



# 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 Laredo Independent School District CDN 240901 Vendor ID 1746001580 ESC 1 DUNS 057570640  
Address 2600 Zacatecas City Laredo ZIP 78045 Phone 956-273-6800  
Primary Contact Rogelio Garcia Email rogarcia@laredoisd.org Phone 956-273-1861  
Secondary Contact Alfredo Perez Email aperez@laredoisd.org Phone 956-273-6800

## 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 G. Rios

Title Superintendent of Schools

Email sgrios@laredoisd.org

Phone 956-273-1401

Signature

Date 4-8-19

Grant Writer Name Scott Roberts

Signature

Date 04/05/2019

☒ 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

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**Shared Services Arrangements**

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
Continue to development of College/Career Pathways identified in our current regional high-growth, high-demand, high-wage, emerging occupations and their related programs of study.	Establishment of partnerships with the Local Workforce Solutions Board, Laredo College, Texas A&M International University, Texas A&M Kingsville, and Business Partners to formulate and create proposed College/Career Dual-Credit plans for P-TECH leading students toward attainment of an Associate Degree and Industry Certification in Computer Sciences.
Implement/develop data driven strategies based on the occupational trends to target high-growth, high-demand & high-wage & emerging occupations by identifying/planning to design & Implement P-TECH.	Enhance existing dual-credit, AP, industry certification, and degree offerings to build capacity and create new pathways in emerging local high-growth, high-demand and high-wage occupations as Computer Systems Analysts SOC (15-1122).
Build organization capacity, increase business partnership involvement, & the number of student support services needed to engage students targeting high-growth, high-demand, high-wage occupations.	Following the (P-TECH) & (ICIA) Blueprint allows for application of Critical Success Factors grounded in evidence-based research enhancing students acquisition of academic, technical skills, and acquiring college/career opportunities in emerging local high-growth, high-demand and high-wage occupations.

**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.

In a comprehensive effort to improve & achieve foundational elements necessary for the continued development & implementation of strategies that target high-growth, high-demand, high-wage & emerging occupations critical to state, regional, & local economies, Laredo ISD continually provides student's with opportunities to receive industry credentials & associate degrees demonstrated by our current 3 Magnet & 3 ECHS programs with over 6,000 students enrolled in STEM, Medical, Academic, Arts, & P-TECH Architecture programs. Strategies are aligned to marketable skills identified in high-demand occupations, Texas Accountability Intervention System, state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, program & statutory requirements.

**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**

Use quality data to identify & implement an instructional vision that is research-based, vertically aligned, establishes and strengthens community partnerships with Industry Leaders as well as aligning with district & college academic standards. The data collected will assess the effect of the implementation on student growth, teacher effectiveness, allow for continuous program improvement & sustainability, address the needs of subpopulations, college & career readiness, school culture, & school climate through a flexible identification & promotion of practices and strategies for promising Pathways in Technology Early College High Schools (P-TECH) that prepare students for non-traditional fields. By increasing the total number of workforce, industry certifications, and college degrees of high-quality value earned through an increased focus on student wrap-around support services that that will lead to increased attendance & academic performance.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Implement structures and processes to solicit feedback and monitor the (P-TECH) model progress on an on-going basis implementing initiatives & decisions on research-based scientifically relevant data impacting high-growth, high-demand and high-wage occupations. Establishing activities for continuous improvement to ensure each Critical Success Factor milestone is met with fidelity & is part of a value-added evaluation process. Each CSF is tied to a continuous feedback & improvement for (P-TECH) connected to labor market demand, responsive to employer need, and targeted toward work based education and employment through increasing teacher effectiveness in industry standards & expand teacher capacity & incorporate resources to achieve higher student expectations that a key part of our core strategy using resources allocated & apply targeted funding to address specific rigorous, transparent, and equitable industry high-growth, high-demand, high wage occupations.

**Third-Quarter Benchmark**

Continue to work with on key partnerships with Laredo College, Workforce Solutions of South Texas Board & develop new business partnerships through an executed MOU to provide opportunities for students & provide a curriculum offering opportunities for more rigorous & accelerated courses in both dual-credit, preparatory/college readiness, graduation credited courses, advanced placement (AP), & CTE, certifications & associate degrees in key state, regional, and industry career clusters that models the Pathways in Technology Early College (P-TECH) & Industry Cluster Innovation Academies (ICIA) preparing students for high-growth, high-demand, high wage occupations in key local & regional industry clusters. All education & industry partnerships will provide all participating students access to educational and work-based training programs for every grade level and ensure our students receive first priority in interviewing for positions in our students are qualified for that will be available upon the student's completion of program requirements.

**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.

During the Implementation, the School Leadership Team will use this funding opportunity to: (a) Supplement current funding by increasing the level of wrap around services providing opportunities for students to obtain dual credit, advanced placement (AP) courses, certification, & degrees in high-demand occupations; (b) Increasing teacher effectiveness in industry standards & expanding teacher capacity and incorporating resources to achieve higher student expectations; (c) Promote continuous use of data to innovate & expand Industry Clusters & develop individualized student instruction along with rigorous & accelerated courses in both dual-credit courses, preparatory/college readiness, graduation credited, advanced placement (AP) courses, certifications, & bridge secondary & postsecondary degree opportunities; (d) Increase learning time & flexible scheduling that compliment the development & implementation of (P-TECH) in high-growth, high-demand, high-wage occupations providing industry exposure to students through real world practicums in the identified Industry Clusters; (e) Provide ongoing operational flexibility & sustained support that integrates technology-based supports/interventions as an integral part of the (P-TECH); and (f) Provide additional support to teachers that implement effective strategies supporting students with disabilities in the least restrictive environment & ensures limited English proficient students acquire language skills to master academic content. Additionally, the School Leadership Team will identify & correct program deficiencies to ensure continual improvement by 1. Compiling & disaggregate data & implementing evaluation strategies such as using the Performance Effectiveness Report to identify & correct deficiencies; 2. Evaluating & Identifying additional program needs to ensure continual improvement; 3 Increase the number of teachers receiving advanced training and certification by working with community/business partners to create a on-site certification program targeting Industry Clusters & receiving designation as a Texas Success Initiative (TSI) testing site; 4. Identify & implement additional available certification, dual-credit, AP and degree course work by increases in the number of students enrollment in & obtaining additional advanced certification, dual-credit, AP, or degree credits; 5. Increase the amount of wrap around services including student mentoring, internships, extern ships opportunities through business partnerships, increase flexibility in student scheduling allowing for increased time for education or work-based educational opportunities.

**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 Sabas Perez Magnet for Engineering and Technology Applications is designed to provide an intensive curriculum to persuade students to pursue careers in Computer Science industries. The Sabas Perez Magnet is a school-within-a-school model that provides a seamless transition between middle school, high school, college, and the workforce by closing the gaps that inherently effect student academic performance, college and career readiness, and future employment opportunities. The Sabas Perez Magnet currently meets criteria for open enrollment for students attending all Laredo ISD high schools and/or entering into high school from middle school through the completion of a simple one page application in order to avoid creating barriers for student enrollment. Each spring semester the Sabas Perez Magnet teachers and staff engage in recruitment activities at each of the middle school campuses for eighth and ninth graders considering attending the magnet program. Since its beginning, the Sabas Perez Magnet offers standard college, advanced academic courses, and specialized training in Computer Science including Robotics, CyberSecurity, Coding, Animation, Virtual Reality, Video Game Design, and Audio/Visual Technologies and Communications and is uniquely designed to help students understand the concepts and skills associated with Computer Science and to increase students' awareness of high-growth, high-demand and high-wage occupations in Computer Systems Analysis. The Sabas Perez Magnet School Leadership Team has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained strategies to target (P-TECH/ICIA). The Sabas Perez Magnet provides advanced technology, simulation, and training tools that are uniquely relevant to help students understand the concepts and skills associated with high-growth, high-demand high-wage and emerging occupations in industry clusters such as POC (15-1122). All Courses are Articulated to provide Industry Certification and/or Dual Credit toward a degree in Associates in Applied Science.

