



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 CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Digitally signed by Michelle Sanders Date: 2019.04.01 18:37:28 -0500 Date

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

2019-019504

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
Ongoing Professional development and credentialing opportunities to instructional staff to prepare them to provide targeted Math instruction	Utilizing grant funds, PTAA will offer teachers the opportunity to engage with the latest research and insights on classroom learning through a partnership with Charles Dana Center. Each course series enables teachers to take a deep dive in a specific content area. In a series of 1-to 2-hour sessions over a semester or year, teachers build their content knowledge while collaborating with colleagues.
Purchase of equipment and curricula necessary to the development and sustainability of the courses offered in the program pathways .	Utilizing grant funds, PTAA plans to purchase equipment (i.e. 3D printer, software, etc) to provide real world curricular experiences to core academic courses associated with postsecondary success, such as Algebra I.
To strengthen current wrap around strategies to provide social, emotional, and academic support to participating students, including those from from underrepresented populations in STEM fields	PTAA Fate campus, students are most in need of of targeted mathematics instruction and support to help them successfully complete the program. Utilizing grant funds, PTAA Fate will enhance the TSI preparation program by recruiting and offering targeted PD to the Math as Problem Solving (TSI prep) course)

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.

PTAA - Fate established the foundation for a school wide ICIA program during its planning year. The campus developed three pathways - two of which are computer sciences/engineering and the third targeting Health Sciences. Based upon a critical review and analysis of various data sources, such as benchmark data, standardized assessment scores, annual survey data (parents, student, and staff surveys), as well as a review of the program with Educate Texas personnel, PTAA- Fate identified the following SMART goal as its most critical area of alignment with the PTECH/ICIA program expectations: By May 2021, 80% of cohort will demonstrate college readiness by achieving passing scores on the Algebra I End of Course Exam and Texas Success Initiative the first time taking the exams.

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

Benchmark 1: Reduce error rate on TSI and Algebra 1 EOC by 20% over the results of TSI and Algebra I EOC test data from summer boot camp; take released TSI test within the first 6 weeks.
By December 2019, teachers will register for and complete the course: Effective Mathematics Teaching Practices- Charles Dana Center UT-Austin. This course Investigates and applies the 8 Effective Mathematics Teaching Practices described in the National Council of Teachers of Mathematics book Principles to Actions by implementing tools and building shared understanding of effective practices. The Dana Center Collaborative Online Professional Development courses allow a community of teachers to interact and share best practices as well as challenges. Working with colleagues allows teachers to reflect on their own processes, develop their own skills and build their practices in math teaching in new areas

Measurable Progress (Cont.)

Second-Quarter Benchmark

Benchmark 2: By June 2020: Reduce TSI error rate by 40% and Algebra I EOC by 20% .Take released TSI and Algebra 1 EOC test within second 6 weeks. A review of individual student data and the creation of individualized student folders with targets established collaboratively with each student will be completed. Steps to the reduction of errors will be established by teachers in discussion with each student. Meeting with each student, explaining data and allowing the student to set the goal shares the responsibility for reaching the target. Teachers will complete the Dana Center course, Planning for Productive Student Discourse in Mathematics, over the six weeks and study the practices from the NCTM book 5 Practices for Orchestrating Productive Mathematics Discussions to learn more about planning for, implementing, and reflecting on student discourse in math. The five practices for effective discourse are: Anticipating, Monitoring, Selecting, Sequencing and Connecting. Presenting a challenge in math, exploring it using the five practices deepens student understanding.

Third-Quarter Benchmark

Benchmark 3:By December 2020: Reduce TSI error rate by 50% and Algebra I EOC by 40 %. Take released TSI and Algebra 1 EOC test within third 6 weeks. Teachers will conference with each student and review test data and progress toward the previously selected goal. New goals to further reduce the error rate will be set collaboratively. Teachers will complete the Dana Center course, Rich Mathematical Tasks to Engage Secondary Students to learn the qualities of mathematics rich tasks and a process for easily adapting their materials to add richness for better student learning. Rich math tasks are accessible to all learners, are real life tasks or applications, have multiple approaches and representations, foster collaboration and discussion, enhance engagement, curiosity, and creativity. They make connections within and/or across topics and allow opportunities for extension.

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.

