TEA Texas Education Agency

2019-2021 P-TECH and ICIA Success Grant Program
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

NOGA ID

Authorizing legislation	GAA, Article III, Rider 67 & 49, 85th TX Leg, and TEC 29.551-29.556 & 29.908

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division, Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from	June 1, 2019 - June 15, 2021

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	Austin Independent School District	CDN	227901	Vendor ID	746000064	ESC	13	DUNS	076933746

Address	1111 West 6th Street	City	Austin	ZIP	78703	Phone	512-414-4471

Primary Contact	Craig Shapiro	Email	craig.shapiro@austinisd.org	Phone	512-414-4471

Secondary Contact	Michelle Wallis	Email	michelle.wallis@austinisd.org	Phone	512-414-4851

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name	Dr. Mary Thomas	Title	Director, State and Federal Accountability

Email	mary.thomas@austinisd.org	Phone	512-414-3280

Signature	*Mary Thomas*	Date	4/1/19

Grant Writer Name	Lindsey Stuart	Signature	*Lindsey Stuart*	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
In the Austin-Round Rock Metro Area, there are currently 26,671 job openings in IT occupations (Source: WANTED Analytics), and anticipated 5,080 more openings over the next 10 years (TX Labor Market Information).	The partnership with AISD, ACC, IBM, working with other partners (e.g., Workforce Solutions), will enable students in the Lanier P-TECH program to achieve an Associates degree in one of two skills areas they choose that are in high demand at IBM and in the region: computer programming and user experience (which includes elements of design thinking, customer engagement and marketing skills).
IT-related occupations are dominated by white males. A recent report from Google and Gallup (Diversity Gaps in Computer Science) traces this trend back to inequitable access to CS education in 7th-12th grade.	To address this disparity, we will target predominantly underrepresented students who attend the school. Targeted recruitment efforts are focusing on Lanier feeder middle schools (e.g. women and minority guest speakers from IT field at recruitment events). Also leveraging relevant school-based clubs & partner orgs.
In 2017, just 39% of Lanier graduates enrolled directly in college after graduation, as compared with 61% district-wide.	Model is unique opportunity to focus on degree attainment and career readiness. Partners collaborate to ensure students have clear understanding of how academic and technical coursework relate to education and career outcomes (e.g. IBM educate teachers and faculty about job roles to communicate back to student

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.

After a yearlong planning period, the Austin Independent School District (AISD) Lanier Early College High School (Lanier), in partnership with Austin Community College (ACC), the IBM Corporation (IBM), and other partners (e.g. Workforce Solutions), beginning in the fall of 2019, will create a pipeline of students who will start taking college courses in the 10th grade, compete for IBM paid internships by their junior year, earn a high school diploma and their Associate in Applied Sciences degree in Computer Programming and User Design Experience and be offered a first-in-line job interview with IBM.

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

- Recruitment events have already begun. Will continue to recruit students.
- Purchase necessary equipment (e.g. computing devices).
- Students begin their first year at Lanier IBM Career Launch.
- IBM mentors are recruited to work with students.
- IBM will hire a full-time liaison to coordinate the elements of the partnership to which they are committed, including management of the mentors for school visits, coordinating IBM site visits for students and other career exposure and workforce skills instruction.
- Begin professional development for teachers that encourages problem-based learning, critical thinking, collaborative work, and the application of academic, technical and workplace skills.

Measurable Progress (Cont.)

Second-Quarter Benchmark

- IBM mentors are engaged with Lanier P-TECH actively.
- Initial visits to IBM and the school have occurred.
- Workplace skills instruction, provided by IBM and the school, is integrated with the curriculum and Social and Emotional Learning (SEL) elements.
- The IBM liaison at Lanier is engaged in multiple school activities with students and faculty.
- Students understand the cadence of the program and the two degree/career sequences and which might be most relevant to them.
- Continue professional development.

Third-Quarter Benchmark

- Some students take the TSI and could be prepared to take college courses.
- The students, while taking mostly basic, required courses, start to see relevance of the curriculum to the world of work and careers, along with working on a team.
- Students are comfortable in understanding a business environment and culture.
- IBM mentors become advocates and role models for their student mentees.
- Attendance rates, grades and other measures of interest, show progress toward meeting goals.
- Continue professional development.

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.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Lanier IBM Career Launch staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

At the campus-level, a team led by the ECHS Coordinator, collects data and prioritizes needs through just-in-time data dashboards on student-level data including attendance, grades, college readiness and other risk factors. On a weekly basis, the instructors and ECHS Coordinator respond to individual student needs as they arise, alongside the IBM school liaison. And on a monthly basis, the Coordinator will update the Leadership Team with formative data and prioritization of needs.

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 Lanier IBM Career Launch will be an open enrollment program with recruitment and enrollment processes and requirements that do 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. Enrollment decisions are not based on state assessment scores, discipline, history, teacher recommendations, minimum GPA or any other criteria that create barriers for student enrollment.

Recruitment activities have begun during the planning phase, including targeted efforts at neighborhood middle schools such as hand-distributed flyers, as well as presentations with 8th grade cohorts. IBM is also working with the school on recruitment strategies and tools, including a recruitment video with several IBMers. Middle school counselors have disseminated information to prospective students and will continue to hold small, purposeful meetings in Spring 2019 in preparation for students completing choice sheets of coursework they intend to pursue in high school. Other recruitment efforts to take place during the Spring and Summer 2019 include but are not limited to: family information sessions, student information sessions, career fairs, family field trips to Austin Community College (to break down barriers for families where students will be the first in their family to attend college), mailers.

