TEA — Texas Education Agency®

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 <u>cannot</u> 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

Application stamp-in date and time

TEXAS EDUCATION AGENCY RECEIVED

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	Aldine Independent School District	CDN	101902	Vendor ID	74-6001110	ESC	4	DUNS	073898017

Address	2520 W. W. Thorne Blvd.	City	Houston	ZIP	77073	Phone	281-449-1011

Primary Contact	Perla Davila	Email	padavila@aldineisd.org	Phone	281-985-6289

Secondary Contact	Diana Del Pilar	Email	didelpilar@aldineisd.org	Phone	281-985-2110

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	Dr. LaTonya M. Goffney	Title	Superintendent of Schools

Email	lmgoffney@aldineisd.org	Phone	281-459-1011

Signature

Date 4/8/19

Grant Writer Name	Stacey Smith	Signature	Stacey Smith	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 number of students meeting the TSI College Readiness Standard in Reading and Writing.	Deliver TSI practice and instruction during the Summer Bridge with an emphasis in reading and writing. The results will be used to develop diagnostic reports to create individual TSI interventions and instructional supports. The IHE and business partners have committed to providing tutors for individual TSI supports.
Meet the needs of all stakeholders and the targeted student population through a comprehensive wrap around service plan focused to social and emotional learning and academic learning.	Create a plan to include the following services: district SEL services; industry aligned mentors to meet monthly with students; academic tutorials provided by both IHE and ISD faculty; monthly family engagement workshops in cooperation with IHE and business partner.
Develop and implement an annual professional development plan for all faculty aligned to Benchmark 1 to build a culture of college and career readiness and work-based learning.	Design a onboarding professional development in alignment with the P-TECH blueprint and Benchmark 1. IHE, ISD and Business Partner have committed to providing professional development for all staff focused to building a college and career readiness and culture.

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.

Rose M. Avalos P-TECH will that ensure that their high school curriculum, wrap around services and professional development for staff will be focused on workforce needs and partnerships leading to credentials, degrees and certificates for all students by their high school graduation.

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

•TSI individual student reports, Diagnostic data report by Student Expectation and broken down by the target population, Small Group and Individual Targeted Intervention and Enrichment Plan
•Professional Development for P-TECH BluePrint, College and Career Readiness Calendar, power point presentations and handouts, sign in sheets, and professional development evaluation surveys
•Student support plan- Calendar of College and Career Readiness Workshop Topics for Monthly Mentor Visits, Calendar of Monthly Work-Based Learning Experiences to be provided by Industry Partners, Counselor's Calendar with SEL/College/ Career Readiness presentations, Calendar of Monthly Family Engagement Events

Measurable Progress (Cont.)

Second-Quarter Benchmark

•Students on track for semester report card grades, earning workforce certificates and/or associate degrees - IHE grades
•Students meeting TSI readiness standards in reading and writing, individual and student body data reports, new small group/individual intervention plans for those that have not yet met standard
•All teacher units, lesson plans, and assessments will be evaluated based on their evidence of integrating the knowledge and skills needed for each of the four career pathways and for college readiness as presented in professional development
•Mentoring program survey measuring mentee gains in college readiness and career exploration and goals. Participation will be measured by attendance rosters.
•Family engagement - Event fliers, attendance rosters, handouts, power point and evaluation surveys

Third-Quarter Benchmark

•Students on track for high school graduation- semester report card grades
•Students on track for earning workforce certificates and/or associate degrees - IHE grade report
•Student, Parent, Industry Partners, and Faculty -Campus Survey to give feedback on the satisfaction of Avalos P-TECH programs of study and wrap-around services

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.

Rose M. Avalos P-TECH will be monitored by the partners from both the ISD and IHE to assure the work is meeting the 9th grade High School requirements, P-TECH design elements and the outcomes-based measures required in the P-TECH Blueprint and benchmarks. A month to month timeline will be developed that will have clearly outlined steps, activities, leadership and work group meetings, events, and other components towards a successful and rewarding school year for all students, teachers and support staff. Built into this evaluative framework, will be quantitative targets to evaluate the success of the design elements, benchmark and OBMs. These targets include collection of high school student enrollment, current dual enrollment in both high school and IHE, attrition, attendance, as well as high school and college going courses/ dual credit passing rates. As the leadership, Advisory Board and other major stakeholders meet, assessment and evaluative tools will be used to assess progress, issue corrective action plans and other interventions as needed. They include but not limited to:
•Standardized state test scores
• SAT and ACT scores
• TSIA scores that indicate college readiness
• Dual credit grades and course completions
• Stakeholder satisfaction surveys
• Course sequences, established and modified as appropriate
• Individual student graduation plans including high school, associate's degree, and certificate information
• College counseling and advisement
• College acceptance rates
• Work-Based Learning Opportunities
• High Skill, High Need Occupation Information

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.

The TEA Roadmap to P-TECH opening outlined the required activities and the products that needed to be developed. Therefore, a College, Career Readiness (CCR) work group was developed consisting of High School/College Faculty, Counselors, Career Tech Ed, Workforce, Business members who developed a district/community-wide marketing and informational campaign in Eng/Span to families, business and the community at large. Purposeful recruitment of BM2 students was the focus of the campaign. PEIMS data identified Middle School students that would greatly benefit in this school setting. Recruitment efforts and activities were successful as we have exceeded the Access OBMs. Many activities and events like school fairs, fliers, advertisements on school TV, social media, district web page, publications, and through community partners communication venues allowed families to gather information. Additionally, AISD held meetings at all middle schools and in key community places of business and social services. Computers were available and volunteers facilitated student online application (Eng/Span) process at each of the 15 informational meetings. Four career pathways will have 33 students each for a total of 132 students. Joseph White Assoc. conducted the lottery draw giving BM2 student's priority points. The following recruitment time line was followed:
•October - School Choice Fairs
•February - Informational meetings
•March 1- Lottery
•March 8- Acceptance Letters mailed
•July 1, 2019- Enrollment will officially rollover

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.