The established benchmarks are inherently works in progress; the SMART goal is the vision and the benchmarks are the execution. The clear-cut timelines will produce data that either confirms target for that benchmark was met or the adjustments are needed. Scores will inform decisions on course enrollment, intervention needs of each student (individual plans), and instructional resources and curricular enhancements.

Students that have not met the benchmark target will be placed into an appropriate Math and ELA prep class in addition to their main Math and ELA course at each grade level. The prep classes are intended to prepare students for EOC, TSI, and SAT tests. During the prep class, students will use an online course through a software program, with teacher monitoring student's progress. While students work on the software program, teachers pull out groups of 4-6 students to provide feedback and additional support pm specific learning objectives using the assessment data. Formative tests will be administered in prep classes to see the progress of students and feed the small group instruction in terms of data. Teachers will use this time to work with students over missed test items, reteach objectives, and offer further guided practice in areas students have yet to master.

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.

Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the School's charter, and who are eligible for admission based on lawful criteria identified in the charter and in state law. The total number of students enrolled in PTAA shall not exceed the number of students approved in the charter or subsequent amendments. Total enrollment may further be limited by PTAA based on occupancy limitations, code compliance and staffing requirements as deemed necessary.

In accordance with state law, PTAA does not discriminate in its admissions policy on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. The School requires applicants to submit a complete application form in order to be considered for admission. For the first year of operation of a campus, the application period begins on January 10th (beginning date) and ends on June 25th (closing date). For each subsequent year of operation, the beginning and closing dates of the application period shall be January 10th and March 15th of each year, respectively.

Annual recruitment: PTAA will request parents directory information from local ISD and charter schools based on Texas Open Information Act. In addition, PTAA also purchases mailing list of all neighborhood families in the geographical area with Pre-K-12 grade students.

Advertising and Direct Mailing Material will be sent to all neighboring families in January (and/or October) in English and Spanish. This invitation highlights: Free Public-School Choice of Engineering and Technology School in the community; Existence of Technology Pathways Internship programs for high school students; and an Invitation to school events and open house.

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.

As part of its planning year grant, PTAA - Fate worked with IHE partners to develop three program pathways to be offered to its first HS cohort, starting in the 2019/20 year. The three program pathways for students are Software Programming/ Engineering, Network Administration, and Health Sciences, which are all identified as high demand occupations for the North Central Texas workforce areas. The Software Engineering pathway, in which most PTAA students are expected to enroll, is on the attached crosswalk. Students entering the ICIA program will obtain a total of 30 HS credits and 64 college credits by the time of graduation. The program enables students to obtain an A.A.S degree in Software Development as well as certificates in Programmer Level Certificate I and/or Software Program/Developer Assistant. As participants progress the number of dual credit courses taken will increase each year until the 12th grade year, during which students will be taking a full course load of dual credit courses. The 13th year is reserved as a flexible year for students who may need to retake courses, wish to take additional courses, or joined the ICIA program later thereby needing more time to complete the program. The offered pathway meets and exceeds the minimum requirements of Foundation High School program by offering students four English credits (English I, II, III and IV - with the option to take English IV as a dual credit option), at least three Mathematics credit (Algebra I, Mathematics as Problem Solving, Geometry, Algebra II, and dual credit Contemporary Math), three Social Studies credits (World History, U.S. History since 1877, U.S. Government, and Economics), four science credits (Biology, Chemistry, Physics, and student choice), 1 PE credit, at least 1 fine Arts credit, and a minimum of five elective courses. All offered dual credit courses build upon each other to best maximize student learning and meet prerequisite criteria of courses. In addition, students complete an approximate 25 hours of job shadowing hours/ year (9th and 10th grade) or internships (11th - 13th grade) with a Industry partner in a related field to their program of study.

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.