Staff have also employed targeted strategies for recruiting traditionally underrepresented populations in the IT field (i.e. students of color, girls). For example, IBM employees, from underrepresented populations and from similar backgrounds as the students, will speak at recruitment events to help inspire students to apply for this unique school opportunity. Recruitment events may take place at IBM or ACC as a further way to excite students and help them understand the real possibilities of college completion and career readiness offered by this model.

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.

Lanier IBM Career Launch students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready. Students will concurrently complete a number of articulated and/or dual credit courses leading to an Associate's of Applied Science (AAS) in Computer Programming or User Experience. By high school graduation, students will also have had the opportunity to attain a Level One Certificate, the Java Track Certificate.

The sequence of courses for the AAS in Computer Programming is as follows: College Readiness, College Algebra, English Comp 1, Intro to Computing, Programming Fundamentals, Fundamentals of Networking Technologies, Technical Business Writing, Database Programming: Oracle, Programming Fundamentals 2, Personal Computer Hardware, UNIX Operating System,Intro to Scripting Languages: Python Oral Communication, Programming Elective 1 & 2, Systems Analysis and Design Project Management, Practicum. See the attached crosswalk provided by ACC for the proposed course sequence that will culminate in an AAS in Computer Programming.

During the planning grant, staff has also explored a course sequence for an AAS in User Experience Design. The draft courses include: College Readiness, Intro to Speech, Survey of UX Design, Responsive Design 1 & 2, Intro to UX Tools, Design Ideation, English Comp 1, Visual Design, User Interface Design 1 & 2, User Centered Design, Portfolio Design, Design Research, Interaction Design, Intro to App Design and Coding, Product Design,Applied UX Lab,Intro to Scripting Languages.

3. P-TECH and ICIA schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

The implementation of the Lanier IBM Career Launch will build upon a decade-long history of partnership between AISD and ACC (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). During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit and provide articulated CTE courses at numerous campuses, develop ECHS programs, and implement P-TECH/ICIA Academies (called Career Launch in AISD) with employers, including Dell and Seton.

ACC and AISD are maintaining a synchronized agenda in the planning, implementation and ongoing evaluation of the Career Launch program through a joint Leadership Design Team and specialized work groups as needed. AISD coordinates with ACC staff to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment, attendance, transportation, administration of statewide assessments and textbooks. The current MOU between AISD and ACC for Dual Credit Educational Partnerships (through August 2019 and attached) includes an Appendix (E) that details the roles and responsibilities of each party in regards to the operation of a P-TECH program in compliance with this grant requirement.

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.

IBM is committed to serving as the primary industry partner at Lanier ECHS. As detailed in the attached MOU, IBM and AISD have agreed to meet the grant-required guidelines. IBM has specifically committed to the following:

- Commit to the full implementation of the Overall School Model as outlined in this grant application and materials provided by the Associate Superintendent of High Schools.

- Provide participating students with a range of workplace experiences, including mentoring from an industry professional, including opportunities to communicate in writing or online and face-to-face interactions; site visits; speaker series, and project days. IBM will also provide eligible students with skills-based paid internships.
    - IBM will strive to maintain a 2:1 student-to-mentor ratio. Mentors may also provide small-group, after school activities (e.g. Raspberry Pi activity while enjoying pie), in-class sessions to support students as they learn technical skills, career panels and networking nights in which they serve as guest speakers discussing with students their educational and career trajectories. Mentors will assist students to identify internship opportunities beginning in 11th grade that are best-suited to their strengths and desires. When students are in 12th grade, mentors will begin to prepare students for their upcoming job interviews by practicing mock interviews with them and helping to refine their resumes.

- Make available line supervisors and Human Resources managers to identify the appropriate entry-level positions students at the School may qualify for upon graduation and work with the other Parties to map the key skills needed to succeed in those positions.

- Identify a dedicated staff person to manage IBM's responsibilities and other appropriate staff to participate in the Leadership Team, implement IBM's commitments to the school, and help ensure the school's overall success.

- Work with the school's staff and other parties to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. IBM will help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program.

- Interview and consider "first-in-line" (first priority) students for IBM open positions that are appropriate and available at the time of the student's graduation. "First-in-line" students are those who complete the approved curriculum and earn a high school diploma plus a post-secondary degree and request consideration for employment. Final hiring decisions will be made solely at IBM's discretion.

- Allow ACC (and/or other university partners), AISD and the school's staff and students appropriate access to IBM facilities to support program activities, including, but not limited to, internships, job shadowing, mentoring, and other "real-life" work experiences for students.

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.

The District-level Director of the P-TECH model will convene high-level personnel with decision-making authority from each member organization on a regular basis (e.g. monthly), including:

DISTRICT: Associate Superintendent of High Schools, Craig Shapiro; District-level Director of P-Tech Model, Sissy Camacho; Director of CTE, Tammy Caesar; Lanier staff, including: Principal (Steve Covin), ECHS Coordinator (Nahum Pacheco Salazar)

ACC: Chief Academic Officer, Charles Cook; Executive Director – Associate Vice President College & High School Relations, Shasta Buchanan; High School Programs Enrollment & Partnerships Director, Mison Zuniga; Dean of Computer Science and Advanced Technology, Linda Smarzik; Department Chair of CS, Mary Kohls; Department Chair of User Experience, Gail Bayeta

IBM: Grace Suh, Vice President of Education, Corporate Citizenship; Monoswita Saha, Manager of Education, Corporate Citizenship; Sandy Dochen, Citizenship Manager of Texas; Industry Liaison

OTHER: Workforce Solutions Capital Area, Executive Director, Tamara Atkinson and/or Director of Research and Career Awareness, Leslie Puckett

During the planning grant, the Leadership Team met regularly (September 27, October 29, December 19, February 21), established smaller workgroups (e.g. Curriculum Design), developed a six-year scope and sequence that culminates in an Associate's degree.

