exams, and work-based learning experiences. Dual credit pass rates will be reviewed at the end of each semester (July and January), and retention by sub group will be reviewed each October. Continuous review and action planning will ensure that the program will remain sustainable.

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.

Recruitment and enrollment for the Wildcat College and Career Academy is a year-long process. Key activities include:

September: Junior High Meet the Teacher - P-TECH program staff and students will meet with potential new families.
October: Junior High Faculty Meeting - P-TECH program staff provide an update to feeder campuses.
November: Junior High Recruitment - P-TECH program staff and students provide information to 8th grade students via school meetings, assemblies and events.
December: Junior High Classroom Visits - P-TECH program staff visit classes to discuss the program application process and answer questions.
January: Informational Meetings - P-TECH program staff and students provide informational Q&A session during course registration; Open House - showcase opportunities for future P-TECH students.
February: Students complete applications and course selections.
March: Additional visits scheduled based on preliminary applications and course selection.
April: Connect with New Students and Families - Acceptance letters sent to families and students regarding orientation, TSI camps and DCCCD campus tour.
May: Family Night - social event to welcome new students/families and answer questions.
August: Orientation for new students - Meet P-TECH program staff, college and industry partners and review guidelines and plans for the school year.

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.

One program of study that will be offered is construction management. It builds on the construction program already offered at the school, and compliments the other postsecondary and career programs in business, education, criminal justice and healthcare.

Students graduating from the program will receive an Associate of Applied Science Degree in Construction Technology, with the foundational knowledge and skills to enter into several high demand jobs in our region. Some of those jobs along with salary and job growth include construction inspector/$53K/17% growth; electrician/$44K/21% growth; HVAC/$41K/26% growth; and plumbing/$45K/23% growth.

The program begins with students taking two foundational college courses each semester of the freshman year: Architectural Material and Methods of Construction, followed by Residential and Light Commercial. Each year the number of dual credit courses progressively increases. Courses include certification in two of the main recognized areas across the industry: OSHA safety NCCER (National Center for Construction Education and Research).

Examples of work-based learning activities that will compliment the dual credit work at each grade level include site visits of local firms at 9th grade; career mentoring from industry volunteers at 10th grade; job shadowing at 11th grade; and internships at 12th grade. Students will receive college credit while participating in paid or unpaid internships.

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 Memorandum of Understanding is between Dallas County Community College District and Richardson ISD. The agreement will include guidelines for courses, remediation, course lists, and payment. Students enrolled in dual credit will receive a tuition scholarship, except when a course is repeated or college credit only is awarded. Courses use the college common learning syllabus.

Curriculum Alignment: The college shall monitor dual credit courses to ensure quality of instruction and staff development for instructors involved with the dual credit partnership.
Instructional Materials: RISD pays the cost for textbooks or other instructional materials.
Instructional Calendar: Dual credit courses are available at the high school, college, and may be available during the evening, weekends and summer. Online dual credit enrollment will be reviewed on a case-by-case basis.
Programs of Study: RISD will work in conjunction with the IHE partner and industry partners to develop programs of study. Courses approved for dual credit will be in the core curriculum; CTE courses that apply to any certificate or Associate degree, or in the Workforce Education Manual.
Student Enrollment and Attendance: Students may be enrolled in courses for dual credit so long as they have not already received high school credit for the course. Attendance is based on the census date for state reporting.
Grading Periods and Policies: Students must obtain an A, B, or C to in order to remain in good academic standing. Students who earn a W, D or F may not be eligible for future dual credit courses or may have limited future financial aid eligibility.
Statewide Assessments: RISD will assist with obtaining TSI exemption records and test scores. The agreement outlines the minimum passing standards for TSI as well as other approved test scores, including STAAR, SAT and ACT.

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.

Richardson ISD is fortunate to have long-time relationships with the cities of Richardson and Dallas, chambers of commerce and multiple businesses who have provided work-based learning opportunities through Richardson ISD's professional internship program, cooperative education, and career exploration. This academic year, several companies, both for-and non-profit, have learned about the P-TECH program and have agreed to meet components of the requirements, which collectively meet all guidelines and help ensure 100% of students in the program have continuous work-based learning opportunities.

