



# 2019-2021 P-TECH and ICIA Success Grant Program

COMPETITIVE GRANT Application Due 5:00 p.m. C.T.

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

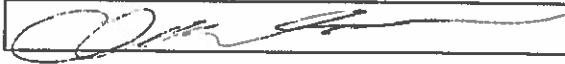
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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):

- |                                                                          |                                                                      |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Grant application, guidelines, and instructions | <input type="checkbox"/> Debarment and Suspension Certification      |
| <input type="checkbox"/> General Provisions and Assurances               | <input type="checkbox"/> Lobbying Certification                      |
| <input type="checkbox"/> Application-specific Provisions and Assurances  | <input type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Application stamp-In date and time

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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                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rapoport Academy has less than 10% percent of faculty that are industry certified in areas of high wage employment as defined by Texas Workforce Commission. The school needs to increase the amount of industry certified teachers | RAPS is dedicated to stop the rate of attrition in industry qualified teachers by providing administrative leadership support, covering the cost of personalized training and certification tests. The district will also offer paid time to engage in entrepreneurship and externships to build invaluable on the job training and networking with local employers looking to hire the school's students. |
| RAPS will need to increase the CCMR readiness for the school to 100% to be successful in preparing every student for college career and life.                                                                                       | This will be done by training every student to be certified in Entrepreneurship and Small Business for management skills, providing modern communication and soft skills at every level of high school, and covering the training and test cost of other industry certifications, certificates, or degrees within the student's major.                                                                     |
| RAPS will need to decrease the ratio of student to trade tools to achieve success at Work Based Learning and training practicums students.                                                                                          | The PTECH Coordinator will identify, organize/inventory tools of the trade that each student will need to complete industry training. Bringing this ratio to 1 to 1 will allow every student access hard skills training.                                                                                                                                                                                  |

**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 order to differentiate graduates at all levels of college and career readiness, RAPS will seek to have 100% of students participating and engaging in authentic coursework that will lead to an Entrepreneurship and Small Business certification. Rapoport will achieve this goal by hiring qualified professionals and training current teachers to become ESB certified. Pathway teachers will be placed in paid externships as well as encouraged and supported to start up small businesses at RAPS to bring quality networking and on the job training to authenticate classroom coursework for students. Because of the rapid small business growth of Waco, by June of 2021, Rapoport cohorts will graduate with 90% ESB certified.

**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**

Rapoport will hire or train and place at least one teacher that has obtained the ESB certification within each program of study. Sophomore and Junior classes of Meyer High School will be enrolled in the level 2 or 3 coursework that will provide required training and practicum for industry credentialing outlined by crosswalk. The freshman cohort will have identified, enrolled and progressed in the required level 1 intro to business course for all academy freshman and new entry students.



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

PTECH Coordinator will have cultivated and added partnerships with small business to place at least one teacher in each major program in externships starting June 2020. 60% of the junior class will interview and be hired in paid Work Based Learning Internships with small businesses to start in June 2020. Each 2020 graduate will have had the opportunity to be mentored and trained and to take the Entrepreneurship and Small Business certifications. Student trade tools ration will have moved to 1 to 1 by the second benchmark.

**Third-Quarter Benchmark**

Every returning major program instructor will be ESB certified and provided with the time, training, and practicum hours to add an industry certification or certification specific to their major. New hire major program teachers will be on track to pass ESB by June 2021. Sophomore and Junior classes of Meyer High School will be enrolled in the level 2 coursework that will provide required training and practicum for industry credentialing outlined by crosswalk. After passing ESB, level 3 course takers will prepare and pitch Capstone projects to the advisory board for funding consideration. The freshman cohort will have identified, enrolled and progressed in the required level 1 intro to business course for all academy freshman and new entry students.

**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 PTECH coordinator will continually evaluate teacher and student progress to become industry certified in the Entrepreneurship and Small Business by collecting, analyzing, reporting data to the PTECH Leadership Team. This coordinator will be a trained educator with the ability to provide differentiation and specific individualized techniques for students correct progress in order to reach the goal. But, the coordinator will also work closely with the three tiered mentoring approach for every academy junior and senior to provide the academic and social emotional support needed for advancement. The leadership team will work closely with coordinator to analyze data goals and benchmarks to identify sub-population interventions or root-cause programs failures. The PTECH leadership team will support the teacher training and certification process by providing social emotional support and paid time off for professional development or testing sessions.