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.

Lanier IBM Career Launch students will benefit from the wrap-around services in place at Lanier to ensure success in rigorous academic and work-based educational experiences. AISD is committed to educating the "whole child," articulated in one of three core beliefs in the district's strategic plan: we will create vibrant relationships critical for successful students and schools. Campus-level structures and systems exist to bolster the district's commitment to academic and social and emotional success. For example, Lanier ECHS (like all AISD campuses) has a Child Study Team that serves as a campus-based problem-solving team that meets regularly to identify, intervene and monitor the progress of students with academic, behavioral, attendance or speech/language needs at Tiers 2 and 3.

Academic mentoring will also be provided by ACC and Lanier staff. Specifically, ACC will provide an Advising and Completion Coordinator that monitors student progress as the semester transpires. This Coordinator will meet with students if they are showing poor mid-term performance, have fallen below Satisfactory Academic Performance, have a completion rate lower than 67%, or have been reported by any one of their professors to be struggling. Lanier provides students with a designated counselor that monitors academic performance at the high school as well as at ACC. This counselor meets with students on a weekly basis students on how to best navigate through their workloads.

Students will also benefit from the numerous service providers on campus that provide academic and social/emotional support both in and out-of-school time. For example, Communities in Schools Central Texas (CIS) provides Lanier students with school-based case management that includes basic needs assistance, social and emotional counseling, parent engagement, and other personal enrichment opportunities.

The presence of IBM as an industry partner will strengthen students' academic and professional skills. IBM volunteers will serve as mentors and academic tutors, and IBM workplace experiences will build students' skills in problem solving, adaptability, communication and critical thinking – skills crucial for participation as a citizen of the 21st century.

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**

Substitute Pay	35,000
Professional Staff Extra Duty Pay	40,000
Benefits	12,900

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

Professional learning for teachers to develop authentic, challenging projects	47,500

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

Supplies and materials that do not require specific approval	15,350

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

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

Computing devices, big screen TV	41,500

Total Direct Costs	192,250
Indirect Costs	7,729

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs) | 199,979

REQUIRED MATCH AMOUNT (total budget request x 20%) | 39,996

PROPOSED Lanier HS PTECH - Course Sequence to AAS Computer Programming (4, 5, 6 YR)

Yr	FALL Semester 1	AISD #	Bell	ACC Course Title	ACC #		Yr	Spring Semester	AISD #	Bell	ACC Course Title	ACC #
9	English 1		1				9	English 1		1		
9	Accelerated Algebra 1		3rd/4th				9	Accelerated Algebra II		3rd/4th		
9							9					
9	Biology		2				9	Biology		2		
9	Physical Education		5				9	Physical Education		5		
9	World Geography or World History		6				9	World Geography or World History		6		
9	LOTE 1		7				9	HS CTE Elective		7		
	9th Math Ready						9	Effective Learning Strategies for			EDUC 1300	3
			8				9	Introduction to Speech Communication		8	SPCH 1311	3
10	English II		4				10	English II		4		
10	Geometry		3				10	Geometry		3		
10	Advanced Science		6				10	Advanced Science		6		
10	LOTE 2		7				10	LOTE 2		7		
10	US History		8				10	US History		8		
10			1st/2nd	Fundamentals of Programming	COSC 1336	3	10			1st/2nd	Introduction to UX Tools	UXUI 1374
10			5	College Algebra	MATH 1314	3	10			5th & LIFE	Introduction to Computing	COSC 1301	3
11	Precalculus		2nd				11	Precalculus		2nd		
11	Advanced Science		6th				11	Advanced Science		6th		
11	Government		7th	US Government	GOVT 2305	3	11	Economics		7th		
12			8th	English Composition I	ENGL 1301	3	11			8th	English Composition II	ENGL 1302	3
11			1st & LIFE	Database Programming: Oracle	ITSE 2309	3	11			1st & LIFE	UNIX Operation Systems I	ITSC 1307	3
11			3rd/4th	Design Ideation	UXUI 1375	3	11			3rd/4th	Visual Design	UXUI 1391	3
11			5th & LIFE	Fundamentals of Networking Technologies	ITNW 1325	3	11			5th & LIFE	Object-Oriented Programming (Java)	ITSE 2311	3
12	Advanced Science		5th				12	Advanced Science		5th		
12	English 4		6th				12	English 4		6th		
12			1st/2nd	Personal Computer Hardware	ITSC 1325	3	12			1st/2nd	System Analysis and Design: Project Management	BCIS 2340	3
12			3rd/4th	Programming Elective			12			3rd/4th	Programming Elective		
12			7th/8th	Programming Elective			12			7th	Business and Technical Writing	ENGL 2311	3
							12			8th	Humanities: Renaissance to Present	HCM 1302	3

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Courses Required for AAS
Add'l DC for English 3 & IBM Request

PROPOSED Lanier HS PTECH - Course Sequence to AAS Computer Programming (4, 5, 6 YR)