Priority Interviewing: One P-TECH partner is H&G Systems, an area HVAC, Plumbing and Construction company. H&G will serve as a presenter and provide site visits to freshmen, internships for upperclassmen, and priority interviewing for graduates. President Grant Yaney of H&G , stated "I'm hopeful my efforts will result in my company being placed in a priority position with your students versus all of the other contractors in this area."

BR Architects is an architectural and structural engineering firm that not only has provided internship opportunities to current and past students, it currently has a former RISD student who continues working for the firm while in college.

Work-Based Education: BR Architects will continue to mentor and provide internship opportunities to students. Non-profit partner Junior Achievement will help all P-TECH students obtain job-ready skills, such as financial literacy, resume writing, and interviewing skills by leveraging its network of companies and volunteers.

Regional Workforce Needs: Similar to statutory requirement #2, there is high demand for workers in all areas of the construction industry. Construction managers, electricians, plumbers and HVAC technicians all appear on the Texas Workforce Commission's Targeted Occupations list. Current labor market career information indicate gaps between the number of workers needed in these areas and the number available through 2026 (www.texaslaboranalysis.com).

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.

Dr. Jeannie Stone, Superintendent; Tabitha Branum, Deputy Superintendent; Dr. Kristin Byno, Assistant Superintendent; Masud Shamsid-Deen, Executive Director, CTE; Creighton Bryan, Director, CTE; Elizabeth Swaner, Executive Director, College and Career Readiness; Darwin Spiller, Executive Director, Lake Highlands Learning Community; Dr. Josh Delich, Principal, Lake Highlands HS; Joe Parisi, Assistant Principal, Lake Highlands HS P-TECH; Kerri Jones, Principal, Forest Meadow Junior High; Carrie Breedlove, Principal, Lake Highlands Junior High; Joycelyn Anderson, Counselor, Lake Highlands High School; Shameka Brackens, Counselor, Lake Highlands High School; Laquesha Foster, Manager, Educational Partnerships, DCCCD

Minimum Monthly Meetings: 2/9/18; 2/14/18; 9/10/18; 9/21/18; 10/4/18; 10/15/18; 10/24/18; 11/31/18; 11/27/18; 12/3/18; 12/6/18; 12/19/18; 1/25/19; 2/5/19; 2/22/19; 3/6/19; 3/29/19

Next Meeting: 4/15/19
Agenda Topics: Student registration; Student pathways; Credentialing/Hiring of instructors

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.

Wrap around services and supports will be modeled after benchmark six: student support. Lake Highlands High School has several universal supports developed with the support of Richardson ISD. Those supports include a focus on culturally relevant education, which began with staff development sessions for administrators during the 2018-2019 school year, and has been adopted as a foundational staff development piece for all staff in 2019-2020.

The P-TECH design team which met during this school year identified new focused activities that would be developed specifically for students in the program, including selective (cohort wide) lessons in student self-management, community service, and parent training.

Additionally, focused supports will include individualized counseling and connection to local health and social services as needed for students and families in the program.

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
project coordinator for wraparound support	165,000
substitute pay for teachers to participate in job-embedded staff development	5,000
extra-duty pay curriculum development and teacher externships	10,000

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

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

supples and materials not requiring specific approval	4,000

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)

travel for staff development	8,000
travel for work based learning activities	2,000

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

Total Direct Costs	194,000
Indirect Costs	6,000

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

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

ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM
Crosswalk Template
You may delete or expand rows but **do not exceed one page**

CDN: _____057916_____

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
CONSTRUCTION MANAGEMENT	BR ARCHITECTS/H&G SYSTEMS ET. AL.	Y	CERTIFICATION, WORK-BASED LEARNING