**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 Sabas Perez Magnet School has offered one program/course of study in the Principals of Arts, Audio Video Technology, Communications, Coding, Cyber Security, Video Game Design, and Animation that are dual credit articulated courses with Laredo College leading to an Associate Degree or Industry Certification. Being South Texas has had a huge demand for Computer Systems Analysts due to the growing trade and expanding markets in recent years has increased the local and regional demand for skilled Computer System Analysts that correlate with Occupation SOC code (15-1122). The School Leadership Team based its initiatives and decisions using Labor Market and Career Information on high-growth, high-demand, high-wage and emerging occupations identified by the Local Workforce Development Board as a Board Area Target Occupation List. The dual-credit courses as well as articulated courses that include the articulated courses for dual-credit and certification programs enable our students to get personal training and experience from the expert instructors and allows for our students to receive their certifications prior to high school graduation and credits toward their associate degree as well as work-based educational experiences. Students also receive technical dual credit while obtaining their certifications. For example, the high school course in Animation is articulated and provides college credit for Animation I that leads to an Associate Degree in Audio Video Technologies. There is a sequence of articulated courses that provide dual-credit and lead to certificates/degrees/certifications earned as illustrated on Attachment #1 - Cross-walk template. Additional Industry Certifications in coding such as unity is also offered at Sabas Perez magnet through our certified instructors that provide on-site training correlating with the Occupation SOC code (15-1122).

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.

Currently, the Laredo ISD has an articulation agreement (MOU) with Laredo College regarding our Career Technical Education programs. Laredo College is a regional accredited institution recognized by the The Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25 and The Texas Education Agency among many other accreditations. The articulation agreement (MOU) with Laredo College outlines the post secondary training and educational opportunities provided for Laredo ISD students that includes the a) curriculum alignment; b) instructional materials; c) instructional calendar; d) programs and course of study leading to certification and/or degree; e) student enrollment and attendance criteria; f) grading periods and policies on grading criteria; and g) the administering of statewide assessments grading periods and policies. By increasing pre-advanced placement course offerings to include dual-enrollment courses, advanced placement (AP) courses, and career/college readiness courses at every grade level serving students grades 9-12 by increasing the total number of career pathways aligned to the Texas in-demand occupations or industries as demonstrated with the current Memorandum of Understanding (MOU) between Laredo College providing dual-credit, certification programs, and degree programs in work based education opportunities and expanding dual-credit course offerings for additional high-growth, high-demand, high-wage and emerging occupations identified by the Local Workforce Development Board as a Board Area Target Occupation List including SOC (15-1122) for Computer Systems Analysts.



**Statutory Requirements (Cont.)**

4. P-TECH and ICIA schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program and be reviewed at least every two years and updated as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

The Laredo ISD has established a greater collaborative approach to Industry Cluster business partnerships and is still expanding on additional partnerships that allow our students to receive work-based training or education as well as priority in interviewing after completing certification, coursework, and internship programs with our current business partners and seek to develop additional business partnerships by entering into MOU's with new business partners ensuring our business partners will provide all participating students access to educational and work-based training programs for every grade level and that our students receive first priority in interviewing for positions in which our students are qualified for that will be available upon the student's completion of program requirements and be reviewed at least every two years and updated as necessary. The business partner chosen for this opportunity is MG Builders as they have met with our education partners Laredo College and have established an articulated body of work that establishes the dual course credit pathway to an industry certification and/or associate degree in applied science. The business partnership with MG Builders has evolved over time and we now have a formal agreement that fits very nicely with our current goals and objectives. Not only will 100% of students have access to appropriate work-based education at every grade level, but this MOU also addresses regional workforce needs, and our industry/business partner will give our students who receives work-based training or education from MG Builders with P-TECH/ICIA certification and/or college course credits first priority in interviewing jobs that match the students qualifications and job positions to be reviewed for updates at least every two years and updated as necessary. In addition, the proposed program is designed to meet the program requirements for the partnership with MG Builders and in accordance with the articulated courses necessary for students to receive dual-credit or industry certification in Computer Systems Analyst SOC (15-1122). In responding to the opportunities and challenges Sabas Perez magnet is setting the standard of innovative high school models and providing students with wrap around services through regional industry and business partners and creating opportunities for students to engage in work-based learning with flexible scheduling and thereby providing a transformative approach to our educational model by immersing students into rigorous learning opportunities that connect directly to our business partnerships and regional labor market demands. MG Builders will provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs.

**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 Leadership Team – will be engaged in (P-TECH) and (ICIA) model planning, monitor blueprint progress and implementation, problem solve, make course corrections, data collection, evaluation, agreement reviews, wrap-around strategies and services, and compliance of the program and statutory requirements with regards to all factors necessary to carry out the program intent. The individuals that are part of the Leadership Team include:

- ☒ Assistant Superintendent for Curriculum and Instruction;
- ☒ Director for Secondary/Elementary Education;
- ☒ Deans/Instructional Specialists;
- ☒ CTE Director;
- ☒ Principal;
- ☒ Asst. Principals;
- ☒ Counselors;
- ☒ Master Teachers;
- ☒ Parent Liaison;
- ☒ Academic and Non-Academic Teachers;
- ☒ Laredo Community College liaison; and
- ☒ Business industry partner liaison for MG Builders.

All members of the Leadership Team including the Laredo College Liaison and the Business Industry partner liaison have decision making authority regarding all aspects of the P-TECH and/or ICIA program.

2. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills and support necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work- based educational experiences. Describe the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH.

Laredo ISD works directly with community outreach & non-profit organizations along with internal support structures to provide our students with sound academic & social/emotional supports through wrap-around services that are provided in numerous ways. Students are supported both academically & social/emotionally via our teacher/student mentor program, family & parental engagement, academic deans, guidance counselors, career counselors, & through our community partnerships that strengthen our capacity to provide a nurturing environment for our students to become college & career ready. Weekly one-on-one interactions with guidance counselors allow our students to engage in social/emotional conversations that help our students academic & individual well-being by counselors lending themselves to the students regularly. Each of our students are also assigned a digital device that allows them extended learning time beyond the classroom as well & allows them to also communicate more effectively with teachers, mentors, & fellow students in their areas of study. Our community outreach services provides opportunities for our students to have wrap-around services provided through our partnerships with organizations such as Communities-in-Schools, Bethany House, South Texas Food Bank, Boys and Girls Club, Voz de Ninos, Habitat for Humanity, Laredo Main Street, Laredo College, Texas A&M International University, local court judges, law enforcement agencies, & other community volunteer organizations. Other strategies the campus integrates is student mentoring programs, tutoring & after school initiatives for struggling students or opportunities to receive additional training prior to taking the SAT, ACT, or TSI college entrance assessments. Students also receive services in college/career counseling, opportunities for college campus visits & recruitment from college on campus called "College Night." Parents are also recruited to become volunteers at the campus bolstering support for their child and providing much needed services for other parents as well. In addition, students are encouraged to get involved in their communities whether through community service opportunities such as Volunteer in Tax Assistance each year or at the HEB hosted community Feast of Sharing Event.