Yr	FALL Semester	AISD #	Bell	ACC Course Title	ACC #		Yr	Spring Semester	AISD #	Bell	ACC Course Title	ACC #	
9	English I		1				9	**HS English I and Writing Club**		1			
9	Accelerated Algebra I		3rd/4th				9	Accelerated Algebra II		3rd/4th			
9							9						
9	Biology		2				9	Biology		2			
9	Physical Education		5				9	Physical Education		5			
9	World Geography or World History		6				9	World Geography or World History		6			
9	LOTE I		7				9	HS CTE Elective		7			
9	**DELAYED ENTRY**		8	Effective Learning: Strategies for College	EDUC 1300	3	9			8	Introduction in Speech Communication	SPCH 1311	3
10	English II		4				10	English II		4			
10	Geometry		3				10	Geometry		3			
10	Advanced Science		6				10	Advanced Science		6			
10	LOTE 2		7				10	LOTE 2		7			
10	US History		8				10	US History		8			
10			1st/2nd	Fundamentals of Programming	COSC 1336	3	10			1st/2nd	Introduction to UX Tools	UXUI 1374	3
10			5th	Humanities: Renaissance to Present	HUMA 1302	3	10			5th	College Algebra	MATH 1314	3
11	**Computer Programming & Operating Systems Skill Award**						11	**Academy of Applied Science in Computer Programming**					
11	Precalculus		2nd				11	Precalculus		2nd			
11	Advanced Science		6th				11	Advanced Science		6th			
11							11	Economics		7th			
11	US Government		7th				11			8th	English Composition II	ENGL 1302	3
11	English Composition I		8th		ENGL 1301	3	11			1st &	Database Programming: Oracle	ITSE 2309	3
11	Introduction to Computing		5th & LIFE	Visual Design	COSC 1301	3	11			5th/6th	Object-Oriented Programming (Java)	ITSE 2321	3
11							11			3rd/4th	Fundamentals of Networking Technologies	ITNW 1325	3
12	Advanced Science		1				12	Advanced Science		1			
12	English 4		2				12	English 4		2			
12							12			5th & LIFE	Object-Oriented Programming (Java)	ITSE 2321	3
12	UNIX Operation Systems I		1st & LIFE	Personal Computer Hardware	ITSC 1317	3	12			7th	Business and Technical Writing	ENGL 2311	3
12							12			8th	Humanities: Renaissance to Present	HUMA 1302	3
12	Visual Design		3rd/4th		UXUI 1371	3	12			3rd/4th	Design Mention	UXUI 1375	3
13							13						
13							13						
13							13						
13	Programming Elective		5th/6th	Personal Computer Hardware	ITSC 1325	3	13			5th/6th	System Analysis and Design: Project Management	BCIS 2390	3
13	Programming Elective		7th/8th				13			3rd/4th	Programming Elective		3

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: 227901

Year / Grade Level	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	Site Visit to IBM	Kickoff/Office tour/Mentor Meet & Greet	IBM	Mentor Event	Students learn how to introduce themselves to professionals by way of an elevator pitch activity	IBM	What Does IBM Do?	Students learn about IBM's key industry focus areas through activities and interviews; alongside mentors	IBM
Year 2 / Grade 10	UX & Marketing Basics @ IBM	Panel discussions by IBM inventors, guest speakers, mentors, etc.	IBM	Design Thinking and Basic Elements of Software Design @ IBM	Tutorials led by IBM content-area experts	IBM	Project Development	Students collaborate on a project alongside mentors after they learn about design thinking	IBM
Year 3 / Grade 11	Professional Development	IBMers help students develop interview skills, portfolio development, etc.	IBM	STEM Event	Students collaborate on an ethical hack project	IBM	Job Shadowing	Students shadow IBMers for half a day and debrief over lunch	IBM
Year 4/Grade 12	IBM Tutorials	Tutorials featuring Blockchain, Quantum & Cloud Computing, AI, etc. w/real customer examples	IBM	Job Shadowing	Students shadow IBMers for half a day and debrief over lunch	IBM	Paid Internship	Students intern at IBM for a semester and can also apply for summer internships in/out of IBM	IBM & Other Tech Companies
Optional Year 5	Industry Networking	Access to conferences & conventions	IBM	Interview Prep	IBMers help students prepare for full-time roles	IBM	Certifications	Students gain additional certification/credentials through different platforms	IBM
Optional Year 6	Industry Networking	Access to conferences & conventions	IBM	Interview Prep	IBMers help students prepare for full-time roles	IBM	Certifications	Students gain additional certification/credentials through different platforms	IBM

AUSTIN COMMUNITY COLLEGE

PARTNERSHIP AGREEMENT
BETWEEN
AUSTIN COMMUNITY COLLEGE
AND
AUSTIN INDEPENDENT SCHOOL DISTRICT
FOR
DUAL CREDIT EDUCATIONAL PARTNERSHIPS
August 27, 2018 – August 31, 2019

PURPOSE

The institutions named above (hereinafter "College" or "ACC" and "ISD") enter into the following "partnership"[1] agreement for the implementation of dual credit programs which are designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements.

The purpose of this Agreement is to outline the roles and responsibilities of ACC and ISD for participation in the dual credit programs. This Agreement encompasses all dual credit programs, including Early College High School (ECHS), and the Career Academies program as required by the Texas Higher Education Coordinating Board (THECB)

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ACC and ISD agree as follows

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[1] The term "partnership" as used in this Agreement refers to the dual credit partnerships as described in Title 19, Part 1, Chapter 4 of the Texas Administrative Code and ACC's Board Policy GH (EHBA). The Texas Administrative Code (19 TAC), Chapter 9, Subchapter H, Partnerships between Secondary Schools and Texas Public, Two-Year Colleges establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college-level credit. (19 TAC §9.143) requires dual credit programs to comply with the rules set forth in 19 TAC, Chapter 4, Subchapter H, Rule §4.84 for the dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students.