Year / Grade Level	High School Course		High School Credits	Post-Secondary Course		College Credit Hours
	PEIMS Course/Code #	High School Course Name		Texas Common Course Numbering System Number	College Course Name	
Year 0 / Grade 8						
Year 0 / Grade 8						
		Total Year 0 High School Credits			Total Year 0 College Credit Hours	
Year 1 / Grade 9	13004210	Principles of Architecture	.5	ACRE 1303	Architectural Materials & Methods of Construction	3
Year 1 / Grade 9	13004210	Principles of Architecture	.5	CNBT 1300	Residential and Light Commercial	3
		Total Year 1 High School Credits			Total Year 1 College Credit Hours	
Year 2/ Grade 10	13004220	Principles of Construction	.5	OSHT 1307	Construction Site Safety	3
Year 2/ Grade 10	13004220	Principles of Construction	.5	CNBT 1346	Construction Estimation	3
Year 2/ Grade 10	13009900	Professional Communications	.5	SPCH 1311	Intro to Speech Communications	3
		Total Year 2 High School Credits			Total Year 2 College Credit Hours	
Year 3/Grade 11	03310300	Economics	1	Econ 2301	Principles of Macroeconomics	3
Year 3/Grade 11	13005100	Construction Technology 1	.5	CRPT 1325	Forms & Foundations I	3
Year 3/Grade 11	13005100	Construction Technology 1	.5	CNBT 1342	Building Codes & Inspection	3
Year 3/Grade 11	13005100	Construction Technology 1	.5	CRPT 1315	Wall Systems	3
Year 3/Grade 11	13005100	Construction Technology 1	.5	CRPT 1311	Roof Systems	3
		Total Year 3 High School Credits			Total Year 3 College Credit Hours	
Year 4/Grade 12	03220400	English IV	.5	ENGL 1301	Composition I	3
Year 4/Grade 12	03220400	English IV	.5	ENGL 1302	Composition 2	3
Year 4/Grade 12	13004900	Construction Management 1	.5	CNBT 1318	Construction Tools and Techniques	3
Year 4/Grade 12	13004900	Construction Management 1	.5	CNBT 2317	Green Building	3
Year 4/Grade 12	03500110	Art Appreciation	.5	ARTS 1301	Fine Arts Appreciation	3
Year 4/Grade 12	13005200	Construction Technology 2	.5	CRPT 1341	Exterior Finish Systems	3
Year 4/Grade 12	13005200	Construction Technology 2	.5	CNBT 1372	Residential, Mechanical, Electrical, and Plumbing Systems	3
Year 4/Grade 12	13005200	Construction Technology 2	.5	CRPT 1345	Interior Finish Systems	3
Year 4/Grade 12	13005200	Construction Technology 2	.5	ELPT 1329	Residential Wiring	3
Year 4/Grade 12	13005250	Practicum in Construction Technology	.5	CNBT 2281	(Cooperative Education – Construction Technology)	3
Year 4/Grade 12	13005250	Practicum in Construction Technology	.5	CNBT 2381	(Cooperative Education – Construction Technology)	3
		Total Year 4 High School Credits	11		Total Year 4 College Credit Hours	63
Optional Year 5						
		Total Years 5 & 6 High School Credits			Total Years 5 &6 College Credit Hours	
		Total High School Credits	11		Total College Credit Hours	63

Certification (s) to be earned by high school graduation:	OSHA, NCCER
Degree (s) to be earned by high school graduation:	CONSTRUCTION TECHNOLOGY, AAS

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

CDN: _____ 057916 _____

Year / Grade Level	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	Site-based learning	Students visit job sites of P-TECH companies	BR Architects H&G Systems, et al.	Reverse job shadow	Industry volunteers descend on campus to demonstrate diversity of careers in the industry	Junior Achievement, BR Architects, H&G Systems, et al.	Mentoring	Business mentors work with students on soft-skills	Junior Achievement, BR Architects, H&G Systems, et al.
Year 2 / Grade 10	Job shadow	Students are paired up with business employees for a day of learning behind the scenes	BR Architects H&G Systems, et al.	Cooperative project	Students and business partners work on joint foundational project	BR Architects, H&G Systems	Mentoring	Business mentors work with students on personal finance	Junior Achievement, BR Architects, H&G Systems, et al.
Year 3/Grade 11	Internship	Students complete cooperative education in construction technology	BR Architects H&G Systems, et al.	Cooperative project	Students work on advanced project with guidance and support from business partners	BR Architects, H&G Systems	Reverse job shadow	Industry volunteers descend on campus for an array of activities related to industry	Junior Achievement, BR Architects, H&G Systems, et al.
Year 4/Grade 12	Internship	Students complete cooperative education in construction technology	BR Architects H&G Systems, et al.	Reverse job shadow	Industry volunteers descend on campus for an array of activities related to industry, focused on preparing for full-time work	Junior Achievement, BR Architects, H&G Systems, et al.	Mentoring, community service learning	High School Hero, students serve as role models to younger students	Junior Achievement, BR Architects, H&G Systems, et al.
Optional Year 5									
Optional Year 6									