PTAA- Fate currently holds an articulation agreement with Richland College and Brookhaven College of the Dallas Community College district, which is primarily responsible for offering college credit in the form of dual credit classes and certification courses to ICIA students. Through this articulation, students are able to pursue certifications in the any of the following fields: Programmer Level Certificate, Software Programmer Assistant, and Network Associate. These certificate programs align with the local workforce needs in the fields of Computer Information and System Management(as specified by the North Central Texas Workforce board). In addition, students would pursue A.A.S degrees in the following fields: Software Developer, Network Administration and Support, and A.A.S in Science. Per the MOU with Richland and Brookhaven, the current courses would happen on the Richland campus, as none of PTAA Fate staff are currently dual credit certified. However, eventually PTAA envisions offering all of the projected advanced STEM/CTE courses on the campus. Utilizing grant funds, PTAA- Fate plans to increase the number of qualified teaching personnel who currently hold the 6 – 12 or 8 – 12 Mathematics/Physical Science/ Engineering certification as well as the number of staff credentialed to teach Computer Sciences. Instructional staff who hold this certification would be able to offer prerequisite courses on campus to program students, providing the preliminary academic knowledge and skills needed to be successful in the dual credit courses. These advanced TEA- recognized STEM/CTE courses are represented in the Information Technology Cluster. PTAA will also use grant funds to purchase equipment for the courses, in the form of an industrial 3D printer. Grant funds will also be utilized to provide training to teachers to prepare them to teach the specified courses, with a specific focus on Mathematics instruction.

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.

PTAA Industry leaders help in different ways to support our work-based and contextual learning goals. Below is the list of our Industry leaders and their current support structure that is available to our students:

Microsoft : Microsoft teaches a daily class with industry volunteers in snap programming. These classes are aligned to our Software development Pathway. They also offer career fair and job shadowing.

Sharp USA : Sharp has donated several systems to our school. They have done several job shadowing programs. They are also offering Sharp certification courses that will lead to internship options at Sharp.

Harditech: Harditech has an internship MOU signed up for students that finish software development pathway and work directly with Microsoft volunteers to create workforce training programs.

Sigma Surveillance, Inc: Sigma has an internship MOU signed to provide mentors ,job shadowing, multiple internship opportunities and other workplace work experiences.

Representatives from Microsoft and Sharp have actively participated in the design of this program and commit to continue to serve as active members on the PTAA-Fate Leadership Team. Sigma and Harditech have agreed to designate a point person to meet regularly with the Team to address issues of curriculum, school design, and sustainability. This liaison will interact directly and frequently with PTAA-Fate ICI Academy staff and the Superintendent who is designated to oversee high school partnerships with industry partners. The Program Director will, among other duties, coordinate site visits to Sharp facilities, recruit and match mentors to students, identify appropriate job shadowing opportunities, and support teachers and faculty in developing appropriate curricula.

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.

As part of the 2018 - 2019 PTECH ICIA Planning Grant, PTAA- Fate campus established a leadership team. Below are a list of individuals and their titles. The Leadership team meets regularly, with the meeting dates being January 16 2018, April 25 2018, August 8-17 2018, September 21 2018, and November 29 2018. The Leadership team will continue to meet quarterly in the upcoming 2019 year.

Name	Title	Organization	Roles
Shubham Pandey	Superintendent	Pioneer Technology & Arts Academy	Seeking New Industry Partners
Greg Farmers	Director	Sharp Systems Sharp USA	Work Based Learning Programs
Bridgett Green	Technology Head	Sharp USA	MOU with Industry Partner
Kevin O'Neal	Masergy Inc	Principal Software Engineer	Student Mentor
Kendall Roden	Technical Consultant	Microsoft	Job Shadowing
Zach Kendall	Premier Field Engineer	Microsoft	Work Based Learning Programs
Muaz Mohamed	Software Developer	Citi Group	Student Mentor
Shawntee Minyard	IHE Liaison	Richland College	IHE Promotions
Jessica Hodges	IHE Contact	Richland College	Pathways Coordinator

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.

As part of its planning year, PTAA district developed and implemented a district wide Advancement Via Individual Determination (AVID) program, which is a researched based program that trains "educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education." The PTAA district uses the AVID program resources as a framework to provide support for students in its TSI program, to help student prepare for the challenge of taking dual credit courses. However, there is a demonstrated need for more pro-active support for students who are at-risk for drop outs and in need of a mentor. At PTAA-Fate ICI Academy, students will benefit from a more focused application of data monitoring to screen for students who require more intensive support than is currently provided by the AVID program and mentoring already in place. Through regular examination of office referrals, absences, academic failures, and school nurse visits, students who exhibit interpersonal (teasing, intimidation, harassment) as well as personal (withdrawal, anxiety, self-harm) challenges will be flagged for intervention. PTAA- Fate proposes that grant funds from the ICIA Success grant be utilized to provide additional counseling to students in individual or group sessions. These sessions may focus on interpersonal issues, time management, or stress management.