The Rose M. Avalos P-TECH School is offering four new programs of study leading toward workforce certificates, industry licenses/credentials, and associate degrees, that will expand on the general associate of art degree offered at Victory Early College High School and the seventeen career pathways available at Blanson CTE High School. Our campus offers the four programs of study described below. Based on the needs of our campus, we have selected the Cisco Networking Specialization program as our Crosswalk and Work-Based Learning Matrix samples
•The Networking program teaches the fundamentals and advanced techniques of Cisco Networking Specialization program of studies and Cisco Network Administration. Students earn a Cisco Network Analyst Level 1 Certificate and an Associate of Applied Science Degree in Cisco Networking Specialization. Students will also have preparation for the Cisco Computer Network Analyst (CCNA) R & S and Cisco Computer Network Professional (CCNP) industry certification examinations.
•The Welding Inspection Technology program-students will have specialized training of the American Welding Society (AWS) and American Society of Mechanical Engineering (ASME) codes for structural welding and pressure vessel fabrication together with the preparation for the AWS Certified Welding Inspector (CWI) examination.
•Teaching and Learning Program Studies are aligned with the State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. The degree plan satisfies the core requirements for baccalaureate programs at Texas four-year institutions preparing students to be future teachers and obtaining Education Aid III certificate.
•Paralegal prepares students to perform effectively in a variety of legal settings and readily adapt to changes in the legal environment. The program offers a high school endorsement in Public Service and an Associate of Applied Science Degree in Paralegal studies.

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.

Aldine ISDs partnership is with Lone Star College (LSC). Aldine ISD and Lone Star College through an MOU have agreed to the following:
•Curriculum Alignment: Courses offered are college level courses included in the Lower Division Academic Course Guide approved by THECB. Dual Credit classes are equal in rigor to classes on the college campus.

•Instructional Materials: Textbooks, technology, library and resource access, required supplies and materials required by students and staff.

•Instructional Calendar: The syllabus will contain all the elements of the courses taught at the college. Approved courses are in the MOU.

•Student enrollment and attendance: The student must be enrolled in high school and meet the college's prerequisite requirements for the course.

•Grading periods and policies: Academic policies applicable to the courses taught at the campus apply to dual credit, including the appeal process for disputed grades, drop policy and communication of the grading policy to students.

•Administration of statewide assessments: The MOU with Lone Star College establishes the minimum requirements on statewide assessments.

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.

Aldine ISD has entered into MOUs with industry and business partners who have agreed to provide students with access:

Work-based education
Our partners will bring real-world application to the classroom through presentations, workshops, career fairs, and teaching industry or technical courses for students. The industry partners will mentor students and provide opportunities for career exploration with on-site tours and job shadowing.
As students progress, they will be eligible for apprenticeships during their 11th grade year and internships during the summer, fall and spring of their 12th grade year.

Address regional workforce needs
Business partners will host faculty interns to help teachers stay current by teaching them practical applications in the industry courses they teach.

Professional interview priority
Business partners will assist students in preparing for interviews with mock interviews. When students have completed their program and are qualified for the job, the student will be given priority in interviewing for the position.

Networking Specialization Program-Intelliblind
Teaching and Learning-Aldine ISD and BakerRipley
Welding Inspection Technology Program-Drilco
Paralegal Program-Bracewell

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.

Aldine ISD has established a leadership Team made up of individuals from Aldine ISD and Lone Star College. The members of the leadership team are:
·Dr. Charlotte Davis, Director of Guidance, Counseling & At-Risk Students
·Dr. Todd Davis, Assistant Superintendent of High Schools
·Diana Del Pilar, Principal of Rose M. Avalos P-TECH School
·Dr. Ann T. Albarelli, Dean of Academic Affairs, LSC North
·Dr. Laura Yanuzzi, Vice-President of Instruction
·Dr. Luis Lucio, Dean of Lone Star College East Aldine
Cecilia Martin, Workforce Solutions, Representative

The Leadership Team has identified the principal who will be in charge of invites and reminders, soliciting/identifying agenda topics, preparing materials, resources and setting up the logistics for the meetings. She is the keeper of the leadership calendar and assures that all partners are given ample notice to assure high attendance/participation. A P-TECH Leadership Handbook is in the making that will clearly give current and future members a documented guide with clear direction to their roles/responsibilities. The Leadership Team has been meeting face/face at least monthly, some members meeting virtually. Attendance has been around 95% with engaged members supporting the success of the inaugural year of the Rose M. Avalos P-TECH.

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.

Academic/wrap-around supports will be in place that will assure that students are learning and teachers are teaching rigorous curriculum in college and career education classrooms. As part of the wrap around services we will be identifying the challenges students are having to increase college/career success, creating action plans for success and putting the plan into action. Academic support services will include: summer programs that will help students transition from one grade to another, prevent learning loss and gain skills. After-school programs with early alert and case management systems to identify students that are failing, degree planning tools, mandatory content area tutorials. Faculty training will also focus on academic and social, emotional supports for BM2 students. Services for students and parents beyond the classroom are crucial too. We understand that it will take a cross-sector of partnerships between community-based organizations, our school district, parent organizations, foundations, our IHE, city/county government, healthcare providers and business/industry organizations. Social/Emotional support services will include: career counseling, transportation assistance, partnering with a school-community center designed to support ALL students with health screenings, mental health counseling, youth development activities and financial literacy. Additionally, alignment of classroom/workplace learning, technical and employability skills in a work setting will be supported through workplace mentors. We will continue to identify community resources for future collaboration.

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
Payroll costs for extra duty pay	20,000
Part-time Tutors	15,000
Work-Based Learning Coordinator	6,000

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

Contracted services for Professional Development	20,000
Wrap Around Service for student mentoring program, workshops, online career exploration platform	30,000
Wrap Around Service for parent program	5,000

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

General instructional materials	10,000

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

Transportation for field trips	10,000
Fees to attend to conference fees	5,000

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

Laptops, chargers, cases, printers, Promethean ActivBoards	71,750

Total Direct Costs	192,750
Indirect Costs	7,480

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs) | 199,959

REQUIRED MATCH AMOUNT (total budget request x 20%) | 39,992

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: 101902

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Networking Systems	Lone Star College	N	Industry Based Certifications: Cisco Certified Entry Networking Technician (CCENT), Cisco Computer Networking Routing and Switching (CCN R & S), Oracle Certified Database Associate. Associate of Applied Science: Computer Networking Specialization including Level 1 and Level II Certificates