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Appendix E

Pathways in Technology (P-Tech) Early College High School Program Agreement

ACC and ISD enter into the following program agreement for the implementation of a Pathways in Technology (P-Tech) Early College High School, as designated by the Texas Education Agency under the authority of the Texas Education Code §§29.551 - 29.557

The purpose of this agreement is to establish a Pathways in Technology Early College High School (P-TECH)

A P-TECH is an open-enrollment program that provides students with work-based education. P-TECH programs:

• Provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses
• Within six years, enable students to earn a high school diploma, an associate degree, a two-year postsecondary certificate or industry certification, and complete work-based training
• Allow students to gain work experience through an internship, apprenticeship, or other job training programs.
• Partner with Texas Institutions of Higher Education (IHE's) and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.
• Provide a participating student flexibility in class scheduling and academic mentoring

The Parties to this agreement desire to collaborate in the operation of a Pathways in Technology (P-Tech) Early College High School program to prepare students for successful college and career transitions through the integration of high school, college, and career services with a commitment to collaboration in planning, implementation, and continuous improvement

The services provided by this partnership are pursuant to the authorities of:

(a) Texas Education Code (TEC) §§29.551 - 29.557 which allow for the creation of Pathways in Technology (P-Tech) Early College Educational Programs through an agreement between Independent School Districts and Institutions of Higher Education for the purpose of providing high school students the opportunity to earn up to 60 hours of college credit and/or an Applied Sciences Associate's Degree; and

(b) Texas Education Code (TEC) §§29.551 -29.557 which allow for the implementation of Pathways in Technology (P-Tech) Early College Educational Programs as Pathways in Technology (P-Tech) Early College High Schools, through an application process that includes approval and oversight by the Texas

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Education Agency (TEA).

(c) Having been approved by the TEA to create a P-Tech partnership, the Parties enter into this agreement

By this agreement it is mutually understood and agreed by the Parties as follows:

1. Governance

ACC and ISD will collaborate in the planning, implementation, and evaluation of P-TECH programs, processes and services through a joint Steering Committee and specialized work groups as needed. The Steering Committee will convene monthly during the first year for new Pathways in Technology (P-Tech) Early College high schools. Steering Committee meetings will convene on an agreed upon schedule for continuing schools progressing through the TEA P-TECH blueprint for designated schools. Steering Committees will be comprised of college, district, and high school campus leadership staff who will collaborate to further the goals of the P-TECH partnership

ACC is responsible for guiding and supporting the operation of the Pathways in Technology (P-Tech) Early College High Schools under the direction of the ACC Associate Vice President-Office of College & High School Relations. ACC will be responsible for delivery of college services and will provide support and assistance to the ISD P-Tech Early College High School Program, including reporting information designed to improve P-TECH student retention and completion rates

ACC and ISD will collaborate to provide the necessary support to ACC faculty, as well as SACSCOC-Qualified, High School Certified Faculty (SQHSCF) to ensure successful program implementation. Specific aspects of the support provided will be determined in joint meetings held subsequent to the execution of this agreement. Regular meetings between ACC staff and appropriate ISD staff will be held to ensure successful program implementation

ACC and ISD will communicate with each other as necessary to share any updates or changes related to policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, scheduling of classes, student enrollment and attendance

2. Location & Facilities

P-TECH programs may be located at an approved ISD high school campus, an ACC campus, a site approved by ACC, or a combination of any of these locations if necessary to ensure students can progress to complete their program of study within the required timeframe.

ISD/ACC will operate the following P-TECH program(s) at the following location(s), which are subject to change based on course availability:

• Lanier High School (School within a school)/ ACC Northridge Campus
• Crockett High School (school within a school)/ Crockett High School
• Reagan High School (school within a school)/ Highland Campus
• LBJ High School (school within a school)/ Highland Campus

If the P-TECH program is located at an ISD high school campus, ISD will provide office space and services (e.g., security, custodial, building access, mail, etc.) as needed for the P-TECH program. The initial requirements for office space and support services will be determined in meetings held subsequent to the execution of this agreement. ACC will make specific requests for additional office space and support services prior to the beginning of each semester.

ACC will provide P-TECH students with access to all ACC facilities, including libraries, study rooms, learning labs, etc. ACC will provide ACC institutional support for college-related activities needed to implement the P-TECH, including necessary facilities for all courses for P-TECH students taught on an ACC campus.

3. Curriculum, Instruction and Professional Development

ISD is responsible for ensuring that state course requirements for high school graduation are fulfilled.

ISD will ensure the vertical alignment of college readiness skills and a college going culture for students transitioning into P-TECH and students currently enrolled in the P-TECH.

ACC will be responsible for all P-TECH dual-credit courses working with the ISD P-TECH Principal/Director or designee and ACC staff as necessary to deliver the agreed-upon P-TECH program

ISD will participate in planning to ensure that the necessary dual credit classes are scheduled in a timely manner to facilitate the goals of the P-TECH. ACC will ensure that dual credit courses are delivered, and course loads of SQHSCF or other faculty adjusted as needed to accomplish the goals of the P-TECH. Where necessary and agreed upon, ACC will create, to the extent possible, additional ACC class sections to facilitate the goals of the P-TECH. Requests by ISD for additional class sections must comply with the timelines required by ACC for enrollment and staffing which are outlined below:

- Fall semester requests: Second week of February
- Spring semester requests: Second week of May
- Summer semester requests: Second week of December

ACC will ensure that dual credit courses are equivalent to corresponding College courses with respect to curriculum, materials, instruction, and methodologies of student evaluation. ISD administration will facilitate adherence to requirements imposed by ACC academic departments to ensure the rigor of coursework and college level standards among SQHSCF

If ISD uses a specific college preparatory program such as AVID college program, ISD will provide program training for all P-TECH staff

ISD will assist with campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment

ACC and ISD will facilitate SQHSCF participation in ACC orientation activities, ACC professional development and required evaluation activities, and college and student success initiatives. ISD will provide release time as necessary for SQHSCF to attend college orientation sessions and to participate in college staff development activities as necessary to maintain good standing in the ACC academic department. ACC will provide each ISD employee each P-TECH Program a stipend of $500 per section, for required professional development

4. Grading Periods and Policies

The College will award a credit for courses taken as dual credit courses within the AAS degree plan identified in the P-TECH Application

ACC will work with ISD to develop a process for students to receive official numerical grades for courses completed to assist with the high school ranking system.

ACC will require all P-TECH students to complete a mid-term grade self report

ACC will ensure final grades for P-TECH students are submitted to the ISD within 5 business days after the semester closes

ISD will ensure P-TECH students receive grades within three school business days of receiving grades from ACC.

5. Faculty and Staffing

ISD will provide a principal or comparable position who is assigned 100% to the P-TECH and has scheduling and budget authority. ISD will provide an administrative team to oversee the administration of the P-TECH program. The administrative team will be responsible for providing guidance counseling and advising to P-TECH students, in addition to other ISD responsibilities related to ISD administration as outlined in the Agreement.

ISD will pay for all salary and benefits for SACSCOC -Qualified, High School Certified Faculty (SQHSCF) who are ISD employees assigned to teach P-TECH courses. ACC will assist prospective ACC faculty candidates employed by ISD with information regarding the faculty hiring process, and will serve as a liaison when necessary between the ACC academic department and the candidate. (See Appendix A-Among the ACC Faculty)

Instructors of all college level curricula offered for college credit at the P-TECH must either be faculty employed by ACC, or meet ACC's academic standards, which include the minimal requirements of SACSCOC

ISD may provide SACSCOC-Qualified, High School Certified Faculty (SQHSCF), subject to ACC hiring the SQHSCF

ISD will ensure that there are sufficient school district staff resources, student records support, and scheduling support necessary to deliver the agreed-upon course sections required in the P-TECH program

6. Tuition and Fees

Students enrolled in a P-TECH program course for high school graduation credit will not be required to pay for tuition, fees, or required textbooks. ISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC

ACC will charge ISD the amount of $100 per course taken for students participating in the P-TECH program who reside within ACC's taxing district, and $150 per course taken for students who reside outside ACC's taxing district.

ISD will be responsible for and will reimburse ACC the full tuition and fees for each student (ISD) per credit hour/per student, in-taxing district) after the reduced tuition period between 9th - 12th grades has expired

ACC shall invoice ISD each semester for services provided, as agreed upon. Payment for any invoiced amount is due within 10 calendar days of invoice date.

State funding for high school and college credit will be available to the ISD and ACC based on the current funding rules of the Texas Education Agency and the Texas Higher Education Coordinating Board

7. Instructional Materials

ISD will purchase college textbooks and other required college instructional materials for participating P-TECH students. ISD will be responsible for coordination of the receiving, inventory, and distribution of college textbooks for participating P-TECH students

ISD will purchase all necessary "blue books," scantrons, or other testing materials for participating P-TECH student.

ACC will ensure use of the same textbook, to the extent possible, for the same course taught within a two-year cycle starting in Fall 2017

ACC will provide a complete listing of needed instructional operating supplies to be on hand within 60 days after signing this agreement for program offered on an approved high school campus

8. Transportation

ISD will provide transportation for P-TECH students to and from the ACC campus for college credit classes for all semesters where students are enrolled.

ISD will provide transportation for students to ACC campuses as necessary to support the goals of the P-TECH, including a minimum of six visits per year to the college campus for P-TECH students not yet taking courses on an ACC campus. These visits will allow students to participate in testing, advising, career exploration, and other possible activities to prepare them for success in the P-TECH

9. Student Enrollment and Attendance

ISD will ensure open enrollment into the P-TECH program through the 10th grade year. Prospective students who do not meet TSI requirements will be provided specific coursework to learn the skills necessary to successfully complete the TSI test. ACC will ensure open enrollment, provided students seeking enrollment in the P-TECH have passed TSI within the required timelines and deadlines to register and enroll in ACC courses.

ISD will provide college advisement to P-TECH students each semester. ISD's Guidance and Counseling Department will facilitate enrollment of students into the P-TECH and in meeting all requirements to take ACC courses. ACC will act as a resource for ISD's Guidance and Counseling Department to facilitate the college enrollment process for P-TECH students.

ACC will advise P-TECH students on the transferability of all college credit offered and earned, and the transferability and applicability to baccalaureate degree plans for all college credit offered and earned.

Application and recruiting for completion of the Associates of Applied Science Degree will be for 9th and 10th grade students only. Students must demonstrate satisfactory reading and writing scores on the Texas Success Initiative (TSI) college placement exam, unless the requisite proof of exemption or waiver is provided. Students must also complete the ACC enrollment process, and register for ACC's approved sequence of classes before the stated registration deadline.

Students admitted to the P-TECH who do not demonstrate college readiness by the end of 10th grade will be removed from the P-TECH program and school through ACC's dual credit options outside of the P-TECH program.

If the number of applicants exceeds program capacity, a blind lottery will be used to determine which students are accepted into the program. Students not accepted into the program will be placed on a waiting list. If an accepted student moves outside of the district or chooses not to enter the program before the semester, the next student on the waiting list will be offered entry into the program.

10. Student Supports, Services and Resources

ISD will provide support as needed for college-related activities necessary to implement the P-TECH, including activities scheduled during the school day.

ISD and ACC will collaborate to facilitate as appropriate the provision of student support services, including electronic resources delivered via technology, for students enrolled in college courses.

ISD will ensure that counselors held at least two intervention meetings with P-TECH students who are in danger of being dropped from the program. ISD will work with ACC to develop and implement an early alert system to identify P-TECH students at-risk of not completing college coursework and to provide effective interventions to support these students.

ACC will partner with ISD to create a process for communicating faculty initiated withdrawals for students when are not in compliance with course policies or not meeting course objectives in the syllabus. Faculty initiated withdrawals cannot be for disciplinary related purposes. ISD shall develop a plan to transition P-TECH student into a high school credit recovery or other applicable program.

ISD shall ensure that its P-TECH Student Handbook requires students enrolled in the P-TECH Program to adhere to all ACC enrollment, attendance, and conduct policies as specified in the ACC Student Rights and Responsibilities Handbook. ACC will develop new student orientation for P-TECH students to review ACC policies regarding student rights and responsibilities.

ACC will provide ISD with student data in accordance with Section 17: Data Sharing & Privacy, under the Terms & Conditions of the Agreement, to assist counselors in monitoring and guiding students' academic process at least once per semester.

11. Instructional Calendar and Administration of Statewide Assessments

The P-TECH shall comply with State Board of Education Rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39. ISD will coordinate TSI testing for prospective and current P-TECH students following college testing guidelines. ACC will collaborate with ISD staff and provide support for TSI testing as agreed upon for P-TECH students.

ISD and ACC will review academic calendars and identify conflicting dates (Holidays, exams, and national testing dates). ISD will ensure P-TECH students satisfy their college attendance requirements regardless of conflicts.

12. Recruitment and Promotion

ISD P-TECH campus staff shall visit all district middle schools and meet with all 8th graders to encourage them to enroll in the P-TECH Early College High School Program.

ISD will encourage participation in the P-TECH Early College High School Program through dissemination of promotional materials to middle schools, information sessions for parents, presentation to middle school principals and counselors, development of a marketing plan, and participation in middle school and high school fairs. ACC will assist in providing ISD counselors with P-TECH information for parents and students.

ACC P-TECH staff will collaborate with relevant ACC Departments to provide promotional and informational materials about ACC programs to ISD counseling staff, including posting materials at the ACC campuses to promote the ISD and ACC partnership and including materials at all ACC campuses where the P-TECH Programs are housed.

ACC will participate in ISD events, as appropriate, to promote the P-TECH Program.

AUSTIN
COMMUNITY
COLLEGE

I. Complete Agreement

This Agreement, together with the Appendices referred to herein, contains the full understanding of the Parties with respect to the agreed upon services, obligations, and responsibilities, and supersedes all existing agreements and all other oral, written, or other communications between the Parties concerning the subject matter hereof. This Agreement will not be amended, modified, or supplemented in any way except in writing and signed by duly authorized representatives of both parties.

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

_____   Date
Paul Cruz, Ph.D., Superintendent of Schools
Austin Independent School District

_____   7/__/18   Date
Geronimo M. Rodriguez, Jr., President, Board of Trustees
Austin Independent School District

_____   8/29/18   Date
Richard M. Rhodes, Ph.D., President/CEO
Austin Community College District

AUSTIN
Independent School District

Memorandum of Understanding
between
Austin Independent School District,
and
IBM

The Austin Independent School District ("AISD" or "District") and IBM ("IBM"), collectively referred to as "Partners," are entering into this Memorandum of Understanding ("MOU" or "Agreement") for the purpose of collaborating with the implementation of a P-TECH Academy in AISD. This MOU is effective from July 1, 2019 execution through June 30, 2021, and may be extended by mutual agreement.

PROJECT SUMMARY / PURPOSE

AISD will partner with IBM to improve postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. In particular, the Academy will provide students with early and engaging experiences with the world of work, which in turn makes the academic work in high school and college meaningful and better prepares students with the workplace skills required by employers. The model includes partnering with Austin Community College ("ACC") as well, to enable students to earn an Associate's degree. (AISD has a separate MOU with ACC for dual credit educational partnerships, including this model (see Appendix E).)

AGREEMENT:

IBM agrees to:

· Commit to the full implementation of the Overall School Model as outlined in the Texas Education Agency (TEA) grant application to the 2019-2021 P-TECH and ICIA Success program and materials provided by the Associate Superintendent of High Schools.
· Provide participating students with a range of workplace experiences, including mentoring from an industry professional, including opportunities to communicate in writing or online and face-to-face interactions; site visits; speaker series, and project days. IBM will also provide eligible students with skills-based paid internships.
· Make available line supervisors and Human Resources managers to identify the appropriate entry-level positions students at the School may qualify for upon graduation and work with the other Parties to map the key skills needed to succeed in those positions.
· Identify a dedicated staff person to manage IBM's responsibilities and other appropriate staff to participate in the Leadership Team, implement IBM's commitments to the school, and help ensure the school's overall success.
· Work with the School's staff and other parties to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program

model. IBM will help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program.

- Interview and consider "first-in-line" (first priority) students for IBM open positions that are appropriate and available at the time of the student's graduation. "First-in-line" students are those who complete the approved curriculum and earn a high school diploma plus a post-secondary degree and request consideration for employment. Final hiring decisions will be made solely at IBM's discretion.
- Allow Austin Community College (and/or other university partners), AISD and the School's staff and students appropriate access to IBM facilities to support program activities, including, but not limited to, internships, job shadowing, mentoring, and other "real-life" work experiences for students.

- Criminal History Record Information: Texas Education Code §22.0834 requires all entities which contract with a school district to obtain criminal history record information for employees that have or will have direct contact with students. IBM shall, at its sole cost and expense, obtain for each covered employee the criminal history record information as required by TEC §22.0834. The terms "continuing duties" and "direct contact with students" shall have the meanings designated for such terms in 19 TAC §153.1101. AISD will be the final arbiter of what constitutes continuing duties and direct contact with students.

AISD agrees to:

- Commit to the full implementation of the Overall School Model as outlined in the TEA grant application to the 2019-2021 P-TECH and ICIA Success program and materials provided by the Associate Superintendent of High Schools.

- Work with the School's staff and the other parties to develop a seamless and coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. AISD will work to develop a rigorous and engaging curriculum that prepares students for college-level coursework and workplace experiences.

- Establish a college-going culture for all students at the School, which requires engaging students in college coursework, tutoring and advising, and instruction on key "college knowledge" academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity.

- Help define appropriate workplace experiences (e.g., design projects, job shadowing, internships, and clinical practice) that will support students gaining key skills needed in the IT fields.

- Provide a space to house the School at the Lanier High School campus, located at 1201 Payton Gin Road, Austin, Texas 78752. The facility will have sufficient space to support the activities and number of students described in the TEA grant application to the 2019-2021 P-TECH and ICIA Success program and materials provided by the Associate Superintendent of High Schools.

- Allow Austin Community College (and/or other university partners) and IBM faculty and staff appropriate access to the School to support program activities, along with other appropriate IT industry leaders and members of leading nonprofit organizations.

- Ensure that students of all backgrounds and abilities are eligible to attend the School. AISD will ensure that prior academic performance shall not be considered during the admissions process.

- Provide regular operating funds to the School in the same manner as other district schools. AISD will identify additional funding streams that may be available to the School, including but not limited to federal Perkins program funding.

- · Support the School's principal in identifying qualified staff to teach in the School.
- · Provide appropriate and relevant ongoing professional development for the School's principal and staff. AISD will share best practices from other district schools that effectively serve a wide range of high school students in achieving college and career readiness.

AMENDMENTS

This MOU may be amended or modified by the consent of all Partners at any time during its term. Amendments to this MOU must be in writing and signed by authorized representatives of AISD and IBM. No change in, addition to, or waiver of any term or condition of this MOU shall be binding for any Partner unless approved in writing by all Partners.

COMPLIANCE WITH LAWS

This Agreement shall be governed by the laws of the State of Texas. All Partners agree to abide by all district policies, directives, and guidelines, local ordinances and state and federal laws in the provision of its services, activities or programs to the District, including but not limited to, the Americans with Disabilities Act, 42 USC §12111, et seq., 29 CFR §130.1, et seq.; Section 504 of the 1973 Rehabilitation Act, 34 CFR §104.1, et seq.; the Family Educational Rights and Privacy Act, 20 USC §1232g, et. seq., 34 CFR §99.1, et seq.; Title IX of the Education Amendments of 1972, 20 USC §1681 et seq., 34 CFR §106.1 et seq.
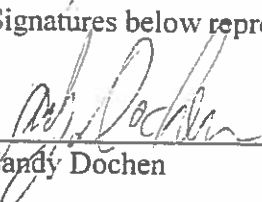
HOLD HARMLESS AGREEMENT

It is agreed that IBM is an independent contractor and shall be solely responsible for payment of its workers and shall further be solely responsible for the withholding and/or payment of any taxes or contributions imposed by any federal, state or local governmental entity by the reason of employment. IBM agrees, to the extent authorized by the Constitution and laws of the State of Texas, to hold the District harmless from any and all liability that the District may incur, including without limitation, damages of every kind and nature and out-of-pocket costs, incurred by reason of IBM's negligence or breach of this Agreement.

INDEMNIFICATION

The District and IBM agree to be solely responsible for their own acts and/or omissions for any claim, cost, liability, loss, damage or expense of any kind, including the legal defense thereof (collectively, the "Damages") that either party may incur arising out of or related to this Agreement, including, but not limited to, the acts and/or omissions of their respective officers, employees, contractors or agents in the performance of their duties and obligations hereunder. Nothing contained herein shall be construed to require either party to indemnify or otherwise assume liability for any Damages or the acts and/or omissions of the other party, its affiliated entities, shareholders, officers, employees, contractors or agents.

Signatures below represent each Partner's agreement to the terms of this MOU:

Sandy Dochen   4-9-17

Sandy Dochen   Date

Manager, Corporate Citizenship
IBM

4/05/19

Dr. Paul Cruz   Date
Superintendent
Austin Independent School District