School climate survey data will be analyzed and used to identify experiences of students or groups of students who affected by specific circumstances, including students who identify as Muslim, Jewish, Black, Latinx, or LGBTQ; have disabilities, history of trauma, or mental health challenges; have recently immigrated to the United States or have family members who are immigrants; or represent other diverse backgrounds. PTAA believes diversity is a positive quality; embracing and valuing diversity requires a safe, respectful environment and a deliberate approach that supports all students, families, and staff members.

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
<input type="text" value="Counselor"/>	<input type="text" value="50,000"/>
<input type="text" value="Professional Staff Extra-duty Pay"/>	<input type="text" value="5,725"/>
<input type="text" value="Employee Benefits"/>	<input type="text" value="11,250"/>
<input type="text" value="Project Director"/>	<input type="text" value="66,250"/>

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)	
<input type="text" value="Dual Credit Teacher Certification to teach college Courses"/>	<input type="text" value="9,840"/>
<input type="text" value="PLTW Training courses assisting to PTECH Pathway"/>	<input type="text" value="9,000"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)	
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)	
<input type="text" value="Operating cost do not require specific approval"/>	<input type="text" value="22,460"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)	
<input type="text" value="Chrome Book or Similar, 3D Printers"/>	<input type="text" value="25,475"/>

Total Direct Costs	<input type="text" value="200,000"/>
Indirect Costs	<input type="text"/>

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs)	<input type="text" value="200,000"/>
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REQUIRED MATCH AMOUNT (total budget request x 20%)	<input type="text" value="40,000"/>
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ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM

Crosswalk Template

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

CDN: 057850

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Software Programming/Engineering	DCCCD Richland College, Brookhaven Coll.	Y	A.A.S Software Programming

Year / Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8	03100500	Algebra I	1.0			
Total Year 0 High School Credits			1.0	Total Year 0 College Credit Hours		
Year 1 / Grade 9	03220100	English I	1.0			
Year 1 / Grade 9	03100700	Geometry	1.0			
Year 1 / Grade 9	03340400	World History	1.0			
Year 1 / Grade 9	03010200	Biology	1.0			
Year 1 / Grade 9	03102520	MAPS (TSI Prep)	1.0			
Year 1 / Grade 9	03500110	Art I, Art Appreciation	1.0			
Year 1 / Grade 9	13027200	Principles of Info Tech	1.0	ITSC 1401	Intro to Computers	4
Year 1 / Grade 9	PES00052	Foundations of Personal Fitness	0.5			
Year 1 / Grade 9	03810100	Health	0.5			
Total Year 1 High School Credits			8.0	Total Year 1 College Credit Hours		
Year 2/ Grade 10	03220200	English II	1.0			
Year 2/ Grade 10	03100600	Algebra II	1.0			
Year 2/ Grade 10	03340107	U.S. History	1.0			
Year 2/ Grade 10	03040000	Chemistry	1.0			
Year 2/ Grade 10	03440100	LOTE, Level 1 Spanish	1.0			
Year 2/ Grade 10	03241400	Communication Applications	0.5	SPCH 1311	Intro to Speech Communication	3
Year 2/ Grade 10	13027600	Computer Programming I	1.0	ITSE 1429	Programming Logic and Design	4
Year 2/ Grade 10	13027700	Computer Programming II	1.0	ITSE 2417	Java Programming	4
Year 2/ Grade 10	PES00052	Foundations of Personal Fitness	0.5			
Total Year 2 High School Credits			8.0	Total Year 2 College Credit Hours		
Year 3/Grade 11	03220300	English III	1.0			
Year 3/Grade 11	03102510	Advance Quantitative Reasoning	0.5	MATH 1332	Contemporary Math	3
Year 3/Grade 11	03330100	U.S. Government	0.5			
Year 3/Grade 11	03310300	Economics	0.5			
Year 3/Grade 11	03050000	Physics	1.0			
Year 3/Grade 11	03440200	LOTE, Level II - Spanish	1.0			
Year 3/Grade 11	03500500	Art II, Drawing I	1.0	ARTS 1316	Drawing I	3
Year 3/Grade 11	03350100	Psychology	0.5	PSYC 2301	General Psychology	3
Year 3/Grade 11	13027900	Web Technologies	0.5	IMED 1416	Web Design I	4
Year 3/Grade 11	TBD	TBD	0.5	INEW 2438	Advanced Java Programming	4
Total Year 3 High School Credits			7.0	Total Year 3 College Credit Hours		
Year 4/Grade 12	03220400	English IV (1 st semester)	0.5	ENGL 1301	Composition I	3
Year 4/Grade 12	03220400	English IV (2 nd semester)	0.5	ENGL 1302	Composition II	3
Year 4/Grade 12	13011800	Global Business	0.5	ITSW 1407	Introduction to Database	4
Year 4/Grade 12	TBD	NEW COURSE REQUEST	0.5	ITSE 1450	System Analysis and Design	4
Year 4/Grade 12	13027310	Computer Maintenance & Lab	2.0	ITSC 1405	Intro to PC Operating Systems	4
Year 4/Grade 12	13027400	Networking	1.0	ITNW 1425	Fundamentals of Networking Technologies	4
Year 4/Grade 12	TBD	TBD	0.5	ITSE 1430	Intro to C# Programming	4
Year 4/Grade 12	N1302812	Intro to C# Programming Apps	0.5	ITSE 2438	C# Database Development	4
Year 4/Grade 12	03580900	Tech Apps Independent Study	0.5	ITSC 1191	Special Topics in Comp Sci	1
Year 4/Grade 12	03581000	Tech Apps Individual Study	0.5	ITSY 1400	Fundamentals of Info Security	4
Total Year 4 High School Credits			7.0	Total Year 4 College Credit Hours		
Total Years 5 & 6 High School Credits			0	Total Years 5 & 6 College Credit Hours		
Total High School Credits			30	Total College Credit Hours		

Certification (s) to be earned by high school graduation:	1)Programmer Level I Certificate; 2) Software Programmer/Developer Assistant
Degree (s) to be earned by high school graduation:	Software Programmer/Developer A.A.S.

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	8 - 25 hours job shadowing & fieldtrips(May complete all 25 hours with one business or to split the hours across businesses)	Job shadowing & fieldtrips	Microsoft	8 - 25 hours job shadowing & fieldtrips(May complete all 25 hours with one business or to split the hours across businesses)	Job shadowing & fieldtrips	Sigma Surveillance	Students participate in daily class focused on snap programming	Industry knowledge	Microsoft
Year 2 / Grade 10	8 - 25 hours job shadowing & fieldtrips(May complete all 25 hours with one business or to split the hours across businesses))	Job shadowing & fieldtrips	Microsoft	8 - 25 hours job shadowing & fieldtrips(May complete all 25 hours with one business or to split the hours across businesses)	Job shadowing & fieldtrips	Sigma Surveillance	8 - 25 hours job shadowing & fieldtrips(May complete all 25 hours with one business or to split the hours across businesses)	Job shadowing & fieldtrips	Sharp USA
Year 3 / Grade 11	4 - 16 week internship. (May complete all 16 weeks with one business or to split the hours across businesses)	Unpaid internship	Sharp USA	Students participate in certification courses led by industry officials	Industry certification	Sharp USA	Students participate in a career fair to learn about possible areas of interest	Career Fair	Microsoft
Year 4 / Grade 12	16 week local or international internship	Unpaid internship	Sigma Surveillance	16 week local or international internship	Unpaid internship	Sharp USA	Students participate in a career fair to learn about possible areas of interest	Career Fair	Microsoft
Optional Year 5	16 or 32 week paid local or international internship	Paid internship	Harditech USA	16 or 32 week paid local or international internship	Paid internship	Sigma Surveillance	16 or 32 week paid local or international internship	Paid internship	Sharp USA

CDN: 057850

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

**INTER LOCAL AGREEMENT BETWEEN
THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND
PIONEER TECHNOLOGY AND ARTS ACADEMY CHARTER
SCHOOL
RELATING TO
PIONEER TECHNOLOGY AND ARTS PTECH - FATE**

THIS INTER-LOCAL AGREEMENT (hereinafter referred to as "ILA ") is made and entered into by and between the Dallas County Community College District (hereinafter referred to as "DCCCD"), a Texas political subdivision of higher education, on behalf of Richland College (hereinafter referred to as "College") 12800 Abrams Road, Dallas, TX 75243, and Pioneer Technology and Arts PTECH - Fate, (hereinafter "Charter School"), a Texas Political subdivision of secondary education, pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code ("TEC").