STATE OF TEXAS   §

                          §

COUNTY OF DALLAS   §

INTERLOCAL AGREEMENT BETWEEN DALLAS COUNTY COMMUNITY COLLEGE DISTRICT AND RICHARDSON INDEPENDENT SCHOOL DISTRICT CONCERNING DUAL CREDIT

This Inter-Local Agreement, (hereinafter referred to as " Agreement") is made and entered into by and between the Dallas County Community College District (hereinafter referred to as "DCCCD"), a Texas political subdivision of higher education, on behalf of Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland Colleges of the Dallas County Community College District (hereinafter referred to as "College") and Richardson Independent School District (hereinafter "Richardson ISD"), a Texas political subdivision of secondary education, on behalf of L.V. Berkner High School, Lake Highlands High School, J.J. Pearce High School, Richardson High School, and Christa McAuliffe Learning Center (hereinafter referred to as "High School"), henceforth individually referred to as the "Party", collectively the "Parties", for the College to conduct lower division courses (hereinafter "Courses or Dual Credit Courses") enumerated in this Agreement to eligible High School students (hereinafter "Student" or Dual Credit" upon the following terms and conditions:

1.   **Attachments to this Agreement**   The Agreement contains the following attachments that are incorporated herein as described below:

     A. Attachment A: Dallas County Community Colleges Guidelines for Dual Credit Courses and Remedial Courses Offered in Partnership with Texas Schools (2018-19);

     B. Attachment B: Course List(s); and

     C. Attachment C: Payment of Services

2.   **Term**   Subject to prior termination of this Agreement as provided in section 9., the initial term of this Agreement shall be in full force and effect for a period of twelve (12) months. This Agreement begins on August 9, 2018 and ends on August 8, 2019. (the "Initial Term"). Sixty-days before the end of the Initial Term, Richardson ISD may renew this Agreement for up to three, one year terms upon written approval of the College. The parties may review this program before the expiration of the Initial Term or any subsequent Renewal Term (the "Renewal Term")

Agreement Between
Dallas County Community College District
And
Richardson Independent School District
Concerning Dual Credit
2018-19
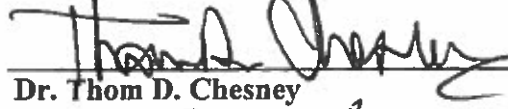Page 1 of 14

thereafter.

3. **Scope of Agreement and Limitations of Authority**   The parties agree to the scope of this Agreement as follows:

A. **The purpose of this Agreement** Dual Credit is a system under which an eligible high school student enrolls in state approved college course(s) and receives concurrent course credit for the course(s) from both the college and high school. The dual enrollment structures education, training, and career exploration to enable students to build academic and technical skills, acquire industry credentials, enter a profession, and advance in higher education. College and High School will approve Students who are qualified to enroll in courses enumerated in this Agreement. Courses enumerated under this Agreement (see Attachment B) will be offered at both High School and College. Faculty from College and High School will conduct these courses.

B. **Governance** The DCCCD Dual Credit Program shall be governed by state and federal laws and regulations, as well as ISD policies (hereinafter "ISD Policies") and DCCCD rules, regulations, policies, and procedures, including, without limitation, policies set forth in the DCCCD Board of Trustees Policies and Administrative Procedures Manual, and all other applicable rules, regulations, and operational memorandum of the College (hereinafter, "DCCCD Policies"). In the event of a conflict between the ISD Policies and those of the DCCCD, DCCCD Policies shall control.