**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.

As an open enrollment charter Rapoport Academy Public School was established to serve the economically disadvantaged students through preparing students for college, career, and life and cannot limit applications to the school district. RAPS has developed a program series called "Rapoport on the Road" to take STEAM learning to the East Waco Community surrounded the historic Paul Quinn College campus that is now home to Rapoport's secondary campuses. Rapoport on the Road has a bimonthly pop up event that includes programming for all grade levels like painting, CNC, rockets, downhill racers and more. Rapoport hosts a HBCU Fair event in the spring to showcase historically black colleges to students in partnership with local fraternities, sororities, chambers and Waco ISD. Another great event is the yearly fall event called STEM Pathways nights to help students and families identify a clear pathway from RAPS Pre-K to career with local industry partners communicating starting salaries and the post-secondary requirements offered through our ECHS to get there.

**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.

Rapoport Academy is focused on Entrepreneurship on STEAM disciplines through four programs of study that each have industry credentials and post secondary courses leading to an associates degree. Every student in the whole school model will be trained to be certified in Entrepreneurship and Small Business to match the fast growing industry in Waco. ESB certifications will be offered in the early coursework of each major program of study with the levels 3 and 4 coursework focusing on a more specific certification like Solidworks and other CAD/CNC software, ASE, Adobe, Drone Operatero, OSHA, Google Products or Food Manager. Each major program of study is matched with combination of college courses to align with the students personal graduation plan offered at McLennan Community College and Texas State Technical College on the college campuses. The College Student Coordinator and PTECH Coordinator will work closely together to provide both social emotional support, academic support, and transportation for the students to the college campuses and internship businesses. With the major economic boom in Waco, Central Texas has seen a rise in business startups, tourism, population growth. Also, the intellectual property federal court moved to Waco's Federal court many law firm posturing for the rise of the innovation culture cultivating in Waco currently. In a recent study, the Perryman group reported there are over 500,000 students enrolled in higher education within 200 miles of Waco, more than any other city because of central geographic location. The Greater Waco Chamber has identified a 700 acre sector of land along the I-35 and within walking distance of downtown and Rapoport Academy as an Innovation Business park with incentives in place to attract startups with the likes of silicon Valley. This economic boom is anticipated 3 billion dollar impact on Waco services industry and 1.5 billion dollar impact on trade disciplines in Waco by 2040 (Perryman report) which is expected to cover more than 50% of the high wage jobs in the Waco Area.

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.

Rapoport is leveraging a 10 year partnering through ECHS with both Texas State Technical College and McLennan Community College to transition to a PTECH academy for entrepreneurship. Each major program of study includes classes at both institutions for a more diversified graduate. Rapoport has graduated many students with associates degrees from MCC but we will grow to prepare students for the innovation workforce by providing every students with the opportunity to earn qualifications through high school and dual credit classes.

**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.

RAPS has partnered with a local not-for-profit start up, East Waco Talent Development, as a collective impact group with the mission of providing authentic and real world learning for high school students. The non-profit is a collaboration of several entrepreneurs driven to keep local talent local after graduation. East Waco Talent Development is Problem Solving Company that specializes in research, design, fabrication of niche products that are highly customizable and unique. EWG's clients are varies start up companies that quality talent to design, fabricate or brand a new product to the market. These include companies that require food trucks, electric entertainment vehicles, modular greenhouse, and more. Through this partnership, RAPS has also partner with individual business like Waco Pedal Tours and Gold and Grain sign co to provide the paid internships for students in all four major program of studies. East Waco Talent Development will manage transportation and internship placement of 36 students on a yearly basis starting in 2020, are also committed to connecting students to business mentor, completing the three tiered system, to aid in the social/emotional development of each work based learning student at RAPS. Each business partner working with RAPS students will commit at least one representative to serve a term on the Advisory Board for the PTECH academy.



**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.

PTECH leadership team at RAPS will be broken into three areas of impact based on blueprint benchmarks. Leadership comprised of two district employee, two campus leaders, and a representative from both the IHE and the Advisory Board. Rapoport has also established design and vision teams for each Program of Study to dream the future and potential impact of every student. Rapoport will also implement a three tiered advocate team for every student in the academy that includes one campus staff, one industry partner, and one district employee.

Superintendent - Dr. Alexis Neumann  
District STEM and CTE Director - Clay Springer  
Principal, Campus Administrator - Tyler Ellis  
College and Career Counselor - Shasta Sneed  
IHE Partner, McLennan Community College - Londa Carriveau  
IHE Partner, TSTC - Patty Lopez  
Industry Partner and Advisory Board Chairman, Cory Dickman

Campus and District leaders meet every other Monday over lunch throughout the school year, and are joined by the leadership team once a month. Quarterly, the Advisory Board, Leadership Team, Students representative and teacher representatives are assembled to report out, plan, advise and ideate new student projects. These Advisory Board meetings were held 9/19/18, 11/5/18, 2/20/19. The remaining May 1st Advisory Board meeting will hear junior Capstone proposal and choose one to two projects to be complete in 2019-2020, solidify industry partner's for WBL placements for 16 seniors, and finally, to hear from district administration recommitting to entrepreneurship education through PTECH.

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.

Rapoport academy is guided by an Advisory Board made that is made up of long time industry partners, WBL partners working with current students, IHE representatives from both TSTC and MCC, students representative, and teacher representatives. Rapoport offers a three tiered system to reach students in support providing to social/emotional impact for the targeted at risk population. The mission behind each mentorship is to provide learning the will enhance and support the student's advancement to college, career, and life. Students will recognize the connection to older or younger students, one campus leader, one district leader and community member as a step to develop a positive social network. RAPS has also implement PTECH Major classes during elective time for every middle school student to prepare them for a personal graduation plan by exposure. The middle school STEAM program culminates at a high school credit course in the 8th grade taught by a professional engineer who specialise in Project Based Learning and bilingual education. RAPS will maintain qualified and highly effective teacher in the eighth and ninth grade positions to produce advocate that interacted every student in the grade everyday. Rapoport Academy is decidedly small and because of this the District STEM Director is tasked with following, supporting, and advocating for graduates for the first four years after graduation from the academy. RAPS has seen great success of it graduates and has even had the opportunity how hiring it's own back to teach at the academy after completing their post-secondary path. Rapoport is introducing an opportunity for industry professionals to work as an adjunct instructor at Meyer High School while earning a part-time salary and benefits through the school district and use the remaining part of each day to advance their personal business. Each teacher / entrepreneur position will have access to the training / PD and equipment that RAPS offers, and will agree to provide opportunities for students in work based learning environments at all grade levels and abilities. RAPS plans to expand these positions to future graduates to help their personal business incubate as well.

CDN

Vendor ID

Amendment #

**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**

|                   |        |
|-------------------|--------|
| PTECH Coordinator | 90,000 |
|                   |        |
|                   |        |
|                   |        |

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

|                          |        |
|--------------------------|--------|
| Industry Trainer Support | 30,000 |
|                          |        |
|                          |        |

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

|                                                                            |         |
|----------------------------------------------------------------------------|---------|
| Tools of the trade - Cameras, Computers, hand and power tools, drone, etc. | 110,000 |
|----------------------------------------------------------------------------|---------|

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

|                                        |        |
|----------------------------------------|--------|
| Work Based Learning Internship support | 20,000 |
|                                        |        |
|                                        |        |

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

|  |  |
|--|--|
|  |  |
|--|--|

Total Direct Costs

250,000

Indirect Costs

0

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs)

250,000

REQUIRED MATCH AMOUNT (total budget request x 20%)

50,000

RFA #

SAS #



Rapoport Academy Public School  
Excellence Beyond the Averages

Paul and Jane Meyer High School  
Student Personal Graduation Plan  
Overview Sheet

STUDENT NAME:

| Texas State Technical College                                     |                      | Major Program of Study:                                          |                                                        |
|-------------------------------------------------------------------|----------------------|------------------------------------------------------------------|--------------------------------------------------------|
| Technical Art and Design                                          |                      | Modern Design                                                    |                                                        |
| Civil Drafting Technology                                         |                      | RAPS Courses:                                                    |                                                        |
| Technical Drawing                                                 | DFTG 1305            | 3                                                                | 1                                                      |
| Basic CAD                                                         | DFTG 1309            | 3                                                                | 2                                                      |
| Math Apps for Drafting                                            | DFTG 1370            | 3                                                                | 3                                                      |
| Visual Communication Technology                                   |                      | 4                                                                | 4                                                      |
| Digital Imaging I                                                 | ARTC 1302            | 3                                                                | 5                                                      |
| Digital Imaging II                                                | ARTC 2305            | 3                                                                | 6                                                      |
| Computer Aided Drafting and Design Technology                     |                      | Texas High School Foundation Graduation Plan                     |                                                        |
| CAD II                                                            | DFTG 2309            | 3                                                                | High School Foundation Graduation Plan - Credits       |
| Solid Modeling / Design                                           | DFTG 2310            | 3                                                                | English I, English II, English 1301 & 1302, English IV |
| Mclennan Community College<br>Complete" (45 Hours College Credit) |                      | English Language Arts                                            | 4 Credits                                              |
| Learning Frameworks                                               | PSYC 1300            | Math                                                             | 4 Credits                                              |
| Art Appreciation                                                  | ARTS 1301            | Science                                                          | 4 Credits                                              |
| Psychology                                                        | PSYC 2301            | Social Studies                                                   | 5 Credits                                              |
| Public Speaking                                                   | SPCH 1315            | Foreign Language                                                 | Credits                                                |
| Composition I                                                     | ENGL 1301 (On Ramps) | Fine Arts, Physical Education, Speech                            | 1 Credit Each                                          |
| Composition II                                                    | ENG 1302 (On Ramps)  | Electives                                                        | 5 Credits                                              |
| US History                                                        | HIST 1301            | Spanish I, Spanish II, _____                                     |                                                        |
| Chemistry                                                         | CHEM 1405            | Band or Art, Physical Education or Athletics, Speech or Capstone |                                                        |
| Elective                                                          |                      | Personal Finance, _____                                          |                                                        |
| Biology                                                           | BIOL 1408            | IBB 5 Endorsements:                                              |                                                        |
| College Algebra                                                   | MATH 1314            | 1: Multidisciplinary                                             |                                                        |
| TX Government                                                     | GOVT 2306            | 3:                                                               |                                                        |
| Federal Government                                                | GOVT 2305            | 4:                                                               |                                                        |
| Economics                                                         | ECON 2301 (Online)   | 2: STEM                                                          |                                                        |
| Total                                                             | _____ hours          |                                                                  |                                                        |





**Rapoport Academy Public School**  
*Excellence Beyond the Norm*

**Paul and Jane Meyer High School**  
**Student Personal Graduation Plan**  
 Overview Sheet

STUDENT NAME:

**McLennan Community College**

Major Program of Study:

**Modern Design**

**Associates of Science - 63 College Hours**

| 9th grade:          | Course        | Hours        |
|---------------------|---------------|--------------|
| Learning Frameworks | PSYC 1300     | 3            |
| Art Appreciation    | ARTS 1301     | 3            |
| <b>10th Grade</b>   | <b>Course</b> | <b>Hours</b> |
| Psychology          | PSYC 2301     | 3            |
| Public Speaking     | SPCH 1315     | 3            |
| Texas Government    | GOVT 2306     | 3            |
| Federal Government  | GOVT 2305     | 3            |

RAPS Courses:

1  
2  
3  
4  
5  
6

**Texas High School Foundation Graduation Plan**

| 11th Grade      | Course    | Hours |
|-----------------|-----------|-------|
| Composition     | ENGL 1301 | 3     |
| Composition II  | ENGL 1302 | 3     |
| US History I    | HIST 1301 | 3     |
| US History II   | HIST 1302 | 3     |
| College Physics | PHYS 1405 | 4     |
| College Physics | PHYS 1407 | 4     |
| College Algebra | MATH 1314 | 3     |
| Trigonometry    | MATH 1316 | 3     |

| 12th Grade   | Course    | Hours |
|--------------|-----------|-------|
| Economics    | ECON 2301 | 3     |
| Chemistry I  | CHEM 1405 | 4     |
| Pre-Calculus | MATH 2412 | 4     |
| Calculus     | MATH 2413 | 4     |
| Biology      | BIOL 1408 | 4     |
| Elective     |           | 3     |

**Total**

**63 credit hours**

**High School Foundation Graduation Plan - Credits**

|                                              |               |                                                                      |
|----------------------------------------------|---------------|----------------------------------------------------------------------|
| <b>English Language Arts</b>                 | 4 Credits     | English I, English II, English 1301 & 1302, English IV               |
| <b>Math</b>                                  | 4 Credits     | Algebra I, Algebra II, Geometry, Pre-Calculus or Statistics          |
| <b>Science</b>                               | 4 Credits     | IPC, Biology, Chemistry, (Advanced Science)                          |
| <b>Social Studies</b>                        | 5 Credits     | World Geography, World History, US History, US Government, Economics |
| <b>Foreign Language</b>                      | ___ Credits   | Spanish I, Spanish II, _____                                         |
| <b>Fine Arts, Physical Education, Speech</b> | 1 Credit Each | Band or Art, Physical Education or Athletics, Speech or Capstone     |
| <b>Electives</b>                             | 5 Credits     | Personal Finance, _____                                              |

**HB 5 Endorsements:**

|                             |                |
|-----------------------------|----------------|
| <b>1: Multidisciplinary</b> | <b>3: STEM</b> |
| <b>2: Humanities</b>        | <b>4:</b>      |



**Paul and Jane Meyer High School**  
**Pathways to Certification at Texas State Technical College**

**Technical Art and Design Pathway**

**Architectural / Civil Technology Certificate**

|   | Class Name                                     | Course    | Crosswalk | Hours |
|---|------------------------------------------------|-----------|-----------|-------|
| 1 | Technical Drawing                              | DFTG 1305 | 13004600  | 3     |
| 2 | Basic Computer-Aided Drafting                  | DFTG 1309 | 13036500  | 3     |
| 3 | Technical Mathematics Applications in Drafting | DFTG 1370 | 12701410  | 3     |

**Visual Communication Technology Certificate**

|   | Class Name           | Course    | Crosswalk | Hours |
|---|----------------------|-----------|-----------|-------|
| 1 | Digital Imaging I    | ARTC 1302 | 13027800  | 3     |
| 2 | Digital Imaging II   | ARTC 2305 | 13008900  | 3     |
| 3 | Basic Graphic Design | ARTC 1305 | 13008800  | 3     |

**Computer Aided Drafting and Design Technology Certificate**

|   | Class Name                           | Course    | Crosswalk | Hours |
|---|--------------------------------------|-----------|-----------|-------|
| 1 | Basic Computer-Aided Drafting        | DFTG 1309 | 13036500  | 3     |
| 2 | Intermediate Computer-Aided Drafting | DFTG 2319 | 13004700  | 3     |
| 3 | Technical Drafting                   | DFTG 1305 | 13036500  | 3     |
| 4 | Solid Modeling/ Design               | DFTG 2340 | Practicum | 3     |

**Technical Construction Pathway**

**Industrial Electrical Systems Certificate**

|   | Class Name                                     | Course    | Crosswalk | Hours |
|---|------------------------------------------------|-----------|-----------|-------|
| 1 | Technical Drawing                              | DFTG 1305 | 13004600  | 3     |
| 2 | Basic Computer-Aided Drafting                  | DFTG 1309 | 13036500  | 3     |
| 3 | Technical Mathematics Applications in Drafting | DFTG 1370 | 12701410  | 3     |

**Building Construction Certificate**

|   | Class Name                               | Course    | Crosswalk | Hours |
|---|------------------------------------------|-----------|-----------|-------|
| 1 | Construction Technology I                | CNBT 1316 | 13004600  | 3     |
| 2 | Residential & Light Commercial Blueprint | CNBT 1300 | 13006100  | 3     |
| 3 | Technical Calculations                   | TECM 1303 | 12701410  | 3     |

**Electrical Construction Certificate**

|   | Class Name                               | Course    | Crosswalk | Hours |
|---|------------------------------------------|-----------|-----------|-------|
| 1 | Residential & Light Commercial Blueprint | CNBT 1300 | 13004600  | 3     |
| 2 | Technical Calculations                   | TECM 1303 | 12701410  | 3     |
| 3 | Integrated Software Applications         | ITSC 1309 | 13005800  | 3     |
| 4 | Residential Wiring                       | ELPT 1329 | 13005700  | 3     |

**Electrical Line Worker Certificate**

|   | Class Name                              | Course    | Crosswalk | Hours |
|---|-----------------------------------------|-----------|-----------|-------|
| 1 | Electrical Calculations I               | ELPT 1215 | 12701410  | 3     |
| 2 | OSHA Regulations                        | OSHT 1305 | N1303680  | 3     |
| 3 | Live Line Safety                        | LNWK 2321 | 13005700  | 3     |
| 4 | DC Circuits                             | CETT 1303 | N1303785  | 3     |
| 5 | Oreintation and Line Skill Fundamentals | LNWK 1301 | 13005800  | 3     |

**Computer Systems & Administration Pathway**

**Computer Networking & Systems Administration Certificate**

|   | Class Name                              | Course    | Crosswalk | Hours |
|---|-----------------------------------------|-----------|-----------|-------|
| 1 | CCNA 1 - Intro to Networks              | ITCC 1314 | 13027200  | 3     |
| 2 | Personal Computer Hardware              | ITSC 1325 | 13027300  | 3     |
| 3 | Implementing Network Directory Services | ITNW 1345 | 13027400  | 3     |
| 4 | Network +                               | ITNW 1358 | 13027410  | 3     |

**Cyber Security Certificate**

|   | Class Name                              | Course    | Crosswalk | Hours |
|---|-----------------------------------------|-----------|-----------|-------|
| 1 | CCNA 1 - Intro to Networks              | ITCC 1314 | 13027200  | 3     |
| 2 | Personal Computer Hardware              | ITSC 1325 | 13027300  | 3     |
| 3 | Implementing Network Directory Services | ITNW 1345 | 13027400  | 3     |
| 4 | Network +                               | ITNW 1358 | 13027410  | 3     |

**Technical Mechatronics Pathway**

**Robotics Technology Certificate**

|   | Class Name           | Course    | Crosswalk | Hours |
|---|----------------------|-----------|-----------|-------|
| 1 | DC Circuits          | CETT 1303 | N1303785  | 3     |
| 2 | AC Circuits          | CETT 1305 | 13037000  | 3     |
| 3 | Digital Fundamentals | CETT 1325 | 13037050  | 3     |

**Automotive Maintenance Certificate**

|   | Class Name                     | Course    | Crosswalk | Hours |
|---|--------------------------------|-----------|-----------|-------|
| 1 | Intro to Automotive Technology | AUMT 1305 | 13039550  | 3     |
| 2 | Automotive Brakes Systems      | AUMT 1310 | 13039700  | 3     |
| 3 | Automotive Electrical Systems  | AUMT 1307 | 13039600  | 4     |
| 4 | Steering and Suspension        | AUMT 1416 | Practicum | 4     |

**Machining Certificate**

|   | Class Name                      | Course    | Crosswalk | Hours |
|---|---------------------------------|-----------|-----------|-------|
| 1 | Beginning Machine Shop          | MCHN 1301 | 13032700  | 3     |
| 2 | Blueprint Reading and Sketching | DFTG 1325 | 13004600  | 3     |
| 3 | Machine Shop Mathematics        | MCHN 1343 | 13032500  | 3     |
| 4 | Precision Tools and Measurement | MCHN 1320 | 12701410  | 3     |

**Auto Collision Refinishing Certificate**

|   | Class Name                                         | Course    | Crosswalk | Hours |
|---|----------------------------------------------------|-----------|-----------|-------|
| 1 | Automotive Plastic & Sheet Molding Compound Repair | ABDR 1349 | 13039750  | 3     |
| 2 | Basic Paint                                        | ABDR 1371 | 13039800  | 3     |
| 3 | Vehicle Design & Structural Analysis               | ABDR 1203 | 1309900   | 2     |
| 4 | Vehicle Trim and Hardware                          | ABDR 1215 | 13039810  | 2     |

**Avionics Technology Certificate**

|   | Class Name                                              | Course    | Crosswalk | Hours |
|---|---------------------------------------------------------|-----------|-----------|-------|
| 1 | Intro to Aviation Electronic Systems                    | AVNC 1303 | 13039350  | 3     |
| 2 | Aviation Electrical and Electronic Systems Installation | AVNC 1343 | 13036800  | 3     |
| 3 | Electrical Principles & Applications                    | IEIR 1371 | 13036900  | 3     |