Year./ Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
		Total Year 0 High School Credits			**Total Year 0 College Credit Hours**	
Year 1 / Grade 9	13027200	Principles of Information Technology	1	COSC 1301	Intro to Computers	3
Year 1 / Grade 9	03500110	Art 1	1	ARTS 1301	Art Appreciation	3
Year 1 / Grade 9	N1290051	Path-College/Career Prep I	1	EDUC 1300	Learning Frameworks	3
		Total Year 1 High School Credits	3		**Total Year 1 College Credit Hours**	9
Year 2/ Grade 10	PEIMS TBD	Principles of Cloud Computing	.5	ITCA 1372	Cloud Fundamentals	3
Year 2/ Grade 10	PEIMS TBD	Cloud Networking	.5	ITCA 1375	Enterprise Networking	3
Year 2/ Grade 10	13027300	Computer Maintenance	1	ITSC 1371	IT Essentials	3
Year 2/ Grade 10	13027310	Computer Maintenance Lab	2.0	ITCC 1375	CCNA 1: Introduction to Networks	3
Year 2/ Grade 10	03241400	Communications Applications	.5	SPCH 1321	Business & Professional Communication	3
		Total Year 2 High School Credits	4.5		**Total Year 2 College Credit Hours**	15
Year 3/Grade 11	13027400/ 13027410	Networking/Networking Lab (summer)	3	ITCC 1376	CCNA 2: Routing and Switching Essentials	3
Year 3/Grade 11	N1302803	Internetworking Tech I	1	ITCC 2378	Scaling Networks	3
Year 3/Grade 11	N1302804	Internetworking Tech II	1	ITCC 2379	Connecting Networks	3
Year 3/Grade 11	03220300	English 3A	.5	ENG 1301	Composition and Rhetoric 1	3
Year 3/Grade 11	03330100	Government	.5	GOVT 2305	Federal Government	3
Year 3/Grade 11	03340200	US History A	.5	HIST 1301	US History to 1877	3
		Total Year 3 High School Credits	6.5		**Total Year 3 College Credit Hours**	18
Year 4/Grade 12	PEIMS TBD	Innovative IT Course (summer)	1	ITCC 2354	CCNP: Routing Implementing IP Routing	3
Year 4/Grade 12	PEIMS TBD	Innovative IT Course	1	ITCC 2355	CCNP: Switching- Implementing IP Switching	3
Year 4/Grade 12	PEIMS TBD	Innovative IT Course	1	ITCC 2356	CCNP: Trouble Shooting – Maintaining and Trouble Shooting IP	3
Year 4/Grade 12	12701500	Project-Based Research	1	ITSC 1315	Project Management Software	3
Year 4/Grade 12	13028000	Practicum in Information Tech	1	ITSC 2372	Technical Skills Portfolio	3
Year 4/Grade 12	13011600	Business English	.5	POFT 1301	Business English	3
Year 4/Grade 12	03102500	Math Independent Study	1	MATH 1324	Mathematics for Business and Social Science	3
Year 4/Grade 12						
		Total Year 4 High School Credits	6.5		**Total Year 4 College Credit Hours**	21
Optional Year 5						
Optional Year 5						
Optional Year 6						
Optional Year 6						
		Total Years 5 & 6 High School Credits			**Total Years 5 &6 College Credit Hours**	
		Total High School Credits	20.5		**Total College Credit Hours**	63

Certification (s) to be earned by high school graduation:	Cisco Certified Entry Networking Technician (CCENT), Cisco Computer Networking Routing and Switching (CCN R & S), Oracle Certified Database Associate
Degree (s) to be earned by high school graduation:	Associate of Applied Science: Computer Networking Specialization including Level 1 and Level II Certificates

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: 101902

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	Employment Skill Development	Students attend monthly workshops lead by industry experts that are aligned with the General Employment Skills Curriculum where they can apply, practice and get coaching on the soft skills they are learning.	Baker Ripley East Aldine, Workforce Solutions,	Cisco Networking Demonstration Night	Students work in cooperative groups with the coaching of their Industry Mentors to prepare Demonstration Projects for quarterly Family and Community Demonstration Nights	Intellibind, Cisco	Career Awareness and Exploration, Guidance and Counseling	High school counselor, mentors, and college advisor provide students with monthly guidance lessons and individual counseling, attend Career Expos	Lone Star College, SWAG to College Mentors, Intellibind
Year 2 / Grade 10	College and Career Exploration	Engage in online Career Exploration Curriculum, attend College and Career Fairs, Attend Job/Career Forums, Visit and tour industry partner site	Intellibind, Workforce Solutions, Baker Ripley, S & V Surveying	IT Skill Development	Students engage in job shadowing at the industry partner's site	Intellibind	College and Career Goal Setting and Planning	Students collaborate with peers to research career options, education requirements, and certifications. Then develop a presentation of their individual college and career goals and action plan	Baker Ripley, Intellibind, Workforce Solutions, SWAG to College Mentors
Year 3/Grade 11	Career Fair Workshop Series	Guest speakers from business, IHE, and Industry partners lead monthly sessions to prepare students for the career fair: students develop and practice job seeking and interview processes and skills: resume writing, dressing for success, interpersonal communication, branding and social media presence, interview skills	Baker Ripley, Workforce Solutions, Intellibind, Lone Star College, S & V Surveying	Career Fair	Student practice their job seeking, dressing for success, interpersonal, and interview skills in an on campus Career Fair	Baker Ripley, Intellibind, S & V Surveying, Workforce Solutions, Lone Star College	Student Apprenticeship Program	Students participate in unpaid apprenticeships with industry partners	Intellibind, S & V Surveying
Year 4/Grade 12	Technical Portfolio	Students collect artifacts, network scaling examples, self-evaluations, reflection logs, essays, internship performance reviews, recommendation letters, career plan	Lone Star, SWAG to College Mentors, Intellibind	College and Career Expos	Attend College Tours and College Nights/Expos, attend career expos and career fairs, students prepare questions	Workforce Solutions, Lone Star College, SWAG to College Mentors	Student Internship Programs	Students participate in unpaid internships with industry partners	Intellibind, S & V Surveying

Articulation Agreement
Between Lone Star
College System
Lone Star College-East Aldine
Center and
Aldine Independent School District
For Operation of ROSE M. AVALOS PATHWAYS IN
TECHNOLOGY EARLY COLLEGE HIGH SCHOOL
(P-TECH)
August 1, 2019 – July 31, 2020

This Articulation Agreement (hereinafter "Agreement") is made and entered into by and between Lone Star College System (hereinafter "LSCS" or "College") on behalf of Lone Star College-East Aldine (hereinafter "LSC-EA") and the Aldine Independent School District (hereinafter "AISD") on behalf of the Rose M. Avalos Pathways in Technology Early College High School (hereinafter "P-TECH" or "School" or "Program"), an AISD campus and open enrollment Program providing students with work-based education as established under Section 29.553 of the Texas Education Code. The effective date of this Agreement is August 1, 2019 – July 31, 2020. This Agreement is for a one-year term.

The purpose of this Agreement is to outline the collaboration of AISD and LSCS on behalf of LSC-EA in establishing and operating the P-TECH School. In consideration of the promises and obligations contained in this Agreement, LSCS and AISD agree as follows:

The P-TECH Program provides students with a seamless path from high school to post-secondary education and/or to employment. Housed on the Lone Star College-East Aldine campus, with articulated sharing of space and staff, the Program allows high school students to gradually integrate into college course work through a traditional high school degree plan and complete work-based training through an internship, apprenticeship, or other job training program. This integration requires dual-credit course enrollment. As a pre-requisite to dual-credit course enrollment, students must demonstrate mastery of the required knowledge and skills on the LSCS TSI placement test. However, the P-TECH Program is open enrollment. Upon successful completion of the AISD standards for high school graduation, the student may earn a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification. P-TECH students will also complete age level appropriate work-based training, at each grade level, through internships, apprenticeships, or other forms of job training programs. Once students complete the high school graduation requirements, they may enroll as a full- time student in the Lone Star College System to continue a course of study at their own expense.

MISSION

The mission of the Rose M. Avalos P-TECH School is for students to achieve their dreams by mastering skills needed to complete coursework leading to industry specific certifications and/or college-level work through a nurturing environment with rigorous academic standards. P-TECH is dedicated to helping young people progress toward the education and experience they need to succeed in life and a family-supporting career.

GOALS

The goals of P-TECH will be aligned with and supportive of the P-TECH core principles:

- Identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment, and those students that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American).
- Engage students in meaningful work that rewards performance with access to the rigor, depth, and intensity of credit-bearing college work while in high school.
- Establish one or more career pathways, including industry relevant classes, informed by regional and state workforce and economic development needs, implemented by a variety of instructional delivery models, and contribute to students earning an associate degree, postsecondary certificate, or industry certification that prepares them for high-wage, high-demand, and high-skill career fields.
- Prepare students early for college-level academic and social expectations.
- Provide an assessment for measuring student progress to ensure students are on track to meet the Outcomes-Based Measures.
- Eliminate time wasted during junior and senior years of high school and facilitate the transition of motivated students to industry certifications and licensures and/or higher education.
- Provide needed guidance, support, and remediation services for students taking courses preparing students to obtain industry certifications, licenses, etc.
- Biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans.
- Establish annual assessment measures and provide an opportunity for the industry/business partners to provide feedback on the value of the

P-TECH Program.

- Work with LSCS and business and industry partners to ensure curriculum alignment between high school, postsecondary and industry experience requirements.
- Demonstrate new ways of integrating levels of schooling to better serve the intellectual and developmental needs of young people.

Section 1.
ACADEMIC PLAN

An Advisory Board comprised of regional or industry business representatives, LSCS representatives, community economic development partners, and AISD representatives will be established to provide support to the P-TECH Program in areas of curriculum development, instruction, program activities, work-based learning and student and community outreach. The Advisory Board will also make recommendations regarding effective coordination between all representatives.

Students will enter P-TECH under the Foundation High School Program with Endorsement and will begin an educational pathway to receive a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification. The primary emphasis is on the Core Curriculum requirements for an Associate of Arts (AA) degree, Associate of Applied Science (AAS), and Associate of Arts in Teaching (AAT). Students will have an opportunity to earn college-level credit toward a Level I Industry Certification. As students determine an area of interest, a customized education plan will be established to meet the needs of the student. The academic plan must follow the courses and sequences defined in the program plans. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level. Students are expected to maintain a level of scholastic achievement that allows them to meet the grade requirements for continuance in the program through high school graduation. If students withdraw or drop from the P-TECH Program, they shall follow the district and college guidelines and deadlines.

Section 2.
ROLES AND RESPONSIBILITIES

Guiding Principles for AISD and LSCS:

- Establishment of a full and equal affiliation between LSCS and AISD that allows a flexible and creative response to the organizational, mission, and fiscal needs of both entities.

- Collaboration in planning, implementation, and continuous improvement of the P-TECH Program, including the provision of faculty, staff, and administration; curriculum development; training; and student services.

- Provision of college readiness, dual-credit courses, and courses leading to industry licensures and certifications.

- Inclusion of personal/civic development programs that provide service learning opportunities and other external learning experiences for all students.

- Collaborate in obtaining necessary funds from local, state, federal, and private/foundation sources that address costs of both AISD and LSCS, within this Program, and assist each in operating the Program successfully.

- Shared use of facilities, including classrooms, labs, offices, and libraries that reduces the operating costs and promotes collaboration of students, faculty, staff, and community members in program success.

- Selection of students that reflects the diversity of AISD by identifying, recruiting, and enrolling subpopulations of students that meet the Program eligibility criteria.

- P-TECH School students are required to adhere to all AISD and LSCS policies and regulations regarding facilities and equipment usage and to AISD and LSCS codes of conduct. If one entity's policy is more restrictive than the others, students will adhere to the more restrictive policy or regulation.

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Section 3.
DUTIES OF LSCS AND LONE STAR COLLEGE-EAST ALDINE

LSCS and LSC-EA Agree to:

- Coordinate with AISD and P-TECH administrators in the design and execution of challenging and innovative instructional programs under the P-TECH Program including early college, and dual credit classes; scheduling of classes; recruitment of eligible students; program evaluation; and marketing.

- Collaborate with AISD administrators in the interpretation and application of research evaluation findings, including both student outcomes and process evaluation data, for improvement of the P-TECH program.

- Establish the instructional calendar. AISD and LSC-EA administrators will work collaboratively to develop the instructional calendar to support P-TECH students.

- Waive all tuition and fees for participating P-TECH students in dual credit courses.

- Collaborate with AISD to provide necessary instructional resources, including computers, software and textbooks to assist the students. Technology support will be provided as needed.

- Contribute information to AISD and P-TECH administrators to seek additional grant dollars in support of the P-TECH Program.

- Collaborate with and contribute information to AISD and P-TECH administrators to fulfill all the requirements of the Texas Education Agency, as it pertains to this Program, and other agencies as necessary.

- Collaborate with AISD on building plans and funding arrangements for future agreed space.

- Provide routine and normal maintenance to the areas occupied by the students, faculty, and staff of the Rose M. Avalos P-TECH School as outlined in the fully-executed, Ground Lease Agreement, effective March 24, 2018, hereby incorporated by reference, as agreed by LSCS and AISD.

- Include the P-TECH administrators in LSC-EA Instructional Council

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meetings, as appropriate.

- Provide P-TECH faculty, staff, and students with catalogs, schedules, and ID cards at no charge.

- Allow all P-TECH students the same access to services and facilities as LSCS students, including but not limited to the use of the library, computer labs, study rooms, science labs, bookstore, and food or lounge areas.

- Facilitate and provide one leadership training academy for selected P-TECH students (10 per year) to cultivate new Ambassadors to serve the early college until graduation.

- Make parking spaces available to P-TECH staff and students using applicable LSCS procedures and/or practices.

- Schedule to lock and unlock buildings and rooms so that P-TECH personnel have access to campus facilities.

- Provide the same level of security service for P-TECH students and staff as LSC-EA students and staff as outlined in the separate facilities use agreement as agreed upon by LSCS and AISD.

- Provide telephone(s), electronic mail and other telecommunication equipment and services for use by the P-TECH facility.

- Collaborate with AISD and P-TECH administrators on all matters pertaining to student responsibilities, rights, discipline, and insurance.

- LSC-EA will provide data requested by AISD for the purpose of evaluating the effectiveness of the P-TECH program.

- Provide classrooms on the LSC-EA campus for P-TECH Program classes.

- LSC-EA faculty will collaborate with P-TECH faculty to develop a rigorous curriculum in order for students to develop college level english, reading, and mathematic skills to begin taking college level course work as early as the 9th grade.

- Establish a three-year rotation for new textbook adoptions for

Lone Star College courses that are embedded and taught at the P-TECH School.

Section 4.
DUTIES OF ALDINE ISD—AND ROSE M. AVALOS P-TECH SCHOOL

Aldine ISD Agrees to:

- Collaborate with LSC-EA administrators in the design and execution of challenging and innovative instructional programs, including early college and dual credit classes, scheduling of classes, recruitment of eligible students, Program evaluation, and marketing.

- Collaborate with LSC-EA administrators in interpretation and application of research evaluation findings, both student outcomes and process evaluation data, for improvement of the P-TECH Program.

- Establish the instructional calendar. AISD and LSCS administration will work collaboratively to develop the instructional calendar to support P-TECH students.

- Collaborate with LSCS to fulfill all Articulation Agreement guidelines in the offering of a high school diploma and an associate degree, a two-year postsecondary certificate, or dual credit, and courses leading to industry licensures and certifications.

- Collaborate with LSCS and contribute information to fulfill all the requirements of the Southern Association of Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board and other agencies as necessary.

- Collaborate with LSC-EA administrators to seek additional grant dollars in support of the P-TECH Program.

- Collaborate with LSCS and LSC-EA to provide necessary instructional resources, including computers, software and textbooks to assist the students. Information Technology (IT) support will be provided as needed.

- Allow the P-TECH principal to participate in LSC-EA Instructional Council meetings as appropriate.

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- Abide by LSCS rules and regulations regarding building use, security, and student rights and responsibilities.

- Collaborate with LSCS administrators on all matters pertaining to student responsibilities, rights, discipline, and maintaining appropriate insurance, as required.

- AISD will develop and implement an evaluation and accountability process to determine the effectiveness of the P-TECH Program and ensure students are on track to meet Outcomes-Based Measures.

- Collaborate on student use of parking in agreement with LSC-EA and agree to set parking limits for students based on parking availability and number of college students.

- AISD will provide transportation for students to and from the P-TECH school in accordance with AISD policy and transportation guidelines.

Section 5.
STAFFING

LSC-EA is responsible for collaborating with P-TECH administrators to assign faculty for the dual credit and articulated courses. In some cases, dual credit courses may be taught by the high school teacher meeting the eligibility requirements to teach. All P-TECH personnel will be employees of AISD. Each year, P-TECH officials will assess staffing needs to determine campus priorities. Each staff member and faculty member will be selected, supervised, and evaluated as outlined by the employee's institution. If an individual and/or faculty member does not support the mission and philosophy of the P-TECH Program, a transfer and/or substitution will be assigned.

Section 6.
USE OF FACILITIES

The P-TECH School will be located on the Lone Star College-East Aldine Center campus whereby P-TECH students will have access to all facilities as outlined in the fully-executed, Ground Lease Agreement, effective March 24, 2018, hereby incorporated by reference, as agreed by LSCS and AISD, and at no cost or expense to the students.

Section 7.
STUDENT SUPPORT

The P-TECH School will have advising staff that consists of both the high school counselor and access to LSCS-EA Student Services staff, including academic advisors. Academic policies and instructional support services that are normally offered to students at LSCS will be offered to the students enrolled in the P-TECH Program. Students in the P-TECH program shall be eligible to utilize the same or comparable academic and instructional support services that are afforded college students.

Section 8.
DISABILITY SERVICES

When dual credit courses originate in the P-TECH School, specifically when the course is taught on the P-TECH campus by an AISD instructor, P-TECH and AISD are responsible for maintaining, supporting, and providing services detailed in the individual Education Plans (IEPs) of students with disabilities. When dual credit courses originate on the LSC-EA campus, specifically the course is taught on the LSC-EA campus by a College instructor, LSCS Disability Services can be utilized by P-TECH students; however, AISD is ultimately responsible for maintaining, supporting, and providing services detailed in the Individual Education Plans ("IEP") of students with disabilities.

For dual credit courses which originate on the P-TECH campus, only AISD will maintain an accommodation plan and IEP. Both LSC-EA and AISD will maintain accommodation plans when required for P-TECH students with disabilities enrolled in dual credit courses which originate on the LSC-EA campus.

P-TECH students with disabilities who are enrolled in LSCS courses taught on the LSC-EA campus by College instructors will have all required documentation evaluated by Disability Services through the counseling/advising office at the College.

In the event that the College Disability Services representative determines that a student qualifies to receive specific accommodations and/or services for his or her disability, and if the accommodation(s) and service(s) cannot be provided by the College, it will be the responsibility of AISD to provide the accommodation(s) and/or Special Education supports and service(s) that ensure the student receives a free appropriate public education ("FAPE") according to the IEP developed by the student's Admission, Review, and Dismissal ("ARD") Committee.

All P-TECH students attending the college courses on the LSC-EA campus that qualify for disability services will be entitled to the same accommodations and/or services that similarly situated students attending college courses on the College campus receive, and will also be entitled to additional Special Education supports designed by the ARD Committee and

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provided by AISD to ensure the student is receiving FAPE while attaining a high school degree.

The arrangement of accommodations to be utilized for college placement assessments must be scheduled by P-TECH students with the assistance of AISD counseling and special education staff through the College Disability Services.

Section 9.
PROFESSIONAL DEVELOPMENT

An annual assessment will be implemented to determine topics and/or areas to address through professional development opportunities. Both LSC-EA faculty and P-TECH staff members will participate in collaborative planning sessions and several professional development sessions throughout the school year. Professional development plans will be focused on research-based instructional strategies that focus on rigor, build college and career readiness, are based on the needs assessment of student data, and will involve both high school and dual credit teachers.

Section 10.
INSTRUCTIONAL PLAN/SCHEDULE

P-TECH Program classes will consist of a maximum of 25 students per class. The goal of the instructional schedule is to keep class size to a minimum of 20 students or less to ensure instruction is focused with relevance and rigor for the students within the course(s).

P-TECH Program students may take regularly scheduled college courses offered through LSCS. Most college courses may be composed of a combination of LSC-EA and high school students. With the approval of LSC-EA, special sections of college courses may consist of only high school students.

In those cases, all content and course requirements will be the same as those of other regular college course sections.

The instructional schedule will function so that college courses are easily accessible to students and aligned with the college day.

Section 11.
DUAL CREDIT COURSE ENROLLMENT
PREREQUISITES

In order to be eligible for dual credit course enrollment, the P-TECH Program

will assess each student for readiness to engage in any college-level curriculum offered for college credit prior to student's enrollment in such curriculum. For this assessment, P-TECH may use instruments approved by the LSCS Board of Trustees. LSCS will administer the TSI, a complete assessment system, to measure students' skills in reading, writing, and mathematics for proper placement in courses, until the P-TECH School obtains approval and licensure to administer the TSI. Students with recent qualifying ACT, SAT, or EOC scores may be exempt. After assessment, P-TECH administrators, in collaboration with LSC-EA, shall determine what forms of assistance, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness. The students will comply with the LSC-EA admission criteria requirements as applicable under state or accreditation requirements.

Section 12.
RECRUITMENT

Students will be recruited within the AISD boundaries with admission limited to AISD students. Students attending P-TECH will reflect the diversity within AISD. AISD will identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment, and those students that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American).

Section 13.
TRANSCRIPTING COLLEGE CREDIT

College credit for each P-TECH student will appear on the LSCS transcript as students complete a course. Transcription of college credit will be the responsibility of LSC-EA and transcription of high school credit will be the responsibility of P-TECH administrators. AISD will determine how the college grades will be recorded in the high school transcript for GPA and ranking purposes as outlined in AISD board policy. AISD will ensure parents are aware and knowledgeable of the decision made by the district concerning this matter.

Section 14.
EVALUATION AND ACCOUNTABILITY

AISD and P-TECH administrators will be responsible for the development and

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implementation of an evaluation process to determine the effectiveness of the P-TECH Program in challenging and supporting young people who are at-risk. Measures of effectiveness shall include data requests from both LSC-EA and AISD that include, but are not limited to, successful student academic progress on coursework (english, mathematics, science and social studies) each semester, higher education (dual credit) participation rates, participation rates in specific career pathways' coursework, and LSC-EA grades each semester, cumulative GPA each year, persistence/retention rates each semester, graduation rates, and other identified data elements.

Section 15.
PERFORMANCE MEASURES

At the end of the academic year, an annual evaluation and review will be based on the academic performance of the students in the Program on the Texas Education Agency/Aldine Independent School District (TEA/AISD) Accountability System measures, as well as the P-TECH Outcomes Based Measures in the areas of Student Access, Student Attainment, and Student Achievement. Students in the P-TECH Program will perform on a level equal to or better than similar students from across the AISD district at the same grade level configuration on the TEA/AISD Accountability System measures as follows:

Academic Measures:
- Students in ninth grade will be evaluated on the EOC in English I, Algebra 1 and Biology
- Students in tenth grade will be evaluated on the EOC in English II.
- Students in eleventh grade will be evaluated on college placement assessments and the EOC in US History.
- Eleventh and twelfth grade students will be evaluated on the number of college credit hours attempted and earned.
- Students' results on tests will be disaggregated by Accountability System student groups: African-American, Hispanic, Asian, White, Native American and Economically Disadvantaged.
- Comparisons will be made by grade level to non-program students in the same grade level.

Disciplinary Measures:
- The number of disciplinary actions of P-TECH students will be compared to similar students in similar groups.

Attendance Measures:
- The attendance rate for P-TECH students will be compared to similar

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students in similar programs.

<u>Program Measures:</u>

- Rose M. Avalos P-TECH School shall have an Average Daily Attendance (ADA) of 95% or better.
- Rose M. Avalos P-TECH School students shall have individual graduation plans developed within the first semester and will be reviewed annually.
- Rose M. Avalos P-TECH School students shall meet the college readiness requirements under the TSI or through other methods as detailed by TEA.

- Rose M. Avalos P-TECH School students shall pass all EOC exams.

- Rose M. Avalos P-TECH School students shall graduate under the Foundation with Endorsements Graduation Plan.

- Rose M. Avalos P-TECH School students shall have 100% of the students graduate with a high school diploma.

- Rose M. Avalos P-TECH School shall have 90% of the students earn an associate's degree, or industry licensure or certification within 4 years of starting high school.

<u>P-TECH Outcomes Based Measures</u>:

The P-TECH School shall provide an assessment for measuring student progress to ensure students are on track to meet the Outcomes Based Measures, as provided in the Texas Education Agency P-TECH School guidelines.

Section 16.
INSURANCE

LSCS and AISD agree to maintain at their own costs, a policy or policies of insurance as required by law as outlined in the fully-executed, Ground Lease Agreement, effective March 24, 2018, hereby incorporated by reference, as agreed by LSCS and AISD.

Section 17.
PAYMENT

All applicable tuition and fees for students who are enrolled in the P-TECH Program will be waived by LSCS.

Section 18.
CONDITIONS FOR RENEWAL AND TERMINATION

This Agreement will commence on August 1, 2019 and will terminate on July 31, 2020. The Agreement will be reviewed by AISD and LSCS, and, as appropriate, revised and extended for additional one-year renewal terms, by written, mutual agreement of the parties. If not renewed or extended, this Agreement will expire at the conclusion of the original term or then-existing term. This Agreement may be amended by mutual written agreement of the parties. AISD and LSCS each reserve the right to terminate this Agreement at the end of the semester by providing written notice to the other party at least 60 days prior to the date of termination. Termination arrangements will be agreed between both parties.

If the decision is made to discontinue operation of the P-TECH Program the following guidelines will be considered:

- An 11th grade cohort will continue operation through that cohort's scheduled graduation from the P-TECH School.

- 9th and 10th grade cohorts will discontinue operation at the end of the closing school year of the P-TECH School.

- While in the process of discontinuing operations, the P-TECH School may not enroll any additional students in the grades that have been phased out.

- While the P-TECH School is in the process of discontinuing operations, it will continue to meet all the required design elements and provide full support for all students enrolled in the P-TECH Program.

Section 19.
INDEMNITY

To the extent authorized by the Constitution and laws of the State of Texas, in consideration of the performance of both parties of this Agreement, each party does hereby agree to indemnify and hold harmless the other party and 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.

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

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the performance of any obligations or duties under this Agreement is prohibited.

This Agreement shall be construed under and in accordance with the laws of the State of Texas and all obligations of the parties created hereunder are performable in Harris County, Texas.

Neither party to this Agreement shall be required to perform any term, condition, or covenant in this Agreement so long as performance is delayed or prevented by force majeure, which shall mean acts of God, strikes, lockouts, material or labor restrictions by a governmental authority, civil riots. floods, droughts, building damage due to extreme weather or climate events of any kind, and any other cause not reasonably within the control of either party to this agreement and which by the exercise of due diligence such party is unable, wholly or in part, to prevent or overcome. If by reason or force majeure, either party is prevented from full performance of its obligations under this Agreement, written notice shall be provided to the other party within three days.

This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, and all of which together shall constitute one and the same agreement.

Section 20.
FUNDING

This Agreement is contingent upon and subject to the availability of LSCS and AISD funds. If such funds become unavailable during the term of this Agreement, this Agreement may be terminated upon provision of notice as provided in this Agreement.

Section 21.
FERPA COMPLIANCE AND DATA SHARING

If a student is enrolled concurrently in LSCS and AISD in the P-TECH Program, AISD and LSCS may disclose an education record regarding the student in accordance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g; 34 C.F.R. 99.

For purposes of this Agreement and pursuant to FERPA, LSCS hereby designates relevant AISD personnel as school officials with a legitimate educational interest in the education records covered by this Agreement and to the extent that these officials require access to the records to carry out the purpose of this Agreement. AISD agrees to maintain the confidentiality of the education record in accordance with the provisions of FERPA.

AISD is aware once a student is registered in a   college-level course, the student is under FERPA's post-secondary rules, and any release of the student's records to parents, legal guardians, or third parties is at LSCS's discretion.

AISD and LSCS also agree, for purposes of this Agreement, to share and provide data or information regarding any teacher or instructor of a course in the P-TECH Program, or proposed teacher or instructor of a course in the P-TECH Program, including but not limited to, information regarding a teacher's or instructor's qualifications or certification.

Section 22.
GRADING PERIODS AND POLICIES

AISD will report high school grades to students utilizing the district-developed grade reporting calendar. College grades will be provided at the end of the semester. Instructors of College courses will follow the College's calendar related to grade due dates.

For courses offered for P-TECH school credit only:

• Semester grades and grading policies will be in compliance with AISD's current grading guidelines.

• P-TECH personnel are responsible for advising students concerning academic progress in the course.

• Students who fail to maintain an unweighted C average can be placed on Early Alert or Scholastic Probation based on policies of AISD and the College.

For courses offered for P-TECH School dual credit:

• The courses must be college-level academic courses or college-level workforce education courses.

• Semester grades and grading policies will be outlined in each instructor's course syllabus.

• The College shall ensure that a dual credit course offered in AISD and at the College are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

• Any discrepancies in the grading criteria between the college and high school course standards will be addressed prior to the start date of the course.

• Eligibility for continued participation in the P-TECH Program requires satisfactory academic performance at the high school; earned grades of A, B, or C in all College courses; and parental and school approval for each subsequent semester of enrollment.

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• A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Students who earn dual credit grades of W, D, and/or F on a college transcript may not be eligible for future financial aid or may have limited financial aid options beyond high school.

• For courses taught by College instructors, the letter grade recorded on the College transcript will be the official grade of record. The high school transcription require that grades be converted between the two institutions (College alpha grade reporting to AISD number grade reporting)

• Any student failing a dual credit course will enter into a probationary period for a semester where the student is restricted from enrollment in high school dual credit courses. Future dual credit course enrollment will be dependent upon performance during the probationary period.

• P-TECH personnel are responsible for advising students concerning academic progress in the high school component of the course.

• P-TECH students struggling to maintain a passing grade shall be advised by the instructor or the high school counselor to withdraw from the college course prior to the official withdrawal date to avoid problems with Admissions, Financial Aid, or Scholarships.

• Students must discuss with their high school counselor if they wish to withdraw from their college course(s).

• Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit Enrollment Coordinator or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in student receiving a grade of F.

• Students who fail to maintain an unweighted C average can be placed on Early Alert or Scholastic Probation based on policies of AISD and the College.

Students will earn two GPAs as follows: 1) College GPA based on their respective policies and reflected on the College transcript and 2) AISD weighted GPA based on their respective policies and reflected on the AISD transcript. Class rank and GPA will be calculated for P-TECH students in relation to other P-TECH students in their cohort. Student grades will be reported under the established grading periods set by either AISD or College depending on which institution's instructor is teaching the course. P-TECH students maintain the right to file a formal request for a grade change or to challenge a penalty imposed for violation of

standards of academic integrity. Any challenge to a College grade will be addressed according the procedures outlined in the College Academic Complaint and Appeal Process. All challenges to high school grades will be addressed according to AISD's standard procedures.

Section 23.
COURSES OF STUDY

P-TECH Program pathway courses of study will be offered in the following areas of curriculum: Paralegal Studies, Computer Science (Sisco Network Analyst), Teacher Education Preparation (Prep), and Non-destructive Testing (Welding Inspection). Students will follow the education plan for these curriculum pathways. Courses of study are subject to change, based on written, mutual agreement of both parties.

[signature page follows]

Executed in Houston, Texas, effective as the ___12 th___ day of ___Febr___ 2019.

ALDINE INDEPENDENT SCHOOL DISTRICT

By: _____ Date: 2 - 12 - 19

Steve Mead, President, AISD Board of Trustees

By: _____ Date: 2-12-19

LaTonya M. Goffney, Ed. D., AISD Superintendent

Attest: _____ Date: 2-12-19

Kimberley Booker, Ed.D., AISD Board Secretary

Approved as to Legal Form:

By: _____ Date: 2-12-19

M. Kaye DeWalt, J.D., AISD Attorney

LONE STAR COLLEGE SYSTEM

By: _____ Date: 2/15/19

Stephen C. Head, Ph.D., LSCS Chancellor

By: _____ Date: 2-14-19

Gerald Napoles, Ph.D., LSC-NH President

Approved as to Legal Form:

By: _____ Date: 2.15.2019

Mario K. Castillo, J.D., LSCS Attorney

APPROVED AS TO FORM:

_____
JOHN R. GUEST
DEPUTY GENERAL COUNSEL
LONE STAR COLLEGE SYSTEM

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MEMORANDUM OF ENGAGEMENT
Business and Community Partners

I. PARTIES
This agreement is between **Aldine Independent School District (hereinafter called AISD) for operation for Rose M. Avalos Pathways in Technology College High School (hereinafter called P-TECH), and S & V LLC (herein after called AGENCY)**.

II. PURPOSE
The purpose of this agreement is to document a framework of cooperation in committing to a partnership between AISD and the Agency.

III. RESPONSIBILITES
A. AISD and the AGENCY enter into this affiliation for the purpose of committing to work as a partnership.

B. Aldine I.S.D. and AGENCY will comply with all Federal and State laws and regulations prohibiting discrimination.

C. A Business and Community Partner is one whom has formalized a partnership with AISD.
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D. A Business and Community Partner is expected to:
- commit to work together
- Identify a partnership coordinator who will be the chief contact for the school district
- maintain a partnership coordinator at all times
- support the goals of the district in at least one activity
- participate in a planning session to determine how to best work with AISD

E. Both Aldine I.S.D. and the AGENCY will maintain confidentiality of all consumer and student records.

IV. Industry Partner, as Part of the Advisory Board, Agrees To:
A. Provide an Industry/Business partner liaison with decision making authority who interacts directly and frequently (in person or virtually) with P-TECH leadership;
B. Participate in defining and reviewing annual outcomes-based measures;
C. Participate in work-based advisory team that will meet regularly (in person and/or virtually) with the leaders that will consist of the school district, campus, other industry partners, Workforce Solutions, non- profit foundations and Lone Star College;
D. Provide opportunities when applicable to teachers to receive training like externships or other events;
E. Assist in developing a detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships;
F. Assist in developing roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners;
G. Assist in developing career mentoring program;
H. Support when applicable for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives;
I. Provide a student who receives work-based training or education from the partner under the P-TECH program the opportunity to interview for any jobs for which the student is qualified that are available upon the student's completion of the program;
J. Assist in the development of the course path and program monitoring;
K. Assist in defining the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications;
L. Provide when applicable access to business and industry partners and work-based learning facilities, services, and resources;
M. Not be required to cover transportation costs and fees for students;
N. Assist in identifying, creating, and maintaining a list of high-demand occupations and programs of study and identify as local needs change, within our expertise and to the best of our knowledge;

O. Assist in recruiting additional business and industry partners to support the P-TECH program;
P. Participating volunteers/staff shall complete the volunteer application and background check every calendar year following AISD procedures.
Q. Abide by AISD's data privacy agreement related to student data.

V. Activities for Business and Community Partners
A. The following is a list of high engagement business partner activities with descriptions that the AGENCY may engage in, but is not limited to:

- *Speak in a classroom* - bring real world application to the classroom as scheduled
- *Mentor a student* - meet regularly over the course of the year with an individual or group of students, helping them explore and learn about career fields
- *Lead a Committee* - recommend Industry Certifications and help edit curriculum to meet industry standards
- *Provide Career Exploration Tours* - promote your career field and allow students to see your industry up close as part of a field trip
- *Host Faculty Externs* - help teachers stay current by teaching them practical applications for what they teach. Host a team of AISD teachers at your business
- *Share Business Expertise* - teach an industry or technical course for high school students
- *Host a Job Shadow* - allow students to complete a job shadowing day in your business. Your employees possess a wealth of knowledge to share with future employees
- *Offer Internships* - select students will participate in a summer internship within a related business or industry. Internships will be unpaid and can be hosted during the fall, spring and/or summer. Students will be granted first priority in interviewing for any job opportunities in which the student is qualified on the completion of the program.
- *Join an Industry Council* - participate with other Business and Community partners to provide industry guidance to the program
- *Donate Classroom Supplies* - provide Academy students with minimal classroom supplies such as paper, notebooks, backpacks, pencils, highlighters, etc.
- *Participate in Professional Interview Days* - assist in preparing students for interviews with mock interviews.
- *Create a scholarship* - creating a scholarship is a way to honor a relative, friend, or an organization while helping students afford college. As a founder, you may create the qualification requirements and if needed, AISD may provide guidance.

VI. TERMINATION
A. This MOE may be amended by mutual written agreement of both parties.

B. Notification to end this agreement may be submitted at any time. The notice must be submitted in writing, signed by either partner, and delivered to the other partner to this agreement.

C. To the extent authorized by law, in consideration of the performance by AISD of this agreement, the AGENCY does hereby agree to indemnify and hold harmless to the AISD, its agents, servants, and employees from and against any and all claims, debts, from either (1) claimed or actual defects in premises owned or controlled by the AGENCY and used in the performance of this agreement; or (2) any acts or omissions of the AGENCY, its agents, servants, or employees, in the performance of this MOE.

D. To the extent authorized by law, in consideration of the performance by the AGENCY of this agreement, AISD does hereby agree to indemnify and hold harmless the AGENCY, its agents, servants and employees from and against any and all claims, debts and causes of action from (1) the actions of instructors provided by AISD under this agreement; (2) the actions of AISD and/or its administrators directly or indirectly affecting students of AISD enrolled or qualified but rejected in any capacity of the program; or (3) any acts or omissions of AISD, its agents, servants, or employees in the performance of this MOE.

VII. Term of MOE
A. This agreement will be reviewed on a yearly basis and/or any time a change is requested by either party.

B. The parties intend to enter the MOE made effective the day of the actual agreement form signed by both parties. The term of the MOE shall be for one year, and shall renew automatically thereafter for additional one year terms under the same terms and conditions unless amended or terminated according to terms set forth therein. Either party may terminate this MOE, with or without cause by providing thirty days prior written notice to the other party.

VIII. ACCEPTANCE AND APPROVAL SIGNATURES

This MOE is hereby acknowledged and accepted by the following authorized representative of AGENCY and the District:

AGENCY:

DISTRICT:

S & V SURVEYING
20111 Krahn Rd.
Houston, TX, 77388

Agency/Organization Supervisor Signature

Isidro X. GARZA
Agency/Organization Supervisor Name (Print)

04/07/19
Date

ALDINE INDEPENDENT SCHOOL DISTRICT
2520 W. W. Thorne Blvd.
Houston, TX 77073

AISD Superintendent/Designee Signature

4/08/19
Date