**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**

Extra-Duty Pay for Teachers	8,000
Extra-Duty Pay for Support Staff	3,000

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

Educator Professional Development/Certification (e.g. ESC, College Board, AP, Dual Credit)	38,000
Software and Curriculum to Master Coding/Programming	100,000

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

General consumable office supplies	2,698
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**OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)**

Local in State Travel for College/Business site Visits (e.g. Rackspace, Google, Amazon)	14,000

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

Computer Equipment and Accessories	26,000
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Total Direct Costs 191,698

Indirect Costs 8,302

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

REQUIRED MATCH AMOUNT (total budget request x 20%)

40,000



**ATTACHMENT #1: 2019 2021 P TECH AND ICIA SUCCESS GRANT PROGRAM**  
**Crosswalk Template**  
You may delete or expand rows but do not excise p. 8

			<b>CDN: 240901</b>	
Program of Study	IHE Partner	Program Offered in 2018 2019? (Y/N)	Expected Program	
Engineering /Animation	Laredo College	Y	One semester certificate in Computer Aided Drafting	
		N	Unity Programmer Certification	

Year / Grade Level	High School Course			College 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						
Year 0 / Grade 8						
	<b>Total Year 0 High School Credits</b>				<b>Total Year 0 College Credit Hours</b>	
Year 1 / Grade 9	PE500053	Outdoor Activity	1	KINE 1304	Personal/Community Health	3
Year 1 / Grade 9	13011400	B M	1	COSC 1301	Introduction to Computing	3
Year 1 / Grade 9						
Year 1 / Grade 9						
Year 1 / Grade 9						
Year 1 / Grade 9						
Year 1 / Grade 9						
	<b>Total Year 1 High School Credits</b>				<b>Total Year 1 College Credit Hours</b>	
Year 2 / Grade 10	03380001	Advanced Social Studies	1	HIST 1301	United States History I	3
Year 2 / Grade 10	03340100	US History	1	HIST 1302	United States History II	3
Year 2 / Grade 10	03155600	Musical Appreciation	1	MUSI 1310	American Music	3
Year 2 / Grade 10	03370100	Sociology	1	SOCI 1301	Sociology	3
Year 2 / Grade 10						
Year 2 / Grade 10						
	<b>Total Year 2 High School Credits</b>				<b>Total Year 2 College Credit Hours</b>	
Year 3 / Grade 11	03220300	English 3	1	ENGL 1301	Composition I	3
Year 3 / Grade 11	03220400	English 4	1	ENGL 1302	Composition II	3
Year 3 / Grade 11	03102520	Algebraic Reasoning	1	Math 1314	College Algebra	3
Year 3 / Grade 11	13037200	Scientific Research and Design	1	BIOL 1306	Biology for Science Majors	3
Year 3 / Grade 11	03101100	Pre-Calculus	1	Math 2412	Pre-Calculus	4
Year 3 / Grade 11	13036500	Engineering Design and Presentation I	1	DFTG 1305	Technical Drafting	3
Year 3 / Grade 11	13004600	Architectural Design I	1	DFTG 1309	Basic Computer Aided Drafting	3
Year 3 / Grade 11						
Year 3 / Grade 11						
	<b>Total Year 3 High School Credits</b>				<b>Total Year 3 College Credit Hours</b>	
Year 4 / Grade 12	03221800	Independent studies in English	1	ENGL 2326	American Literature II	3
Year 4 / Grade 12	03102500	Calculus	1	MATH 2413	Calculus	3
Year 4 / Grade 12	03330100	U.S. Government	.5	GOVT 2305	Federal Government	3
Year 4 / Grade 12	03380002	Social Studies Special Topics	1	GOVT 2306	Texas Government	3
Year 4 / Grade 12	13036600	Engineering Design and Presentation II	2	DFTG 2330	Civil Drafting	3
				DFTG 2340	Solid Modeling	3
Year 4 / Grade 12	03050000	Physics	1	PHYS 1301	Physics	3
Year 4 / Grade 12						
	<b>Total Year 4 High School Credits</b>				<b>Total Year 4 College Credit Hours</b>	
Optional Year 5						
Optional Year 5						
Optional Year 6						
Optional Year 6						
	<b>Total Years 5 &amp; 6 High School Credits</b>				<b>Total Years 5 &amp; 6 College Credit Hours</b>	
	<b>Total High School Credits</b>				<b>Total College Credit Hours</b>	
Certification (s) to be earned by high school graduation:		Unity Programmer Certification, One semester Computer Aided Drafting Dual Enrollment certificate				
Degree (s) to be earned by high school graduation:						

## ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX TEMPLATE

Work-based education is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based education experiences for the P-TECH program should be provided at every grade level and should be appropriate in scope for the age of the student. Examples of work-based learning experiences are: job shadowing, cooperative education, career mentoring, internships, apprenticeships and can be paid or unpaid.

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level.

You may delete or expand rows but do not exceed one page

Year / Grade Level	Work-based Education Example # 1			Work-based Education Example # 2			Work-based Education Example #3		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1/ Grade 9	College Fair	Visit from local university and community college.	Texas A&M International University Laredo College	Worksite Tours	Tours of business partners facilities.	MG Builders LISD Engineering Department	College Readiness interventions as needed.	TSI readiness courses	N/A
Year 2/ Grade 10	College Fair	Visit from local university and community college.	Texas A&M International University Laredo College	Worksite Tours	Tours of business partners facilities.	MG Builders LISD Engineering Department	Career Awareness and readiness projects	TSI readiness courses	N/A
Year 3/ Grade 11	College/ Career Fair	Visit from local university and community college.	Texas A&M International University Laredo College	Resume Building Workshops	Assist students in creating resumes.	Laredo College	Summer Internships	District/ Business Partners Internships	MG Builders Laredo ISD
Year 4/ Grade 12	Practicums Internships	Provide opportunities for students to engage in practicum and internship opportunities.	MG Builders Laredo ISD	College admissions and preparation	Assist students with FAFSA, college admissions applications	Laredo College Texas A&M International University			
Optional Year 5									
Optional Year 6									

CDN: 240901

## PARTNERSHIP MEMORANDUM OF AGREEMENT

### AGREEMENT FOR THE DEVELOPMENT AND SUPPORT OF A NEW 9-12 EARLY COLLEGE & CAREER PREPARATORY SCHOOL

This Agreement ("Agreement") for the development, support, and operation of a grades 9 through 12 early college and career preparatory school is effective as of Tuesday August 28, 2018, by and between the Laredo Independent School District, with principal offices located at 1702 Houston St. Laredo, Texas 78040; Laredo College, with its principal office located at West End Washington Street Laredo, Texas 78040; MG Builders with its principal office located at 8615 Casa Verde Rd. Laredo, Texas 78041; and Rogelio Garcia, Matias Ydrogo, Alexander Castro and Oscar Ramirez. (Each P-TECH 9-14 Partner is referred to herein individually as a "Party" and collectively as the "Parties".)