C. **Description of Services**   College shall establish and conduct courses which are incorporated into this Agreement by reference as Attachment B exclusively for qualified High School students.

D. **Awarding of Credit** The College will award college credit for lower division courses which are allowed by the Texas Higher Education Coordinating Board. Such courses appear in this Agreement by reference as Attachment B. The College warrants and represents that the courses offered under this Agreement have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and Texas Education Agency requirements for high school graduation and that they are at a more advanced level than courses taught at the high school level.

E. **Transcripting of Credit** For Dual Credit Courses, high school as well as college credit shall be transcripted immediately upon a student's completion of the performance required in the course.

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THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in paragraph 2. Term of this Agreement.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

By: _____   8/6/18
     Joe D. May   Date
     Chancellor, Dallas County Community College District

By: _____   6 Aug 2018
     Dr. Thom D. Chesney   Date
     President, Brookhaven College

By: _____   8/6/18
     Dr. Joseph Seabrooks   Date
     President, Cedar Valley College

By: _____   8/6/18
     Dr. Jean Conway   Date
     President, Eastfield College

By: _____   8-6-18
     Dr. José Adames   Date
     President, El Centro College

By: _____   8-6-18
     Dr. Robert Garza   Date
     President, Mountain View College

By: _____   8/6/18
     Christa Slejko, Ed.D.   Date
     President, North Lake College

By: _____   8/16/18
     Dr. Kathryn K. Eggleston   Date
     President, Richland College

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Where all students connect, learn, grow, and succeed.

RICHARDSON INDEPENDENT SCHOOL DISTRICT
400 South Greenville Avenue, Richardson, Texas 75081

Date ___3/29/2019___

Name   Grant Yaney
Company   H&G Systems
Address   3614 Security Street
City/Zip   Garland, 75042

Re: Memorandum of Understanding

This letter confirms our communications and agreements concerning the collaborative partnership that the Richardson Independent School District (RISD or the District) and ___H&G Systems LP___
(Company) mutually agree to pursue. The purpose of the partnership is to support RISD and enhance students' college and career readiness by providing real-world, practical experience and enrichment to students through a variety of activities in which the Company may agree to participate. Examples of such partnership opportunities include, without limitation, school visits for career day; providing employees to serve as expert lecturers; offering practicum or internship opportunities, work-based training, or job shadowing; mentoring or tutoring students; sponsorships or donations, other volunteer activities; etc.

Company has agreed to an initial two-year commitment to develop and grow the partnership, which may be extended as the parties mutually agree. An identified RISD liaison will work with Company representatives to identify and plan activities in furtherance of the partnership and provide ongoing information about RISD.

RISD appreciates your commitment to support our students through this partnership. Please confirm your agreement to our partnership by signing below and indicating the areas in which Company may be interested in participating. Your RISD liaison will be able to provide more detailed information about your areas of interest.

Very truly yours,

RISD _____
Title ___EXECUTIVE DIRECTOR___
Contact number ___469-593-9928___

AGREED: _____

President - H&G Systems LP

Signature/Title: Company Representative

Email Address: granty@HandGSystems.com

3/29/2019

Date Signed

Contact Number: _____

Areas of Interest/Expertise (*Please check all that apply*)		Industry/Market Sector (*Please check all that apply*)	
✓ Internships (Paid/Unpaid)	Teacher Training	Business/Marketing/Finance	Transportation
✓ Presenter (Career days)	Mentor/Tutor Students	Industrial/Manufacturing	Information Technology
✓ Job Shadowing	✓ Adopt a School or Program	STEM	Education (K-12)
Work-based Training	✓ Sponsor field trips, events	Human Services	Fine Arts
✓ Review/Evaluate Curriculum	✓ On-Site Company Visits	Healthcare	Athletics
✓ Offer priority interviews for qualified students and graduates	Other:	✓ Other: commercial HVAC and Plumbing	Other: