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

Application stamp-in date and time
RECEIVED (stamp)

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):	N/A

Applicant Information

Organization	Brownsville ISD	CDN	031-901	Vendor ID	74-600418	ESC	1	DUNS	030917579
Address	1900 Price Road			City	Brownsville	ZIP	78520	Phone	956-548-0000

Primary Contact	Dr. Timothy Cuff	Email	tecuff@bisd.us	Phone	956-548-8011
Secondary Contact	Rafael Garcia	Email	rafgarcia@bisd.us	Phone	956-547-3594

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. Sylvia Hatton	Title	Interim Superintendent
Email	sylhatton@bisd.us	Phone	956-548-8011
Signature	*Sylvia R Hatton* (signature)	Date	04/08/19
Grant Writer Name	Edwin Barrera	Signature	Edwin Barrera (Digitally signed by Edwin Barrera Date: 2019.03.06 11:30:36 -06'00')	Date	03/06/2019

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

RFA #	701-19-108	SAS #	272-19	**2019-2021 P-TECH and ICIA Success Grant Program**

701-19-108-014

2019-018?11

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
BISD is the largest poverty district in Texas serving 45,535 students at 95.8% economically disadvantaged. BISD has the HIGHEST poverty rate in Texas (>46,000 pops.) and 5th highest in the nation. The county is the unhealthiest areas in America for cancer and obesity.	Hanna ECHS (HP-TECH) will provide students tuition free college credits and job opportunities by engaging them in a 4-6 year plan of study with business internships to prepare students for industry certifications in healthcare, obtain college credits leading towards an Associates degree with Texas Southmost College (TSC). They will attain soft skills, priority interviews and high pay jobs .
BISD includes Minority (98.4%) students, At risk of educational failure (65%), students living in poverty (95.8%), English Learners (65.4%), students with disabilities (10.8%) and not finishing college (96%).	HP-TECH in partnership Valley Regional Medical Center, and TSC will provide exposure to in demand high paying careers in healthcare through hospital visits, career fairs, job shadowing experiences, business mentoring, and allied health internships for Nursing, EMT, Radiology, Respiratory Techs and Pharmacy.
The county is a medically underrepresented (MSA) as residents 25-34 years of age are the largest age group with no healthcare coverage in Texas with the most common industry are in healthcare and social services.	HP-TECH had a Successful P-TECH Planning Grant whereby recruitment efforts are already made for first generation low-income students to begin. In order to support students, teachers will participate in health related and mentoring PD. Classes will have health care embedded into the C&I targeting P-TECH careers.

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 the P-TECH Success Grant in partnership with TSC, Valley Regional, Career and Technical Education (CTE) and TSC College Mentors, HP-TECH will be on track to graduate (50) candidates in the designed P-TECH program with 100% of the students engaged in career exploration opportunities such as career fairs, career mentorship pairing, career exploration assessment, 3 hospital visitations, complete EKG training, CPR training, basic nursing skills training and soft skills training. Academically, 100% of the students will meet grade level requirement in Algebra I EOC, English II EOC, complete Texas Success Initiative requirements in reading, writing, and math, complete 4 dual credit college courses, take the SAT, and visit 3 universities including a medical school. After the grant cycle, students will be on track for an AA and health certifications.

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

FIRST-Quarter Benchmarks (4)-June 2019-December 2019
Benchmark 1: 100% of our students will complete a summer bridge program in preparation for college readiness and introduction to careers in healthcare.
Benchmark 2: 100% of our students will complete a health care career exploration assessment in order to expose and improve students' knowledge to the world of healthcare services and careers as well guide them towards a best-fit career.
Benchmark 3: 100% students will participate in hospital visit at Valley Regional Medical Center exposing them to actual health care practitioners and procedures so that students can gain real life experiences. Doctors and health providers will take the time to speak to students to encourage them on their career trek.
Benchmark 4: 100 % of students will meet the Texas Success Initiative (TSI) Exam Requirements for Reading and Writing.

Measurable Progress (Cont.)

Second-Quarter Benchmark

SECOND -Quarter Benchmarks (3)-January 2020-June 2020
Benchmark 1: 100% of our students will have successfully completed one dual credit college course counting as introductory course such as Speech, Art/Music Appreciation, Language Course Elective transferring to any public college.
Benchmark 2: 100% of our students will meet grade level requirement in Algebra I EOC while 45% will reach master's level to include tutoring, college mentoring, study groups, counseling, and parent engagement.
Benchmark 3: 100% of our students will be college ready by meeting the necessary Texas Success Initiative criteria in all 3 areas, reading, writing, and mathematics.
Benchmark 4: 100% of the students will participate in field work summer opportunities as most are underage for internships

Third-Quarter Benchmark

THIRD -Quarter Benchmarks (8)-July 2020-December 2020
Benchmark 1: 100% of our students will have completed 3 dual credit college courses. Benchmark 2: 100% will have participated in volunteer work in a medical facility such as a hospital. Benchmark 3: 100% of our students will have the opportunity to interact with a health care professional mentor four times throughout the school year. Benchmark 4: 100% of our students will have taken a college entrance exam such as the SAT or ACT. Benchmark 5: 100% of our students will have participated in a medical university visit through the Hanna P-TECH cohort. Benchmark 6: 100% of our students will complete a basic nursing skills training course. Benchmark 7: 100% of our students will complete Electrocardiograph training. Benchmark 8: 100% of our students will meet grade level requirements in English II EOC through 2 practice exams before December.

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.

Under the direction of the CTE Director, Dr. Juan Chavez and BISD Grants, P-TECH evaluation data will be used to determine when to modify the project plan, including if quarterly progress or summative SMART goals do not show progress; this also includes but not limited to consistent, collection of data that measures progress to stated benchmark goals and process of data analysis and related programmatic adjustments. P-TECH data will be aligned to benchmarks and metrics in prior section. In order to ensure project's success, careful monitoring through CTE will be in place to evaluate and ensure participants are meeting benchmark goals. MODIFICATION STEPS include:
STEP #1-WRAP AROUND SERVICES-Meeting with students to discuss existing barriers and meet with teachers, as needed, internship mentor and/or district administrator to discuss barriers a student is experiencing and develop an action plan. Participants that are not experiencing success in their internship will be provided with additional interventions that may include additional mentoring and field supervisor support, career development opportunities in the areas of need, informal or formal intervention plan, and/or additional opportunities for continued professional development. Mentor interns will be required to meet with their assigned intern for 120 minutes per week (2 hours) to ensure a constant communication and support system is in place. This will lead to a total of over 72 hours of mentoring time.
STEP #1-PROGRAM FEEDBACK- A survey will be administered to students, intern mentor, field supervisor, and District contact every 3 months. All stakeholders will provide feedback regarding the experience with the program, provide information regarding additional assistance/support needed in order for the students to succeed and have the opportunity to provide feedback in how to improve the services. Careful analysis of data provided through these surveys will be conducted. Additional support and training will be provided through round-table meetings and/or professional development.
STEP #3-PROGRAM ACCOUNTABILITY- Continuous Improvement Process (CIP) for goals and benchmarks be evaluated. Formative evaluation reports will be created at the end of the first semester (Fall 2019) and presented to the BISD Superintendent. Summative evaluation reports will be created at the end of the school year (Spring 2020) and presented to the BISD School Board. BISD will provide evaluation support through grants administration office and expect a CIP process.

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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic monitoring.

[X] 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.

[X] 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.

[X] P-TECH and ICIA programs will be provided at no cost to participating students.

[X] LEA will submit an action plan based on blueprint initial self-assessment and needs assessment.

[X] 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.

P-TECH PLANNING GRANT: Following a Successful P-TECH Planning Grant for 2018-2019, The Recruitment Plan will follow the school within a school model. For admissions, students are chosen through a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the P-TECH model. To be part of the Hanna P-TECH 9th grade cohort, students must submit a P-TECH Commitment Form where all relevant PEIMS data is will be documented based on the district's data base. Once the Commitment Form is returned to the home ECHS campus, all students who returned the form will go into the lottery one time. A student will go into the lottery an additional time for each of the following identified PEIMS indicators. "It is our responsibility to make sure we give parents update and precise information as they entrust their kids to our college guidance." Mrs. Blanca E. Lambarri (see Attachment #5-PTECH Planning Grant Development) HP-ECHS HISPANIC LOW-INCOME PARTICIPANTS: The HP-TECH school structure is expected to recruit a school-within-a-school offering the opportunity for 100% Hispanic Minority Students from low income homes. Using the current ECHS staffing and structure as a basis, the campus will have a Dedicated Campus Director who is an assistant principal specifically in charge of the program teachers and students in the cohort. . A recruitment meeting with 8th grade counselors will take place in November of 2019. During the 1st week after the New Year in January 2020, campus visits will occur to promote our P-TECH Commitment Parent meeting held the 3rd week of January 2020 for any interested student. All commitment forms must be submitted to counselors no later than the 2nd week of February 2020. If more than 60 students request to be part of the program, in the 1st week of March 2020, HP-TECH will conduct a weighted lottery based on students' demographic information such as at risk, limited English proficiency, first time college attendee, low socioeconomic status and underrepresented minority groups. A parent meeting during the last week of March 2020 with choice slips given.

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 HP-TECH Health Services Course of Study with TSC focuses on providing students P-TECH a program of study that enables a participating student in grade levels 9 -12 to combine high school courses and postsecondary courses exposing them early to the medical field. Since the summer prior to their 9th grade throughout their 12th grade year, students will have medical teaching incorporated in their core curriculum, health science subject specific courses, dual credit courses leading to a Pre-Health Services college pathway, and industry certification courses that include work based learning/ internships (See Appendix #2-HP-TECH Cross Walk with BISD/TSC).
At the 9th grade level, students will complete a Principles of Health Science course, followed by Medical Terminology their 10th grade year, then a Health Science Theory/Clinical course their 11th grade year and finally, a Practicum in Health Science their senior year. During the 11th and 12th grade years, students will be working towards a certification such as a Certified Nursing Assistant or Primary Care Technician
Students will complete a course sequence of dual credit courses that fulfill the Pre Health Services requirement allowing students to complete an Associate's in General studies in high school or be accepted to the Associate's Degree in Nursing program with our IHE Texas Southmost College. During their 9th grade year, students will complete Art 1301. During their 10th grade year, students will complete Math 1314 College Algebra and Psychology 2301. During their 11th grade year, students will complete English 1301 Composition and core course dual credit course. During their 12th grade year, students will complete Biology Lab 2101, 2102 Anatomy and Physiology Lab, Biology 2301, 2302 Anatomy and Physiology, and Math 2412 Statistics.

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.

BISD and Hanna P-TECH have established a Memorandum of Understanding and an articulation agreement with Texas Southmost College, an accredited college recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement provides HP-TECH students access to postsecondary educational and training opportunities at TSC and addresses 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. TSC and HP-TECH will meet the requirements for the partnership with the P-TECH Success Grant. The MOU with TSC will expand as the district moves forward in implementing the requirements for the P-TECH program in Health Services (see Attachment #3-MOU BISD/TSC).

TSC and BISD's working relationship has been forged through the support of the implementation of the ECHS designations. The district ECHS Cabinet monthly meetings involve all stakeholders who work together to provide the access to dual enrollment courses needed and oversee the implementation of the model. Similarly, a P-TECH Leadership Team at the district level and campus steering committees will guide the P-TECH program. As the Leadership Team and the campus steering committees recognize areas of need, smaller subcommittees composed of partner experts will be formed to address each issue, devise a resolution, and report to the P-TECH Leadership Team for revising plans and agreements to improve the implementation. The combined oversight of the Leadership Team, Campus Steering Committee and needed subcommittees along with other stakeholders will help guarantee the execution of a viable, flexible, and sustainable P-TECH program. An advisory council was developed jointly with TSC/BISD input (See Attachment #5-Council)

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.

Brownsville ISD and Hanna P-TECH have established a memorandum of agreement with a regional industry partner, Valley Regional Medical Center. Founded as Valley Community Hospital in 1975, Valley Regional Medical Center proudly serves Brownsville, TX and the surrounding communities in the Rio Grande Valley. This agreement meets the guidelines of providing 100% of participating students access to appropriate work-based education at every grade level and address regional workforce needs. Valley Regional Medical Center has agreed to provide facility tours, engage in a mentorship program, provide professional personnel for job fairs, clinical rotations, internships, mock interviews, and information regarding future job openings. VRMC will give a student who receives work-based training or education from the Hanna P-TECH program first priority in interviewing for any jobs available which the student is qualified upon the student's completion of the program. Career and Technical Education (CTE) in the Brownsville Independent School District has long-standing business relationships and partnerships with businesses and industries in our community. As per federal guidelines, the CTE department must have active advisory board meetings a minimum of twice yearly. These advisory board members currently assist with curriculum review, program recommendations and provide on-site experiential learning for our students. Existing relationships with our industry partners will continue to be developed, and new ones will be explored, so their expertise in health services can aid our instruction through BISD CTE programs in these areas (See Attachment #4-MOU HP-TECH and Valley Regional Hospital).

HP-TECH QUALITY PARTNERSHIP-Valley Regional Medical Center is a licensed 214-bed Facility with over 200 physicians representing more than 25 specialties. They are leaders in the healthcare industry and specialize in a variety of high quality inpatient and outpatient services including:
•Trauma Center – Valley Regional has a designated Advanced Level III Trauma Center in the emergency department and was honored with the 2014 Trauma Center Award from the Texas Department of State Health Services EMS/Trauma System.
•Women's Services – Over 2,000 babies are born each year at our hospital. Our women's department includes labor, delivery and recovery in a home-like setting. We also have a C-section operating room on standby 24 hours a day and a Level III Neonatal Intensive Care Unit equipped with specially trained staff. Our educational services include prenatal and breastfeeding classes for expecting parents and a Big Brother/Big Sister preparation class.
•Heart & Vascular Services – Receive expert heart care, including treatment for AFib or open-heart surgery, in our cardiovascular department. Valley Regional Medical Center offers a full-range of cardiac services including minimally invasive and open-heart surgery, cardiac cath lab, heart imaging services and more.
•Stroke & Neurosciences – Valley Regional Medical Center is certified as a Primary Stroke Center by The Joint Commission. Their neurologists are ready to help manage complex strokes cases and lab participates in a certified program to rapidly deliver blood work results so physicians can deliver time-sensitive treatments ASAP.
•The Diabetes Management services include free diabetes management classes at the hospital, diabetes screening at local health fairs, and bringing our diabetes education program to local schools.
Valley Regional Medical Center has received the Healthgrades 2017 Labor and Delivery Excellence Award™. According to Healthgrades, the leading online resource for comprehensive information about physicians and hospitals, this distinction places Valley Regional Medical Center within the top 10 percent of all hospitals evaluated for the exceptional care of mothers during labor and delivery. Valley Regional Medical Center, an HCA Gulf Coast Division Hospital which cares for up to 300 babies prematurely born every year, has earned a continuation of its designation as a Level III Neonatal Intensive Care Unit (NICU) by the Texas Department of State Health Services. Valley Regional Medical Center is the first and only hospital south of San Antonio to offer patients with non-valvular atrial fibrillation an alternative to long-term warfarin medication with the recently Medicare approved WATCHMAN™ Left Atrial Appendage Closure (LAAC) Implant.

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.

BISD established a P-TECH Leadership Team with the HP-TECH Planning Grant and met all required meetings and required documents for submitting a P-TECH Success Grant and were vital for the success of the plan. The leadership Team includes: Principal Blanca Lambarri Hanna ECHS; Dean of Instruction Juan C. Chavez Hanna ECHS; Assistant Principal Rafael Garcia Hanna ECHS; Interim Dean of Div. of Health Professions Scott Nelson Texas Southmost College; Professor of Div. of Natural Sciences Dr. Overath Texas Southmost College; TSC Director of Special Instructional Projects Dr. S. Atkinson Texas Southmost College; TSC Dual Credit Liaison Sarai Barrera Texas Southmost College; Chief Executive Officer Art Garza Valley Regional Medical Center; Chief Nursing Officer R. Acevedo Valley Regional Medical Center; Chief Operating Officer Marisa Aguilar Valley Baptist Medical Center; Transitional Counselor Miriam Ontiveros Hanna ECHS; Career Placement Officer Alicia Rocha Hanna ECHS; Dual Enrollment Teacher Nelda Rogers Hanna ECHS; Health Science Instructor Jesse Montemayor Hanna ECHS; CTE Administrator Dr. Juan Chavez BISD. An Advisory Council is also in place (See Attachment #5).

HP-TECH Leadership Design Team Meeting will be held as per dates: (LDTM)June 24- 27, 2018 (CCRSM Leadership Summit); September 6, 2018 LDTM; September 17, 2018 LDTM; September 20, 2018 LDTM; September 24, 2018 LDTM; September 26, 2018 LDM; October 25, 2018 LDTM; October 30, 2018 LDTM; November 2, 2018 (P-TECH Proposal Meeting with IHE- TSC); November 5-6 (Texas CCRSM Fall Regional Convening); November 7, 2018 (Tri-Agency Education to Workforce Summit); November 14, 2018 (Advisory Board Meeting); November 26, 2018 (TSC-BISD Curriculum Meeting); December 4, 2018 (Budget Amendment Meeting); December 11, 2018 (LTDM); January 10, 2019 (TSC Biotechnology Advisory Board Meeting); January 14, 2019 (LDTM); January 23, 2019 (P-TECH Proposal Meeting with IHE TSTC); January 31, 2019 Educate Texas P-Tech Meeting; February 7, 2019 P-Tech Counselor Meeting; March 26, 2019 Educate Texas 5/21/19.

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.

HP-TECH will develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, colleges, 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. BISD and CTE provide 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. Academically, P-TECH teachers will attend a summer AVID training which focus is on academic monitoring, college preparation, and emotional support. All P-TECH teachers will implement strategies in the classroom that focus on college readiness skills. The P-TECH cohort will have an AVID class period in which the instructor's curriculum involves student academic progress monitoring. The AVID instructor will conference with students to find areas of academic difficulty to address the issue whether it is through tutorials, teacher conferences, or administrative support. The AVID teacher will create study groups that are student led so that those with similar needs can work together to help each other be successful. Effective note taking, adequate use of tutorials, planning guides, and study skills are all part of the AVID curriculum which all academic teachers in the cohort program are trained to incorporate in their classes. The counseling department is tasked with tracking, as well, in order to support our teachers. The transitional counselor will focus on the entire dual enrollment course needs and serve as a liaison with our IHE, TSC . The transitional counselor along with the ECHS director meet with instructors to discuss student academic needs through informal meetings, or the formal early alert academic need process, and request specific tutorial session from the IHE. The grade level counselor will schedule times to meet with students at least 2 times per semester to discuss grades, scheduling, electives, and engages in parental outreach. Both counselors will track students' dual enrollment course progress to ensure they work towards completing an Associate's degree and maintaining an adequate grade point average.

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

Professional Extra Duty Pay (20 Teachers @ $150 per day x 2.5 days x 2 years)	$15,000
Wages for Substitute Teachers (20 Teachers @$120 per day x 2.5 days x 2 years)	$12,000
Teacher Stipends (20 Teachers @ $400 x 2 years)	$16,000

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

Consulting Services for Academic improvement trainings (20 teachers x 5 trainings)	$10,000
Consulting services for incorporation of Health science in core curriculum(20 teachers x 2 trainings)	$6,000

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

Medical Equipment (medical beds,patient care Manikins,exam tables,teaching torsos, supplies)	$111,390

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

Educational Visits to Universitites (50 students x 2 fields trips for year 1)	$6,000
Educational Visits to Universities (100 students x 2 field trips for year 2)	$9,000

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

Diagnostic Cardiology Machine and program	$6,000

Total Direct Costs	$191,390
Indirect Costs	$8,610

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
CROSSWALK

PATHWAYS IN TECHNOLOGY
P-TECH
EARLY COLLEGE HIGH SCHOOL

HANNA PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

(HP-TECH)

CDN: 031-901

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Health Services	Texas Southmost College	N	Certifications and Associate's Degree

| 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	03100500/532751(2)	Algebra I	1			
Year 0 / Grade 8	03440100/761001(2)	Spanish I	1			
		Total Year 0 High School Credits	2		**Total Year 0 College Credit Hours**	
Year 1 / Grade 9	03220100/EC0031(2)	English I	1			
Year 1 / Grade 9	03010200/EC0151(2)	Biology I	1			
Year 1 / Grade 9	03100700/092231(2)	Geometry	1			
Year 1 / Grade 9	03320100/173341(2)	World Geography	1			
Year 1 / Grade 9	N1290001/ 300101(2)	AVID	1			
Year 1 / Grade 9	13020200/301101(2)	Principles of Health Science	1			
Year 1 / Grade 9	03440300/COL186-196	Spanish 3&4	2	SPAN 2313/2315	Spanish 2313-15	6
Year 1 / Grade 9	03241400/COL153	Professional Communications	1	SPCH 1315	Speech	3
Year 1 / Grade 9	03155600/COL076	Music Appreciation	1	MUSI 1306	Music Appreciation	3
		Total Year 1 High School Credits	10		**Total Year 1 College Credit Hours**	12
Year 2/ Grade 10	0322020/EC0341(2)	English II	1			
Year 2/ Grade 10	03040000/092921(2)	Chemistry	1			
Year 2/ Grade 10	03100600/ COL223	Algebra II	1	MATH 1314	College Algebra	3
Year 2/ Grade 10	03340400/173391(2)	World History	1			
Year 2/ Grade 10	13020300/347341(2)	Medical Terminology	1			
Year 2/ Grade 10	03500110/COL051	Art I	1	ARTS 1301	Art Appreciation	3
Year 2/ Grade 10	03370100/COL453	Sociology	1	SOCI 1301	Sociology	3
Year 2/ Grade 10	03350100/COL443	Psychology	1	PSYC 2301	Psychology	3
Year 2 / Grade 10	N1290001/300101(2)	AVID	1			
		Total Year 2 High School Credits	9		**Total Year 2 College Credit Hours**	12
Year 3/Grade 11	03220300/ COL 111	English III	1	ENGL 1301	Composition I	3
Year 3/Grade 11	03050000/003021(2)	Physics	1			
Year 3/Grade 11	03101100/COL211(2)	Pre Calculus	1	MATH 2412	Math	3
Year 3/Grade 11	A3340100/COL401(2)	AP US History A/B	1	HIST 1301/1302	US History	6
Year 3/Grade 11	13020410/347351(2)	Health Science Theory/Clinical	2			
Year 3/Grade 11	03310300/COL423	Economics	.5	ECON 2301	Economics	3
Year 3 / Grade 11	N1290001/300101(2)	AVID	1			
		Total Year 3 High School Credits	7.5		**Total Year 3 College Credit Hours**	15
Year 4/Grade 12	03220400/ COL106	English IV A	1	ENGL 1302	Composition II	3
Year 4/Grade 12	03221500/COL126	English IV B		ENGL 2341	Literary Genres	3
Year 4/Grade 12	13020600/COL341	Anatomy/ Physiology A	1	BIO 2301	Anatomy and Physiology I	3
Year 4/Grade 12	13020600/COL342	Anatomy /Physiology B		BIO 2302	Anatomy and Physiology II	3
Year 4/Grade 12	13020600/COL341	Anatomy and Physiology Lab A		BIO 2101	Anatomy and Physiology Lab I	1
Year 4/Grade 12	13020600/COL342	Anatomy and Physiology Lab B		BIO 2102	Anatomy ad Physiology Lab Ii	1
Year 4/Grade 12	03102530/COL251	Statistics	1	Math 1342	Statistics	3
Year 4/Grade 12	13020500/301131(2)	Practicum in Health Science	2			
Year 4/Grade 12	03330100/COL413	U.S. Government	.5	GOVT 2305	U. S. Government	3
Year 4/ Grade 12	03380002/COL473	Special Topics in Social Studies	.5	GOVT 2306	U. S. Government II	3
Year 4 / Grade 12	N1290033/300101(2)	AVID	1			
		Total Year 4 High School Credits	7		**Total Year 4 College Credit Hours**	23
Optional Year 5						
		Total Years 5 & 6 High School Credits			**Total Years 5 &6 College Credit Hours**	
		Total High School Credits	35.5		**Total College Credit Hours**	62

Certification (s) to be earned by high school graduation:	Patient Care Technician, EKG Certified, Pharmacy Technician, Certified Nursing Assistant
Degree (s) to be earned by high school graduation:	Associate's Degree General Studies with a Pre-Health Pathway
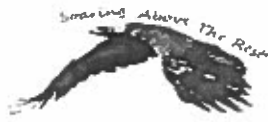
ATTACHMENT #2
WORKBASED EDUATION MATRIX

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: 031-901

Car	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	Soft Skills Training	On campus training to show students proper etiquette in the work place.	Texas Workforce of Cameron County/Valley Regional Medical Center	Facility Tour	Students will tour a hospital to see day to day operations and work environment	Valley Regional Medical Center	Summer Volunteer Program at Hospital	Students will have the opportunity to become Junior Volunteer. (discharge patients, help patients to room, etc.)	Valley Regional Medical Center
Year 2/ Grade 10	CPR Training	All students will be CPR trained by a medical employee form the VRMC staff.	Valley Regional Medical Center	Career Mentoring	Students will be paired with a Career Mentor and meet with them at least twice a semester.	Valley Regional Medical Center	Summer Medical Laboratory Internship	Students will apply to complete observations at a medical laboratory.	Valley Regional Medical Center
Year 3/Grade 11	Pre- Nursing Intake Training	All students will take a vital signs training in preparation for clinical rotations.	Hanna P-TECH/Valley Regional Medical Center	Cooperative Education/Clinical Rotations	Students will be introduced to different clinical sites and rotate in order to be paired for the following year.	Hanna P-TECH/Valley Regional Medical Center	Summer Internship	Students will apply for a summer internship with possibly pay or scholarship.	Valley Regional Medical Center
Year 4/Grade 12	Cooperative Education/Hospital Practicum	Students are paired in hospital departments to experience and apply their certifications with supervision.	Hanna P-TECH/Valley Regional Medical Center	Mock Job Interviews and Resume Building	Students will engage in mock interviews for potential openings at medical facilities.	Valley Regional Medical Center	Paid Summer Internship	Students will be considered for a highly competitive paid internship in a medical facility or laboratory.	Valley Regional Medical Center/Texas Workforce of Cameron County
Optional Year 5									
Optional Year 6									

ATTACHMENT #3

MEMORANDUM OF UNDERSTANDING (MOU)

Texas Southmost College

For the Award of Dual Credit between Texas Southmost College and Brownsville Independent School District

Pursuant to the rules of the Texas Higher Education Coordinating Board (THECB) as set forth in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, and Chapter 9, Subchapter H, *Texas Southmost College (TSC)* (hereinafter "College") and the *Brownsville Independent School District (BISD)* (hereinafter "School District"), hereby enter into a partnership in which TSC agrees to collaborate with BISD to provide academic and technical instruction to eligible students of the Brownsville Independent School District for immediate award of both college and high school credit (hereinafter "Dual Credit Program"). If a School District offers dual credit as part of an approved early college education program established under TEC Section 29.908 or an early college program as defined in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.83, then the provisions under Annex A apply.

1. Purpose of Academic Agreement and Incorporation of the Dual Credit Manual

The purpose of this Academic Agreement (hereinafter "Agreement") is to memorialize the terms of the Dual Credit Program entered into by the Parties, and to outline the roles and responsibilities of each party to comply with all laws, rules, and regulatory guidelines pertaining to the Dual Credit Program. This Agreement is intended to facilitate cooperation between TSC and the School District in implementing this Dual Credit Program, and shall be construed to ensure compliance with all applicable state laws and rules by the Parties at all times. The terms of the TSC Dual Credit Manual (hereinafter "Manual") are hereby incorporated as expressly provided by this Agreement. In addition, applicable terms of the Manual shall apply to the Program to the extent that they do not conflict with the express terms of this Agreement.

2. Goals of the Dual Credit Program
In accordance with the provisions of Texas Education Code, Section 28.009 (b-1) and (b-2), TSC and the BISD jointly agree to establish and support the following goals for the dual credit program, in alignment with the goals established by the State of Texas:

Goal 1: TSC and the BISD will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies, including the following: A) TSC and the BISD will collaborate to host information sessions for students and parents concerning dual credit opportunities, benefits and cost. B) TSC and the BISD agree to maintain the most current information on their respective webpages concerning the dual credit program, including enrollment and fee policies. C) TSC agrees to provide appropriate training to the high school and middle school counselors of the BISD on all pertinent aspects of the dual credit program at least once each academic year. D) TSC and the BISD agree to collaborate on the marketing of the dual credit program, and to guarantee the proper use of all branding of the other institution in any marketing or promotion of the program. E) The parties jointly agree to maintain documentation summarizing the collaboration and outreach efforts of TSC and BISD such that it will be readily available and to post it as appropriate.
Goal 2: TSC and the BISD will assist high school students in the successful transition to and acceleration through postsecondary education. In support of this goal, TSC and the BISD agree to collaborate to jointly monitor the following quality indicators: A) Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population. B) Student enrollment in postsecondary education after high school. C) Time to degree completion. d) Semester credit hours to degree.
Goal 3: TSC and the BISD will strive to ensure that all dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion. In support of this goal, TSC and the BISD agree to collaborate to jointly monitor the following quality indicators: A) Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population. B) Student enrollment in postsecondary education after high school. C) Time to degree completion. D) Decrease in excess number of semester credit hours beyond required hours to degree completion.
Goal 4: TSC and the BISD will collaborate to ensure that the quality and rigor of dual credit courses are sufficient to ensure student success in subsequent courses. In support of this goal TSC and the BISD agree to jointly monitor student performance in subsequent course work.

3. Eligible Courses
A) In accordance with Rule 4.85 of Title 19 of the Texas Administrative Code (TAC), TSC may offer the following types of courses for dual credit: Courses that are in TSC's Core Curriculum (available on the TSC website); Career and Technical Education (CTE) courses; and Foreign language courses. B) Additionally, under the provisions THECB rules governing the reporting of Dual Credit Students (Student Report CBM001), TSC may offer the following types of courses for dual credit: Courses within the following rubrics contained in the Lower Division Academic Course Guide Manual (ACGM) may be offered for dual credit: ACCT (Accounting), ARCH (Architecture), BCIS (Business Computer Information Systems), BUSI (Business), COSC (Computer Science), and CRIJ (Criminal Justice), and All courses taken by students who are enrolled in approved Early College High Schools with the exception of physical education courses taken by high school students for high school physical education credit. C) Academic transfer courses must be identified as college-level academic courses in the current edition of the (THECB) Lower Division Academic Course Guide Manual (ACGM), must be in the approved course inventory of TSC, and must be approved for dual credit by TSC. D) Technical dual credit courses must be identified as college-level workforce education

courses in the current edition of the (THECB) Workforce Education Course Manual (WECM), must be in the approved course inventory of TSC, and must be approved for dual credit by TSC. E) Neither remedial nor developmental courses may be offered for dual credit. F) A course equivalency crosswalk listing the course prerequisites, class capacities and the number of credits that may be earned for each course completed is provided in Annex A to this agreement.

4. **Student Eligibility**

A) Only School District students who meet the applicable eligibility requirements to participate in academic or technical courses that qualify for dual credit from both the Brownsville School District and TSC may be enrolled in Dual Credit Programs. Rules governing admissions and eligibility criteria are contained in Section II of the Dual Credit Manual. B) Dual credit students may only take courses for dual credit which are listed in the programs of study for their declared majors, to include any required prerequisites or co-requisites. However, students declared in certificate programs for career and technology education programs may take up to 15 semester credit hours (SCH) of academic transfer courses in addition to their CTE courses, as follows: English Composition I; a Mathematics/Natural Science elective course; a Social Behavioral Science elective course; a Humanities Creative Arts elective; and an elective course in Speech.

5. **Location of Class and Class Composition**

Dual credit courses may be taught on the TSC or BISD high school campus. Dual credit courses taught at the BISD high school campus shall comply with the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter E. Dual credit courses may consist of dual credit students only or of dual and college credit students.

6. **Faculty Qualifications, Selection, Supervision, and Evaluation**

A) TSC shall select, supervise, and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus. B) Dual credit courses may be taught only by a qualified instructor who possesses the credentials and qualifications to teach in the discipline as determined by TSC policy DBA (Local). C) Instructors teaching dual credit courses shall be either: Regularly employed TSC faculty members (hereinafter "College Faculty Members"); or Teachers employed by the School District who meet the same credentialing and qualification standards used by TSC to select faculty responsible for teaching the equivalent course at the TSC main campus (hereinafter "Dual Credit Adjunct Faculty"). D) TSC will ensure that all full-time and adjunct College Faculty Members have passed state and national criminal background checks prior to authorizing them to teach dual credit courses. E) Dual Credit Adjunct Faculty are expected to comply with responsibilities outlined in Section III of the Dual Credit Manual, as well as the reasonable requests of their respective department chairs. F) The School District will allow release time from school district duties in order to allow Dual Credit Adjunct Faculty to attend up to two (2) scheduled professional development days per academic year. The College will reimburse the district for costs associated with arranging substitute teachers to cover instructional time, as necessary. G) Dual Credit Adjunct Faculty will be evaluated by their respective TSC Department Chairs or Deans a minimum of once per academic year, in the same manner that all TSC faculty are evaluated. Results of the evaluation will be shared with the evaluated instructors and will be provided to the School District upon request. H) Initial approval to teach does not guarantee that a Dual Credit Adjunct Faculty member will automatically be approved to teach in subsequent semesters. Approval to teach dual credit courses is subject to the professional discretion of the Department Chair responsible for the courses in question.

7. **Course Curriculum, Instruction, Grading, and Materials**

A) Designated personnel of each party shall be responsible for monitoring the quality of instruction to assure compliance with this Agreement and all applicable standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Texas Southmost College, and the School District, as applicable. B) Each institution is responsible for ensuring the academic integrity of dual credit courses by fulfilling all course requirements and agreements. In compliance with TAC Section 4.85(f), TSC shall ensure that a dual credit course and the corresponding course offered at the TSC campus are equivalent with respect to curriculum, instruction, and method/rigor of student evaluation. C) Dual Credit Adjunct Faculty are expected to adhere to the departmentally-approved syllabus for each dual credit course taught to ensure that the course taught for dual credit is the same as that offered on the TSC main campus. D) Textbooks must be college-level texts approved by TSC prior to use. College-approved textbooks purchased by the School District may be used for a minimum of three (3) years from the date of initial purchase. Textbooks required for a dual credit course may not be shared among multiple students, and students must be allowed to use them both in and out of class, as would any College student studying at the TSC main campus. E) All instructors teaching dual credit courses must adhere to the grading system published in the TSC Catalog when assigning course grades in the TSC Online system. TSC will provide associated numerical grades to School Districts for the purposes of class ranking calculations, on request. F) The provisions of Section III of the Manual, Instruction, include additional applicable provisions that will apply to course curriculum, instruction, grading and materials for each class taught.

8. **Enrollment Including Admissions and Registrations**

The School District will designate a person who shall be responsible on its behalf for the coordinating and tracking of students' admission applications and requirements, as well as registration procedures, to ensure that admission and registration occur in accordance with the established deadlines set forth in the Manual. The individual will collaborate with TSC's High School Programs and Services Office on all issues regarding admissions, enrollment, monitoring, withdrawals, grading, and reporting.

9. **Awarding of Credit and Student Withdrawals**

A) College credit awarded for dual credit courses shall be transcribed upon a student's completion of the course/s in which the student is enrolled each semester. B) Additions, drops, and withdrawals for dual credit courses will be processed using the guidelines set forth in Section II of the Dual Credit Manual and by the applicable date published in the academic course schedule for the semester.

10. **Provision of Student Learning and Support Services**

Dual credit students will be given access to the same course-related learning and support services and resources as are available to other TSC students enrolled in corresponding courses on the TSC campus. Examples of the kinds of services to which dual credit students are entitled include academic advising, counseling, tutoring, and library resources.

11. **Funding Provisions**

A) In order to make the attainment of college credit as accessible as possible for students and their families, tuition and lab fees, as applicable, for all School District students who are accepted for enrollment in Dual Credit Programs will be waived by TSC. B) The School District will be responsible for the following non-course based fees: A non-refundable $5.00 Records Fee payable by the School District to TSC. Fees for liability insurance required by certain programs, as identified in the Dual Credit Manual. Testing fees for certain national and state-level industry certification exams (e.g., ASE, ICAR, EPA, etc.) embedded in Career and Technology courses, as identified in the Dual Credit Manual. A Distance Education Fee for courses taught via teleconference, videoconference or other distance learning technology. C) The cost of supplying all textbooks and instructional supplies required for use in dual credit courses will be the responsibility of the School District. D) Unless otherwise agreed in writing and signed by both parties, TSC will pay a stipend of $600 per lecture class section and $200 per lab section taught by a Dual Credit Adjunct Faculty member for class sections that meet the minimum enrollment levels set forth in Section III of the Manual. Enrollment levels shall be determined using the class enrollment as of the applicable TSC Census Date. E) TSC shall be responsible for payment of all College Faculty Members who teach a dual credit course. However, the school district is responsible for reimbursing TSC for all costs (e.g., adjunct fees and mileage reimbursement) paid to College Faculty Members who teach dual credit courses or provide other services as provided in Section III of the Dual Credit Manual. F) Prior to each semester, the Parties shall agree in writing as to: The instructors who will teach each dual credit class section during each semester offered as a Dual Credit Program course pursuant to this Agreement, and Any additional expenses to be assumed by either party for any class section to be taught for that semester.

12. **Academic Policies**

All academic policies applicable to courses taught at TSC shall also apply to dual credit courses. One exception involves Student Academic Standing; TSC's policy on Satisfactory Academic Progress shall not apply to Dual Credit Program students until they matriculate to TSC as a regular full-time or part-time student.
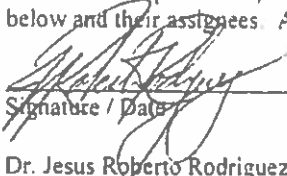
13. **Family Educational Rights and Privacy Act**

For the purpose of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), TSC hereby designates the School District as a college official with a legitimate educational interest in the educational records of the Students who participate in the Dual Credit Program to the extent that access to the records are required by the School District to carry out the Program; and the School District hereby designates TSC as a school official with a legitimate educational interest in all educational records of the Students who participate in the Dual Credit Program to the extent that access to the records are required by TSC to carry out the Program. Both Parties agree to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

14. **Term, Effective Date and Termination**

The effective date of this Agreement is _4/3/19_. This Agreement shall continue from year to year unless: federal or state regulations necessitate a change, or either party provides the other with at least sixty (60) days prior written notice of intention to terminate. If such notice is given, this Agreement shall terminate on (a) the sixtieth day after the notice is received at the end of such sixty (60) days; or (b) the date on which all students enrolled in dual credit courses at the time that such notice is given have completed those dual credit courses, whichever event occurs last.

15. **Signatures**

The terms and provisions, as outlined above, are true and exact to the best of the knowledge by the parties whose signature appear below and their assignees. Any changes in this Agreement must be in writing and signed by both Parties.

Signature / Date

Dr. Jesus Roberto Rodriguez
President
Texas Southmost College

Signature / Date

Dr. Sylvia R. Hatton
Interim Superintendent
Brownsville Independent School District

Revised 11/05/18

ATTACHMENT #4

MEMORANDUM OF UNDERSTANDING (MOU)

Valley Regional Hospital

Brownsville Independent School District

Agenda Category:	**General Function** **Contracts/MOU**	Board of Education Meeting:	04/05/19

Item Title:	Memorandum of Understanding between Valley Regional Medical Center and Brownsville ISD	**X**	Action
			Information
			Discussion

BACKGROUND:

The Career and Technical Education (CTE) Department is requesting approval for a Memorandum of Understanding (MOU) between Valley Regional Medical Center and the Brownsville Independent School District to work collaboratively in order to fulfill their duties for the Hanna Early College High School (ECHS) Pathways in Technology Early College High School (P-TECH) Program. Both entities will work together to develop a detailed plan for work-based learning experiences for students appropriate at each grade level. Valley Regional Medical Center will assign employee(s) to Hanna ECHS P-TECH Program to promote college and career awareness in the area of health science, and it will provide an opportunity for P-TECH students to interview for any jobs for which students are qualified that are available upon the students' completion of the P-TECH Program.

The term of this agreement is from the time the agreement has been fully executed by both parties to the end of the 2022-2023 school year.

FISCAL IMPLICATIONS:

No cost to the district.

RECOMMENDATION:

Recommend approval to enter into a Memorandum of Understanding between Valley Regional Medical Center and the Brownsville Independent School District beginning the 2019-2020 school year and ending the 2022-2023 school year, at no cost to the district.

Dr. Juan Chavez, Jr.
Submitted by: Principal/Program Adm.

Dr. Timothy E. Cuff
Recommended by: AA Supt/Asst Supt/CFO

Miguel Salinas
Reviewed by: Staff Attorney

Approved for Submission to Board of Education:

Sylvia R. Hatton, Ph.D.
Interim Superintendent

When Necessary, Additional Background May Follow This.

MEMORANDUM OF UNDERSTANDING

Brownsville Independent School District

and

Valley Regional Medical Center

Pursuant to the Agreement set forth above, the parties hereby adopt the following Memorandum of Understanding (M.O.U.) to assist each entity in expediting the fulfillment of their duties for the Hanna Early College High School Pathways in Technology Early College High School (P-TECH) Program.

MUTUAL UNDERSTANDING

Valley Regional Medical Center and Brownsville ISD agree to work together to support the following common goals:

- Develop a detailed plan for work-based learning experiences for students appropriate at each grade level
- Collaborate to encourage students to pursue post-secondary education, career and internship opportunities;
- Inform the partner of any scheduling changes that may impact service delivery;
- Develop a method of communicating needs and challenges;

VALLEY REGIONAL MEDICAL CENTER will:

- Provide work-based learning experiences for students at each grade level such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships;
- Assign employee(s) to Hanna ECHS P-TECH program to promote college and career awareness;
- Recruit and screen employees that will mentor students in the Hanna ECHS P-TECH program;
- Provide support for Career & Technical Student Organizations;
- Provide an opportunity for P-TECH students to interview for any jobs for which the student is qualified that are available upon the student's completion of the P-TECH program

BROWNSVILLE ISD will:

- Provide a liaison to work closely with Valley Regional Medical Center to coordinate work-based learning activities, advisory council meetings, and externship opportunities for teachers;
- Assign students to participate in P-TECH program work-based learning activities with Valley Regional Medical Center' employees;
- Ensure Valley Regional Medical Center' employees and students have access to facilities, equipment, and other materials needed to fulfill P-TECH program goals;
- Provide updated P-TECH program information and requirements;

- Transportation for P-TECH students for instructional field trips

STUDENT PERSONAL INFORMATION

Valley Regional Medical Center will not collect the personal information of students but may receive student contact information (e.g. email addresses) as a consequence of communicating with students about and during the students' participation in the P-TECH program.

PERIOD OF AGREEMENT

The term of this agreement is from the time the agreement has been fully executed by both parties to the end of the 2022-2023 school year. The parties agree to review these terms at the conclusion of the noted school year.

TERMINATION

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

For Valley Regional Medical Center: 100 A E. Alton Gloor Blvd.
                                             Brownsville, TX 78526

For Brownsville ISD: 1900 E. Price Rd.
                                             Brownsville, TX 78521

The individuals executing the Agreement on behalf of Valley Regional Medical Center and Brownsville ISD acknowledge that they are duly authorized to execute this Agreement. All parties hereby acknowledge that they have read and understood this Agreement and the attachments and/or exhibits hereto. This Agreement shall not become effective until executed by each party. Also, the parties acknowledge that they will perform their respective duties under this Agreement only after it is fully executed.

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

APPROVAL

Brownsville Independent School District:

Sylvia R. Hatton, Ph.D.   04/08/19
Interim Superintendent   Date

Valley Regional Medical Center:

Art Garza   2/28/19
Chief Executive Officer   Date