WHEREAS, the parties have agreed to this ILA regarding the establishment of a PTECH beginning the fall 2019 academic year, serving grades 9-12, located on Richland College campus;

WHEREAS, Services under this ILA are targeted toward low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, students for whom the cost of college is prohibitive, and students whose enrollment is not based on merit, discipline, attendance, or teacher recommendation; and

WHEREAS, under this ILA, Early College High Schools (ECHS) are included in the DCCCD Dual Credit Program and are small schools with enrollments of 500 or fewer students who will be allowed to earn both a high school diploma and an Associate's Degree, or alternatively, two years of college credit toward a Bachelor's degree; and

WHEREAS Early College High Schools will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, will improve academic performance and self-concept, and will increase high school and college/university completion rates;

WHEREAS, it is the intention of the parties that the ECHS shall be operated in accordance with the legislative grant of authority for Pathways in Technology Early College High Schools (P-TECH) in Tex. Educ. Code §§ 29.551 through 29.557, et. seq., and any and all rules and regulations which may be promulgated by the Texas Commissioner of Education, in connection therewith, as same may presently exist or as may hereafter be amended, modified or supplemented.

NOW, THEREFORE, the parties to this ILA mutually agree to the terms and conditions set forth below and in any attachments to this ILA, which are hereby incorporated by reference into the ILA for all purposes.

1. **Attachments to this Agreement** The Agreement contains the following attachments that are incorporated herein by this reference:
 - A. Attachment A: Dallas County Community Colleges Guidelines for Dual Credit Courses and Remedial Courses Offered in Partnership with Texas Schools (2019-20);
 - B. Attachment B: Course List(s)

2. **Term** All terms of this ILA are strictly contingent upon the annual approval of the ECHS Program by the Texas Education Agency (TEA), in compliance with section 102.1091 of the Texas Administrative Code. Subject to prior termination of this ILA as provided in Section 6 of this ILA, "Right of Termination," the initial term of this ILA is in full force and effect for a period of one year, beginning August 9, 2019 and ending August 8, 2020. At least one hundred twenty days before the expiration of the initial term and any subsequent renewal terms, College and Charter School shall review this ILA and may renew it for up to two consecutive one-year terms, upon:
 - A. Annual approval of the ECHS Program by TEA; and
 - B. Written approval of the College and Charter School.

Each term for educational services under this ILA is strictly contingent upon the TEA's annual approval of the ECHS Program.

3. **Guiding Principles:** The College and Charter School alliance will function with the following principles:

THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in Section 5 of this Agreement.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

RICHLAND COLLEGE

By: Kathryn K. Eggleston 4/5/19
Kathryn K. Eggleston, Ph.D. Date
President, Richland College

PIONEER TECHNOLOGY AND ARTS ACADEMY

By: [Signature] 4/15/19
Shubham Pandey, Superintendent Date

MICROSOFT TEALS MOU

Memorandum of Understanding – TEALS School Joint Engagement

Each of the three models used by TEALS for the 2019/20 school year has its own Memorandum of Understanding (MOU). Please read the MOU text for the model(s) applicable to your school and sign the combined signature form at the bottom of the page.

School - Pioneer Technology & Arts Academy Rockwall County Campus

School Year - 2019/20

Sections per Model (Co-Teach, Lab Support, Classroom Enrichment) - 1, 0, 0

MICROSOFT PHILANTHROPIES TEALS Co-Teaching Model Joint Engagement MOU 2019-20

The purpose of this document is to outline the responsibilities and outcomes of the joint engagement between the school and district administration, the Partner Classroom Teacher (PCT), the Technology Education and Literacy in Schools (TEALS) program and the TEALS volunteer teaching team. This document together with the Implementation Guide outlines the shared goals and responsibilities of Microsoft Philanthropies (a division of Microsoft Corporation) and the School to ensure a successful TEALS joint engagement.