WHEREAS, Laredo Independent School District, Laredo College, and MG Builders wish to enter into an agreement to set forth their continuing rights and obligations with respect to the development, support, and operation of Dr. Leo G. Cigarroa Pathway to Technology Early College High School;

NOW THEREFORE, in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

#### I. OVERALL SCHOOL MODEL

The Parties agree to collaborate in developing, supporting, and operating [Name of P-TECH 9-12 School]. The School's mission is to provide all students with an education that begins in grade 9, continues through high school completion with a high school diploma, and culminates in attainment of an associate degree and certificate in HVAC and Plumbing, thus preparing students to succeed in college and career. The program also includes authentic work experiences designed to prepare students for positions in the construction field.

The School is open to students of all backgrounds and abilities, including struggling learners, English language learners, and students with disabilities. The primary point of entry is the ninth grade. The School will admit approximately 100 students in its initial 9<sup>th</sup> grade class, and will grow by approximately 100 students each year, until the school reaches full capacity of 400 students in Year 4.

The School's curriculum and support program is designed to support a wide range of students in earning a high school diploma, an associate degree, and the work experience needed to be a highly qualified candidate for career-track employment in the HVAC, plumbing and construction field. All college courses offered to students while enrolled in the School will be free of charge to students and their families.

The Parties will work together to develop, evaluate and revise the School's Scope & Sequence plan, which will identify specific high school and college courses and work experiences that students will participate in each year as part of their regular school program. This Scope & Sequence plan will serve as a blueprint for curriculum development and programming for students and staff.

## II. GOVERNANCE

The School will be a Laredo Independent School District public school and, as such, must follow all policies and procedures outlined in the Laredo Independent School District Superintendent's Regulations. The principal of the School is responsible for day-to-day decisions regarding the operation and management of the School. The principal is a Laredo Independent School District employee, and the selection of the principal is governed by the Laredo Independent School District Regulations. For the duration of this Agreement, Laredo College and MG Builder shall also have input into the principal selection process. According to Laredo Independent School District policy, the principal will be supervised by a high school superintendent.

Notwithstanding the foregoing, the School must follow all Laredo College policies governing the college courses in the School's curriculum, including but not limited to selection of courses and faculty, awarding of credit, student eligibility for courses, and discipline of students and faculty in connection with the courses.

A Steering Committee consisting of representatives from all the Parties shall oversee the development and ongoing support of the School. Additional staff and faculty members, students and parents may be added as appropriate. In matters to be decided by the Steering Committee, Laredo Independent School District, Laredo College, MG Builders, R. Garcia, M. Ydrogo, A. Castro and O. Ramirez and Dr. Leo G. Cigarroa Pathway to Technology Early College High School shall each have a single vote, and MG Builder's vote shall be limited to those matters where it has specific responsibilities set forth in Section III.A.

The Steering Committee shall meet at least twice a year and as often as needed to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Steering Committee shall address the School's Scope & Sequence plan, the overall quality and outcomes from the college courses and other aspects of the School, the School's budget, and other issues related to relationship between the Parties. The Steering Committee is empowered to suggest revisions to this Agreement on matters of the School's program focus. In cases where the Steering Committee is unable to resolve issues pertaining to the School, it will escalate issues in writing to the superintendent or CCMR director.

## III. ROLES AND RESPONSIBILITIES

### A. MG Builders Responsibilities:

1. MG Builders will be committed to the full implementation of Overall School Model as outlined in Section I.
2. MG Builders will ensure that every participating student receives mentoring from a construction industry professional, including an opportunity to communicate in writing or online and face-to-face interaction on at least two occasions per year.
3. MG Builders will make available line supervisors and Human Resources managers to identify the appropriate entry-level positions students at the School may qualify for upon graduation, work with the other Parties to map the key skills needed to succeed in those positions, and strongly consider students at the School for those employment opportunities.
4. MG Builders will identify a dedicated staff person to manage MG Builders responsibilities and other appropriate staff to participate in the Local Partnership Committee. This dedicated staff person will be available at least 60% of the time (the equivalent of 3 days per week) to

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support the relationship with the School. This staff person will, among other duties, coordinate site visits to MG Builders facilities, recruit and match mentors to students, identify appropriate internship opportunities, and support teachers and faculty in developing appropriate curricula.

5. MG Builders will help define and provide opportunities for appropriate workplace experiences (e.g., design projects, visits, speakers, internships, and apprenticeships) to prepare students for the world of work based on the curriculum Scope & Sequence plan. It is anticipated that students in the PTECH school will participate in one to three internship experiences during his or her four year tenure. MG Builders will provide a minimum of thirty (30) internship opportunities each year to 11<sup>th</sup> and 12<sup>th</sup> grade students from the PTECH School. MG Builders will assist the School's staff in identifying additional organizations in the construction field to ensure that each student has the opportunity to participate in multiple internships during the course of the program.
6. MG Builders will work with the School's staff and the 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. MG Builders will help identify high-quality occupation- related projects and curriculum that may be incorporated into the academic program.
7. MG Builders will allow Laredo College, Laredo Independent School District, R. Garcia, M. Ydrogo, A. Castro and O. Ramirez and the School's staff and students appropriate access to MG Builders facilities to support program activities, including, but not limited to, internships, job shadowing, mentoring, and other "real- life" work experiences for students.

### B. Laredo College Responsibilities:

1. Laredo College will be committed to the full implementation of the Overall School Model as outlined in Section I.
2. Laredo College will allow the School's staff and students access to college facilities relevant to the academic success of the students.
3. Laredo College will work with the School's staff and the 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. Laredo College will identify specific courses needed to earn an associate degree or certification in HVAC, plumbing and construction, including opportunities for credit-bearing courses no later than 10<sup>th</sup> grade, ensure that those courses are available at a time and place that is accessible to students in the School, and work with the School to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two.
4. Laredo College faculty will collaborate with the School's teachers to ensure alignment and appropriate supports between high school and college-level courses. Laredo College faculty will work with MG Builder to ensure that coursework is aligned to relevant technical skills and competencies.
5. Laredo College will be responsible for ensuring college credit-bearing courses meet the rigor and standards of the college. As such, college courses offered to students at the School will be governed by the following:

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- o All courses offered for college credit must be regular Laredo College courses, developed and approved by Laredo College faculty, approved through Laredo College governance, and listed in the Laredo College course catalogue. The course syllabus determines course content, required textbooks, assessments, and policies on attendance and grading.
  - o All instructors of college-level courses must meet Laredo College's academic requirements and are subject to the approval of the relevant Laredo College department chairperson in consultation with the School's principal. In some instances, high school teachers (who are Laredo Independent School District employees) may meet the requirements for college-level instruction. If Laredo Independent School District employees teach college-level courses as part of their regular teaching load, they are not eligible for additional compensation.
6. Laredo College will work with the School to collect data on college course-taking and experiences for submission to the R. Garcia, M. Ydrogo, A. Castro and O. Ramirez database. Laredo College course registration must be entered all appropriate college systems using appropriate program codes.
7. Laredo College will provide dedicated staff to work on the initiative, including a college liaison who has the authority to coordinate with the School on R. Garcia, M. Ydrogo, A. Castro and O. Ramirez's behalf.
8. Laredo College will coordinate with the Steering Committee to assure that the relevant degree is cost-free to students and their families, as well as have access to all available sources of financial aid and to cover fees, textbooks and all other costs from public funding, grants, scholarships, etc.

### C. Laredo Independent School District Responsibilities:

1. Laredo Independent School District will be committed to the full implementation of the Overall School Model as outlined in Section I.
2. Laredo Independent School District will 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. Laredo Independent School District will work to develop a rigorous and engaging curriculum that prepares students for college-level coursework and workplace experience during the practicum phase.
3. Laredo Independent School District will 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.
4. Laredo Independent School District will 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 construction field during practicum phase.



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5. Laredo Independent School District will provide a space to house the School at the Dr. Leo G. Cigarroa High School, located at 2600 Zacatecas Laredo, Texas 78046. The facility will have sufficient space to support the activities and number of students described in Section I.
6. Laredo Independent School District will allow Laredo College and MG Builder faculty and staff appropriate access to the School to support program activities, along with other appropriate construction industry leaders and members of leading nonprofit organizations.
7. Laredo Independent School District will ensure that students of all backgrounds and abilities are eligible to attend the School. Laredo Independent School District will ensure that prior academic performance shall not be considered during the admissions process.
8. Laredo Independent School District will provide regular operating funds to the School in the same manner as other Laredo public schools. Laredo Independent School District will identify additional funding streams that may be available to the School, including but not limited to federal Perkins program funding.
9. Laredo Independent School District will support the School's principal in identifying qualified staff to teach in the School.
10. Laredo Independent School District will provide appropriate and relevant ongoing professional development for the School's principal and staff. Laredo Independent School District will share best practices from other Laredo public schools that effectively serve a wide range of high school students in achieving college and career readiness.

### D. Rogelio Garcia (CCMR Director) Matias Ydrogo III (Assistant Principal), Alexander Castro (PTECH master teacher) and Oscar Ramirez (PTECH master teacher) Responsibilities:

1. R. Garcia, M. Ydrogo, A. Castro and O. Ramirez will be committed to the full implementation of the Overall School Model as outlined in Section I.
2. R. Garcia M. Ydrogo, A. Castro and O. Ramirez will work with the School's staff and the other Parties to develop a coherent scope & sequence of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. R. Garcia M. Ydrogo, A. Castro and O. Ramirez will share information from other early college schools' Scope & Sequence plan documents to help inform the School's program.
3. R. Garcia, M. Ydrogo, A. Castro and O. Ramirez will provide technical assistance to the School in the following areas: identifying qualified staff, developing curriculum, engaging community members, and implementing student support services.
4. R. Garcia, M. Ydrogo, A. Castro and O. Ramirez will provide appropriate and relevant professional development for the School's principal and staff. R. Garcia, M. Ydrogo, A. Castro and O. Ramirez will share best practices from other P-TECH 9-12 schools in Laredo, Texas.
5. R. Garcia, M. Ydrogo, A. Castro and O. Ramirez will work with other offices to develop policies and practices that are supportive of P-TECH 9-14 schools. R. Garcia, M. Ydrogo,

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- A. Castro and O. Ramirez will establish policies that enable graduates of the School to apply to Laredo College as transfer students.
6. R. Garcia, M. Ydrogo, A. Castro and O. Ramirez will maintain a database of college course enrollments and outcomes for the School (and other P-TECH 9-12 schools in Laredo). M. Ydrogo, A. Castro and O. Ramirez will report on the progress and outcomes of the School on a regular basis.
7. R. Garcia M. Ydrogo, A. Castro and O. Ramirez will maintain student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students.

#### IV. TERM AND TERMINATION

A. Term. The term of this Agreement (the "Term") shall begin as of August 28, 2018 and end on August 28, 2019. This Agreement may be renewed by written agreement of the Parties.

B. Termination.

1. This Agreement may be terminated by agreement of Laredo Independent School District and Laredo College upon not less than ninety (90) days' prior written notice to MG Builders
2. MG Builders may terminate its participation in this Agreement upon not less than six (6) months' prior written notice to Laredo Independent School District and Laredo College.
3. Laredo Independent School District and Laredo College may jointly terminate MG Builders participation in this Agreement for any reason upon not less than three (3) months' prior written notice to MG Builders.
4. In the event of a material breach of this Agreement by MG Builders, Laredo Independent School District and Laredo College may jointly provide MG Builders written notice of such breach, and MG Builders shall have a period of thirty (30) days to cure the breach. If MG Builders fails to cure the breach within the cure period, Laredo Independent School District and Laredo College may jointly terminate MG Builders participation in this Agreement upon not less than thirty (30) days' prior written notice to MG Builders.

#### V. MISCELLANEOUS

- A. Security. Non- Laredo Independent School District instructors and other personnel from Laredo College and MG Builders must be fingerprinted if they regularly are at the School. In the event of an accident or incident involving a student on a college campus, Laredo College officials will immediately notify the Principal of the School. Laredo Independent School District and Laredo College will cooperate in any investigation in connection with said incident or accident.
- B. Non-Discrimination. The Parties shall comply in every respect with all applicable provisions of all federal, state and local statutes, rules and regulations which prohibit unlawful discrimination against any employee, applicant for employment, student or applicant for admission because of race, color, religion, sex, age, marital status, veteran status, handicap, disability, national origin or sexual

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orientation, genetic predisposition, or carrier status. Each Party shall promptly notify the other Parties of any complaint of discrimination made to it by any person in connection with the subject matter of this Agreement.

- C. Student Records. All information about students obtained from any of the Parties shall be held confidential pursuant to the provisions of the Family Educational Rights and Privacy Act (20 U.S.C.A. 1232g) ("FERPA").
- D. Independent Contractors. The Parties intend to create an independent contractor relationship. No provision of this Agreement, nor any action taken by or arrangement entered into between or among the Parties in accordance with the provisions hereof, shall be construed as or deemed to make any Party the partner, joint venturer, principal, agent or employee of another Party. No director, trustee, officer, partner, employee, agent, affiliate or contractor of any Party shall be deemed to be an employee, agent or contractor of another Party. No Party shall have any right, power, or authority, express or implied, to bind another Party to any individual or organization that is not a Party to this Agreement.
- E. Expenses. Except as otherwise expressly provided in this Agreement, each Party will bear its own costs and expenses (including legal fees and expenses) incurred in connection with this Agreement and the activities contemplated herein.
- F. Assignment. The provisions of this Agreement shall bind and inure to the successors and assigns of the respective Parties. No Party may assign its rights or obligations herein without the prior written consent of the other Parties.
- G. No Third-Party Beneficiaries. This Agreement shall not confer any rights or remedies upon any person other than the Parties and their respective successors and permitted assigns.
- H. Notices. All notices to any Party required or desired to be given hereunder shall be in writing and shall be sent by hand delivery or overnight courier to the address set forth below or such other address as such Party may hereafter specify for that purpose by notice to the other Parties. Any notice shall be deemed to have been given on the date of its actual receipt.

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For more information about the P-TECH 9-14 model, please visit [ptech.org](http://ptech.org)

# P-TECH 9-12 MODEL TOOL

Memorandum of Understanding is executed and effective upon the date indicated below.

MG Builders

Dr. Leo G. Cigarroa High School

Rafael A. (General Manager)  
Name, (Title)

Laura Flores  
Laura Flores, Principal

9/10/2018  
Date

9/10/18  
Date

Victoria Y. Long  
Name, Title Asst. Principal  
Sept. 10, 2018  
Date

MEMORANDUM OF UNDERSTANDING

BETWEEN

LAREDO COLLEGE DISTRICT

AND

LAREDO INDEPENDENT SCHOOL DISTRICT  
SABAS PEREZ EARLY COLLEGE ACADEMY

The Laredo Independent School District (herein referred to as the "School District") and the Laredo College (herein referred to as "LC"), acting by and through their Board of Trustees, enter into the following contract for the creation of a School District Early College High School (ECHS)—Laredo ISD Sabas Perez Early College Academy (herein referred to as the "ECA")-Laredo College as of August 1, 2018. Collectively, the parties are referred to as "Parties."

The purpose of this agreement is to outline the collaboration of the partners, as listed above, in creating an Early College Academy model that provides the opportunity for students in Laredo ISD to gain up to 60 college hours and/or an Associate's Degree including 42-44 hours in the core curriculum and an additional 16-18 hours in STEM (Science/Math) or Engineering. Students in the ECA will include a targeted segment of students with an interest in Engineering that includes subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment. The target segment will also include students who are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American).

An Early College Academy prepares high school students for successful career and educational futures through integration of high school and college courses for preparing students for the world of work. During their attendance at the ECA, students will develop the knowledge and skills necessary to become critical thinkers, problem solvers and successful members of our community. Students graduating from the ECA will have a significant advancement on their paths towards their baccalaureate degree.

1. TERM

The initial term of this MOU shall be August 1, 2018 - July 31, 2019. Effectiveness is subject to approval of the ECHS application by the Texas Education Agency ("TEA"), any additional approvals that may be required by the Texas Higher Education Coordinating Board ("THECB"). An additional condition precedent to a Party's commitment to this MOU is approval of the MOU, or at least its forms and parties, by that Party's governing board. Upon mutual written agreement by the Parties by the end of each December and approval as may be required by the Parties' governing boards, TEA and THECB, this MOU may be extended until such time as a new MOU is issued and executed. As used in this MOU, the term "Term" shall mean the Initial Term or such shorter period of time in the event of termination of this MOU.

## 2. LOCATION OF EARLY COLLEGE ACADEMY

The Early College Academy will be located on the L.G. Cigarroa High School's Sabas Perez School for Engineering, 2600 Zacatecas Street, Laredo Texas, 78046, and Laredo College, West End Washington Street, Laredo, Texas 78040. The first two cohort of students will be housed at L.G. Cigarroa High School and then transition to the LC campus during their junior and senior year.

Laredo ISD will be responsible for maintaining the interior of the building, while LC will take responsibility for the maintenance of the exterior of the building.

## 3. REGULATION & COMPLIANCE

The parties agree to operate the ECA in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 29.908 and Chapter 39; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110- 125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) Texas Higher Education Coordinating Board ("THECB") guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) The Parties agree to operate the ECA in compliance with applicable College and School District board policies and procedures and policies and procedures that may be agreed upon by the Parties and approved for the ECA. The Parties agree to comply with all assurances in the Program submitted to the Board of Trustees and any additional requirements for the Program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used therein.

## 4. GOVERNANCE

- A. The ECA established under this agreement will be governed by Applicable Law. The School District shall apply to the Texas Education Agency for the establishment and continual approval of an ECHS designation. The School District will take the lead in any reporting requirements to TEA and will serve as the fiscal agent. The College will take the lead in notifying and/or preparing prospectus documentation for substantive changes to Southern Association of Colleges and Schools, as well as any reporting that the THECB may require. An ECA Planning Committee will meet as frequently as needed prior to



implementation to plan for the process and MOU development. The Committee shall be equally representative of the College and the School district.

- B. An ECA Leadership Council shall meet at least annually, or as mutually agreed to by both parties, to review and evaluate the ECA's effectiveness. It will leverage opportunities for fund development, innovative projects, and overall sustainability. It will consist of the LC President, Senior Director of Admissions and Recruitment; LC Dean of Arts and Sciences, LC Board Representative(s), and the School District's Superintendent, Assistant Superintendent of Curriculum, Instruction, & Assessment, Assistant Superintendent for Student Services, Assistant Superintendent for Student Services, CTE Director, Advanced Academics Coordinator, Director of Guidance and Counseling, Cigarroa High School Principal, Cigarroa High School Career Academics Dean, and Sabas Perez ECA Director, LISD Board representative(s), and other appropriate personnel as identified by both parties.
- C. An ECA Steering Committee will meet at least quarterly, or as mutually agreed to by both parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the parties' respective boards. The Steering Committee will consist of School District cabinet level leadership to include the Assistant Superintendent of Curriculum, Instruction, & Assessment, Assistant Superintendent of Student Services, CTE Director, Advanced Academics Coordinator, the Sabas Perez ECA Director, Cigarroa High School Career Academics Dean, the LC Dean of Arts and Sciences; LC Senior Director of Admissions and Recruitment and other appropriate personnel as identified by both parties.

#### 5. MARKETING AND CO-BRANDING

In exchange for its contribution to the partnership, the College reserves the right to be co-branded as follows:

- A. The full name "Laredo College" is to be included in the official title/name of the ECA; for example: "Laredo ISD-Laredo College".
- B. The logo and full name "Laredo College" are both to be included in all marketing, advertising, social media, print media, and/ or new media pertaining to the ECA.
- C. The logo and full name "Laredo College" are to be included in areas designated by the CHS campus as appropriate.

#### 6. PARENTAL INVOLVEMENT AND OUTREACH

- A. The School District will be the lead on parental involvement and outreach efforts to ensure parents understand the ECA concept, and that students are earning college courses which may have long-term ramifications on their college careers and federal financial aid eligibility, that high-level behavior and academic standards are expected of ECA students, and that parents are expected to be involved in the program.
- B. School District personnel, counselors, and administrators will be responsible for all communication with parents. College personnel will not be expected to communicate with

parents.

## 7. BUILDING A COLLEGE CULTURE

The school District and College will establish a learning community that blends high school and college, instilling a college-going culture among the participating students. Students will be aided to:

- A. Develop a four-year high school graduation plan and a post-secondary plan;
- B. Gain college-readiness skills through academic and social-emotional support structures identified by the School District and College and provided by the School District including, but not limited to tutoring, and advising;
- C. Participate in dual credit classes for which students receive both high school and college credit; and
- D. Have access to the same services and facilities as regular college students, including but not limited to the use of the library, computer labs, study rooms, science labs, student services, bookstore, and food services.

## 8. RECRUITMENT

- A. The School District will recruit 8th grade students beginning no later than January of each year. The recruitment process will include, but is not limited to, a website that will provide recruitment and admission information; the distribution of recruitment/admission packets; and information meetings to explain the opportunities and commitment required of ECA students. Information will be presented in a bilingual mode.
- B. The maximum for the cohort will be 100. Students cannot be added to the cohort following enrollment in the 9th grade.
- C. The School District and College will establish a set of expectations for the cohort seeking the Associate's Degree to be shared with students and parents.

## 9. CURRICULUM

- A. The ECA shall administer a Texas Success Initiative (TSI) college placement exam (in Reading, Writing and Math) to 8th grade students wishing to apply to the ECA to design individual instructional plans and to enable students to begin taking college courses as soon as they are eligible. The school district will pay for the cost of the TSI.
- B. The School District and College will develop an articulated four-year course of study that meets the requirements of Applicable Laws and represents high levels of rigor, acceleration, and support. The course of study will allow students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration into college level classes during grades 11 and 12. The College Dual Enrollment & Recruitment Services Director and the ECA Director will be responsible for working with ECA faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. Through the ECA counselor(s), each student will receive advising on the STEM/Engineering high school endorsement and Laredo College. Each

student will develop a high school graduation and college degree plan.

- C. The School District will be responsible for any college preparatory boot camp/bridge programs required for ECA students. Students enrolled in these prep courses will not earn college credit toward a degree. The College will designate personnel to monitor the quality of instruction in order to ensure compliance with all Applicable Laws.
- D. Within the ECA framework, students may earn the Distinguished Level of Achievement High School Program diploma within a four-year time frame and 60 credit hours towards an Associate degree. The primary emphasis is on the Core Curriculum requirements for an Associate of Science (AS) degree. Students will earn college-level credit toward a STEM and/or Engineering degree. The academic plan must follow the courses and sequences defined in the program plans. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level.
- E. The College is responsible for involving full-time teaching faculty in the process of selection and implementing College courses. This includes ensuring that course goals and standards are understood, and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. Students will participate in college-level work and may be subject to material deemed college level. The department chairs and associated Deans or appropriate administrators will monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by Applicable Laws, the College, and the School District.
- F. The School District will provide all course materials at no cost to the student, including: high school and college textbooks, syllabi, course packets, and other supplemental materials.
- G. The College will maintain the same instructional materials and editions for dual credit courses taught at the ECA and LC campus for a minimum of four years. The School District will purchase the texts for all dual credit courses used in the ECA.
- H. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills and all other Applicable Laws applicable to Texas independent school districts and that students are able to meet all high school graduation requirements, including all End of Course (EOC) examinations, while earning college credit. The School District will be responsible for monitoring and ensuring the quality of instruction for the solely high school credit courses offered at School.
- I. ECA students must meet all of the basic skills and other prerequisites for any college-level course. Based on such assessment, the College Liaison and the ECA Director and/or Counselor will determine the forms of assistance and remediation that may be needed by a student prior to the student's enrollment in a given college-level course.
- J. In the event that a student fails a course, any tuition and applicable fees will be the responsibility of the School District. Additionally, the School District will cover fees for retakes as per district guidelines.

- K. The School District and the College will ensure that technology requirements are met by Parties for both access to courses and management of student information.

#### 10. FACULTY

- A. All instructors teaching courses for college credit must meet the College's academic requirements as outlined by the accrediting authority Southern Association of Colleges Commission on Colleges (SACCCOC) Faculty Credentialing requirements. All instructors will be approved as "Adjunct Instructor" faculty status by the College prior to teaching dual credit courses.
- B. The School District will provide instructors for all college courses taught at the ECA. Instructors will be either high school teachers with the necessary academic requirements or instructors identified by the College. If the instructors are identified and provided by the college, the School District will pay adjunct faculty compensation (See Addendum A). The School District is encouraged to hire teachers who meet the requirements for teaching college courses and/or provide incentives to have instructors earn the college hours required for qualification, and should coordinate eligibility with the College. Students seeking the Associate's Degree will be enrolled in dual credit courses in the junior and senior year in the following order of preference: 1) face-to-face at the college, 2) face-to-face on the high school campus, or 3) online with a facilitator on the School campus.
- C. ECA faculty teaching dual credit classes will be evaluated annually by the School District and/or the College. Student evaluation of instruction will be a part of the evaluation process.

#### 11. ECA CALENDAR

The instructional calendar for the high school portion of the ECA will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule if necessary to enable ECA students to enroll in and attend the college-level courses provided by the College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. The ECA calendar may vary from that of the School District in order to best fit the needs of students and reasonably interrelate with the College's academic calendar.

#### 12. ACADEMIC POLICIES

- A. The academic policies of the School District and College shall apply to all students enrolled in the ECA as applicable.
- B. ECA students are expected to meet academic standards for dual credit coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. Grades are awarded on a 4.0 scale at the College. High school grades will be computed from letter grades earned in College classes. ECA students will be informed by the instructor of academic progress/grade status at mid-semester and prior to the Last Day to Drop. Students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the College course in order to avoid future

problems related to admissions, financial aid, and scholarships. Withdrawal from the College course does not result in a withdrawal from the high school course. The ECA personnel are responsible for advising ECA students concerning academic progress in high school and college courses. Faculty will follow the College policies for Early Alert and grade posting. The ECA staff and the College liaison are responsible for monitoring these actions.

- C. Students who fail to maintain a cumulative grade point average (GPA) of 2.00 (C average) are considered scholastically deficient and can be placed on early academic alert, mandatory intervention, or academic suspension as appropriate by the College or ECA. Grade policies are accessible on the College's eCatalog website.

### 13. PROFESSIONAL DEVELOPMENT

The College and School District will provide professional development opportunities to its own employees plus cross-over learning and collaboration will be planned and implemented by the ECA Director and College Liaison. The College will provide professional development in critical thinking, leadership, and student engagement.

### 14. STUDENT ATTENDANCE POLICIES

ECA students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather or when related to state-mandated assessment days) are prohibited.

### 15. STUDENT CONDUCT

ECA students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct. All disciplinary action, including suspension and dismissal from ECA, shall be in conformity with the Codes of school conduct of the parties. In the event of a conflict between the policies of the School District and College, the Parties will collaborate to resolve any conflict.

### 16. STUDENT ASSESSMENT

All ECA students are required to participate in required state, national and federal assessments, which will be administered by the ECA staff. The College agrees to make accommodations in course scheduling and attendance so that ECA students are not penalized in their college credit courses for their participation in the required state, national and federal assessments.

### 17. STUDENT RECORDS

In accordance with Applicable Laws, the School District will maintain student records pertaining to ECA and provide to the College copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for the College to perform its obligations under this MOU. Both parties will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for purposes of FERPA. Both Parties shall institute policies and procedures reasonably designed to ensure that its employees and agents

comply with these and all other federal and state laws governing the rights of ECA students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

#### 18. STUDENT SUPPORT SERVICES

- A. Both parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The ECA will provide academic and counseling support to the ECA's students and their parents and work with the College Liaison in the areas of test preparation, remediation, and the development of an integrated support system for ECA students across the two institutions. Students will receive the same or similar tutoring and other academic support as provided for other students.
- B. The College Dual Enrollment & Recruitment Services Director will work to inform the ECA administration of students with excessive absences and academic concerns in college-level courses during the Early Alert and mid-term periods to provide for intervention for success. To promote academic success, the parties will provide counseling and academic support services as may be needed. The ECA counselor and Liaison will work to ensure ECA students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. Each Party will assist families as they complete initial application and enrollment in the respective organizations' processes. The College will assist with registration for all students who are qualified to enroll in College courses.
- C. The ECA Director and College Liaison will develop procedures for advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

#### 19. EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES

- A. The School District may allow students to participate in high school activities, as long as participation does not interfere with academic requirements of the ECA.
- B. To reinforce the college-going culture, students may participate in age-appropriate activities on the college campus such as clubs and organizations, theatre performances, student activities, and other academic activities as long as participation does not interfere with the academic requirements of the ECA.

#### 20. TRANSCRIPTION OF COLLEGE CREDIT

College credit for each ECA student appears on the College transcript as students complete each college course. Transcription of college credit is the responsibility of the College and transcription of high school credit is the responsibility of the School District. The School District determines how the college grades will be recorded in the high school transcript for GPA and ranking purposes. The School District staff ensures parents are aware and knowledgeable of this and other procedures regarding transcriptions of grades.

#### 21. PROGRAM EVALUATION

- A. The School District and the College will develop a plan for evaluating and improving the ECA program each year based on collection of data, including but not limited to: disaggregated attendance and retention rates; GPA of high-school-credit-only courses and



college courses; satisfactory progress in college courses; state assessment results; SAT/ACT, PSAT scores; TSI readiness by grade level; qualifications of ECA staff; and adequate progress toward the college-readiness of the students in the program.

- B. As the ECA scales up to full implementation, the School District and the College will develop a plan for implementing program improvements based on the collection and review of data, including but not limited to: articulation of high school students in four-year colleges/universities and level of entry; enrollment/retention rates, leaver codes, and attrition rates, by grade level; student participation in activities at IIE.

## 22. FISCAL MATTERS

- A. ECA students will not be charged for tuition and fees and the School District will cover costs when the student is repeating a course due to failure. Tuition and fees will be agreed upon and will be provided as Addendum A, which will be reviewed annually or as needed.
- B. The School District will provide remedial or developmental courses and/or support as needed.
- C. The School District will provide all instructional materials.
- D. The School District will act as the fiscal agent for purposes of this MOU.
- E. Any transportation to and food services at the college will be provided by the School District.
- F. All personal fines, late fees, parking tickets, etc. incurred by a student on the college campus are the student's individual responsibility. The parties will determine a process for informing the School of such charges.

## 23. TRANSPORTATION

The School District will provide for student transportation to and from the School as required, as deemed necessary, and as appropriate under State law and School District rules and procedures. The School District will also provide transportation for all ECA field trips.

## 24. STUDENT DIRECTORY INFORMATION

Upon enrolling in the ECA, each student's directory information will become part of the College's student directory information as that term is defined by the Family Educational Rights and Privacy Act ("FERPA") and each student's information will remain subject to the Texas Public Information Act. Students may request that information not be included.

## 25. TERMINATION OF THE MOU

Either party may terminate this MOU through 90 days written notice to the other party. In the event of termination, the Steering Committee will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the Leadership Council. In the event of termination, the 11th and 12th grades will continue operation through scheduled graduation. The 9th and 10th grades will return to the high school.

## 26. SAFETY

If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the College District, the response to such incidents will be based upon operating College regulations, guidelines, and procedures as well as other agreements between the District and the College that have been executed for specific issues.

27. INDEMNIFICATION

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

28. NO WAIVER OF IMMUNITY

Neither the College nor School District waive or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MOU and the performance of covenants contained herein.

29. SEVERABILITY

In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, this MOU shall not thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and if (necessary) other provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is partible, the intention of the parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.

30. NOTICES


Any notice required or permitted under this Agreement must be in writing, and shall be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address set out below. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission, email or other commercially reasonable means and will be effective when actually received. The District and the University can change their respective notice address by sending to the other party a notice of the new address. Notices should be addressed as follows:


To the Laredo Independent School District  
Laredo Independent School District  
Attn: Superintendent  
1702 Houston Street  
Laredo, Texas 78041

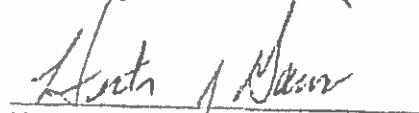
To Laredo College District  
Laredo College District  
Attn: President  
West End Washington Street  
Laredo, Texas 78041-19


APPROVED BY THE LISD BOARD OF TRUSTEES ON August 14, 2018.

APPROVED BY THE LC BOARD OF TRUSTEES ON August 28, 2018.


  
Dr. Sylvia G. Rios  
LISD Superintendent


  
Dr. Ricardo J. Solis  
LC President

  
Hector J. Garcia  
LISD Board President

  
Judge Mercurio Martinez  
LC Board President

ATTESTED:

  
Ricardo Garza  
LISD Board Secretary

  
Cynthia Mares  
LC Board Secretary

**Memorandum of Understanding  
Laredo College and Laredo ISD Early College Academy**

**Tuition and Fee Addendum**

The following fee structure would be used for the Early College Academy Students should Laredo Independent School District not have the teachers to teach within the Early College Academy.

1. \$50.00 per credit hour for tuition. A three-hour course would entail a tuition cost of \$150.00 dollars. (\$150.00 dollars)
2. \$15.00 flat matriculation fee paid each term per student. (\$15.00 dollars)
3. \$10.00 per semester credit hour for technology (\$30.00 dollars)
4. \$10.00 per semester credit hour for instructional support (\$30.00)
5. \$45.00 flat fee per semester dual enrollment student service fee.
6. This would bring the total cost for a three-hour course to \$270.00 dollars and for a four-hour course to \$340.00

If Laredo Independent School District provides teachers who meet the required qualifications to serve as adjunct teachers of the College while teaching in the Early College Academy, no tuition or fees would be charged for students enrolled in the Early College Academy.

### Early College Academy Course Cross-Walk 9<sup>th</sup> and 10<sup>th</sup> grade

9 <sup>th</sup> Grade Crosswalk	10 <sup>th</sup> Grade Crosswalk
PAP English I	PAP English II
PAP Algebra I/PAP Geometry	PAP Geometry/PAP Algebra II
PAP Biology	PAP Chemistry
ART 1301 (Dual Enrollment) Fine Art	HIST 1301 (Dual) Advanced Social Studies
P.E.	HIST 1302 (Dual) AP US History
Principles of Applied Engineering	Engineering Design and Presentation
PAP World History	Health/Professional Communications
Spanish I	Spanish II
COSC 1301 (Dual Enrollment) BIM	Sociology 2301 (Dual)
Elective (Band, Athletics, ROTC, Dance, Cheer)	Elective (Band, Athletics, ROTC, Dance, Cheer)

Early College Academy Crosswalk (Engineering) 11<sup>th</sup> and 12<sup>th</sup> Grade

11<sup>th</sup> Grade Crosswalk

ENGL 1301 Composition I  
ENGL 1302 Composition II  
BIOL 1306 Biology for Majors  
Math 1314 College Algebra/ PAP Algebra II  
Math 2412 Pre-Calculus  
ENGR 1304 Engineering Graphics  
BIOL 1307 Biology for Majors II  
SPCH 1311 Fundamentals of Speech  
Engineering Design and Presentation II  
Elective (Band, Athletics, ROTC, Dance, Cheer)

12<sup>th</sup> Grade Crosswalk

ENGL 2328 American English Literature II  
GOVT 2305 Federal Government  
GOVT 2306 Texas Government  
ENGR 2301 Engineering Mechanics (Statics)  
ENGR 2302 Engineering Mechanics II (Dynamics)  
COSC 1436 Programming Fundamentals  
Economics/Elective (.5)  
Engineering Design and Problem Solving  
Engineering Design and Presentation II  
Elective (Band, Athletics, ROTC, Dance, Cheer)



## Early College Academy Crosswalk (STEM) 11<sup>th</sup> and 12<sup>th</sup> Grade

### 11<sup>th</sup> Grade Crosswalk

ENGL 1301 Composition I  
 ENGL 1302 Composition II  
 BIOL 1306 Biology for Majors  
 Math 1314 College Algebra / PAP Algebra II  
 Math 2412 Pre-Calculus  
 ENGR 1304 Engineering Graphics  
 BIOL 1307 Biology for Majors II  
 SPCII 1311 Fundamentals of Speech  
 Engineering Design and Presentation II  
 Elective (Band, Athletics, ROTC, Dance, Cheer)

### 12<sup>th</sup> Grade Crosswalk

ENGL 2328 American English Literature II  
 GOVT 2305 Federal Government  
 GOVT 2306 Texas Government  
 PHYS 1301 College Physics  
 MATH 2413 Calculus I  
 COSC 1436 Programming Fundamentals  
 Economics/Elective (.5)  
 Engineering Design and Problem Solving  
 Engineering Design and Presentation II  
 Elective (Band, Athletics, ROTC, Dance, Cheer)