School and District Administration Role and Responsibilities

Logistical Support

- School administration shall ensure that the TEALS model and joint engagement fit with district and school policies
- Provide TEALS with main points of contact for the school and district to ensure issues are addressed in a timely manner
- Coordinate and provide logistics for students traveling to and from TEALS field trips

- Provide (if requested) non-personally identifiable student information and AP scores for TEALS 3rd party data collection and evaluation including agreeing (as applicable) to the provisions of the AP Score Permission detailed below.
- Assist TEALS in collecting student media release forms for photos and videos used in TEALS publicity and for TEALS teacher training purposes

Teacher Selection and Support

- School Administration shall select a PCT committed to learning the curriculum and teaching CS independently within 2 years
- Provide PCT funding and support for Professional Development (PD) workshops through TEALS and related opportunities
- Recognize PCT PD credit hours upon completion of the joint engagement, as best interpreted by local policies

Class Scheduling and Student Enrollment

- School Administration shall offer and list CS classes as regular for-credit courses during the school day, as outlined in the Implementation Guide
- Schedule TEALS CS classes at a time conducive to volunteers. Classes should end no later than 9:30AM to allow TEALS volunteers time to commute to their places of work, unless prior approval is received in writing from a TEALS Regional Manager
- Provide all required lab hardware and class supplies, including textbooks and district IT personnel, as defined in the Implementation Guide
- Refer to TEALS Guide to Enrolling Diverse Students for strategies and suggestions to recruit and place interested and diverse students in CS classes and maintaining enrollment. Seek to have participation in your computer science classes reflect the diversity of your school

Volunteer Recruitment and Support

- School Administrations shall help recruit volunteers through district, principal, PTA, and foundation-level communications to all school communities
- Integrate the TEALS teachers and TAs into the school system as appropriate, including school events, publications, and access to relevant school and district teaching resources
- School's administration shall agree to pay reimbursements of costs related to school-mandated background checks, school-mandated vaccines not covered by insurance and costs associated with parking on school grounds or reasonable mileage reimbursement as outlined by school or district policies, not to total more than \$500.00 per volunteer
- Observe TEALS classroom and provide observation feedback to the TEALS program and TEALS volunteers
- Clear the volunteers for working with students so that you are in compliance with your school's and district's policies (for example: perform background and reference checks, fingerprinting, etc.)
- Expedite volunteers' building entry through ID cards and convenient parking spaces (as appropriate)

Partner Classroom Teacher Role and Responsibilities

- Commit to learning and teaching CS with successful progress made towards increased CS teaching capacity
- Help recruit interested and diverse students for CS classes. Teacher recruiting efforts have a significant impact on increasing student diversity in computer science classes
- Attend summer PD as described in the Implementation Guide
- Attendance at summer orientation (new partner teachers only) and summer check-in meetings (all teachers)

-
- Mentor TEALS teaching team during the summer and school year
 - Manage the planning and teaching of the class in collaboration with teaching team
 - Participate in the TEALS community, online and offline

TEALS Volunteers Role and Responsibilities

- TEALS Volunteers shall complete a volunteer interview with TEALS staff and (optionally) school representatives
- Successfully complete the TEALS summer training program (approximately 50 hours)
- Participate in planning and coordinating class
- Attend class approximately twice per week
- Give their time, subject matter expertise, and passion for teaching
- Participate for a full school year (36 weeks)

TEALS Program Role and Responsibilities

- Identify and make available training and program support for enthusiastic volunteers with backgrounds in computer science and software engineering
- Provide a comprehensive summer volunteer training program
- Conduct regular observations of the TEALS teaching team and provide feedback
- Help partner high schools build up CS program capacity
- Share expertise in teaching of computer science with proven curriculum derived from UC Berkeley and UW CS courses
- Build connections between school industry, academia, and CS opportunities
- Build student excitement for CS through program events such as CS opportunity fairs, career talks, college or university talks, interaction with industry experts
- Continuously evaluate the effectiveness of the program

Compliance with Gift and Ethics Rules

Microsoft Corporation desires to ensure compliance with applicable gift and ethics rules and seeks no favoritism or exclusivity in any bidding arrangement. The authorized representative signing this School Joint Engagement Memorandum of Understanding confirms that there is no violation of applicable gift and ethics laws, regulations or policies if the school's teachers or other representatives (i) accept Microsoft promotional items not to exceed \$20 in value (e.g. a TEALS branded t-shirt); (ii) participate in a TEALS status update meeting in which Microsoft pays for a meal not to exceed \$50 per person; or (iii) attend a TEALS sponsored Computer Science Fair or other similar event at which Microsoft provides snack and refreshments with a value not to exceed \$20 per attendee.

Existing Signatures

- Beverly D Ross, Teacher on March 27, 2019
- Kelli Causey, Assistant Principal on March 27, 2019
- Shannon R Houston, Partnership Coordinator on April 5, 2019
- Shubham Pandey, Principal on April 8, 2019