Paul and Jane Meyer High School  
Work Based Learning Matrix

| Freshman Year                                                                             |                                                                                      |                                                             |                                                      |                                                                                                                                        | Sophomore Year                                                                                        |                                                          |                                                             |                                                                                                 |  |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--|
| Intro to Business and Professional Communication Level 1                                  | RAPS STEAM Pathways Night                                                            | Local Events                                                | Mentoring                                            | Major Courses Level 2                                                                                                                  | RAPS STEAM Pathways Night                                                                             | Local Events                                             | PLC                                                         | Mentoring                                                                                       |  |
| All 9th grade - New Students                                                              | Expose students to employers                                                         | **Transportation Provided                                   | Monthly Industry Professional Speaker visit by Major | Emphasis on project management in every level 2 class                                                                                  | Meet with Employers for possible internship during summer after sophomore year                        | **Transportation Provided                                | Practice Interviews                                         | Monthly Industry Professional Speaker visit by Major                                            |  |
| Photoshop, Illustrator Intro                                                              | Plan ECHS pathway                                                                    | Waco STEAM Day                                              |                                                      | Training for ESB certification, tying entrepreneurship to Major                                                                        | Check on Qualification Goal                                                                           | Waco STEAM Day                                           | Employment Training                                         |                                                                                                 |  |
| Branding and Company Formation                                                            | Set Industry Qualification Goal                                                      | Two Industry Tours                                          |                                                      | Industry focus part of training towards viewwac                                                                                        | Review PGP and adjust Early College Pathway and Major classes to match goal industry employment       | Two Industry Tours, in Major                             | Practice Resume                                             |                                                                                                 |  |
| Real Client PBLs, Pitch Sales                                                             | Interact with actual starting salaries and connect that to Personal Graduation Plan  | Bi-yearly family planning with College and Career Counselor | Each students paired with Junior in same Major       | Auto, Drone, Solidworks, Food                                                                                                          |                                                                                                       | Three local college fairs                                | Bi-yearly family planning with College and Career Counselor | Each students paired with Senior in same Major                                                  |  |
| Logo Creation, High Stakes Presentations                                                  |                                                                                      |                                                             |                                                      |                                                                                                                                        |                                                                                                       |                                                          |                                                             |                                                                                                 |  |
| Basic Commercial Photography                                                              |                                                                                      |                                                             |                                                      |                                                                                                                                        |                                                                                                       |                                                          |                                                             |                                                                                                 |  |
| Junior Year                                                                               |                                                                                      |                                                             |                                                      |                                                                                                                                        | Senior Year                                                                                           |                                                          |                                                             |                                                                                                 |  |
| Major Courses Level 3                                                                     | RAPS STEAM Pathways Night                                                            | Local Events                                                | Mentoring                                            | Work Based Learning                                                                                                                    | RAPS STEAM Pathways Night                                                                             | Local Events                                             | PLC                                                         | Mentoring                                                                                       |  |
| Student led Project Management in every class                                             | Students will connect and interview with employers for paid internships              | **Transportation Provided                                   | Monthly Industry Professional Speaker visit by Major | 10 to 15 hours of paid working time in chosen industry Internship                                                                      | Students will connect and interview with part-time or full time employment according to personal plan | **Transportation Provided                                | Practice Interviews                                         | Monthly Industry Professional Speaker visit                                                     |  |
| Students will choose second Certification, every student will take ESB in level 3 courses | Finalize ECHS pathway - select end goal for education                                | Waco STEAM Day w/ Resumes                                   |                                                      | Differentiated instruction by College Student Coordinator for Industry Certifications, ESB + Major Specific (OSHA provided, if needed) | Senior lead job search, networking and interview                                                      | Waco STEAM Day w/ resume                                 | Employment Training                                         | Senior students plan and host speakers for school, looking to network                           |  |
| Practicum time for Individual Industry Certification Pathway                              | Families connect with the next 4 year plan and working conditions                    | Personalized Industry Tours                                 |                                                      |                                                                                                                                        | In PLC by STEAM Pathways night each student will have written SMART goals, and lifestyle budget       | Personalized industry tours and interview times          | Practice Resume                                             |                                                                                                 |  |
| Project Based Learning and Presentation rubric assessment and feedback                    | Interact with actual starting salaries and finalise that to Personal Graduation Plan | Quantley family planning with College and Career Counselor  | Paired with 3 tiered mentorship                      | Every senior takes Personal Financial Literacy as a semester course                                                                    |                                                                                                       | Three local college fairs and out of town college visits | Quantley family planning with College and Career Counselor  | Paired with 3 tiered mentorship, select 1 mentor for first 3 years of college, career, and life |  |
| Pitch Presentation for Senior Year WBL - Capstone, Thesis, Internships                    |                                                                                      |                                                             |                                                      |                                                                                                                                        |                                                                                                       |                                                          |                                                             |                                                                                                 |  |
| Industry specific Interview practices and portfolio building                              |                                                                                      | Welcome to the Real World simulation                        |                                                      |                                                                                                                                        |                                                                                                       |                                                          |                                                             |                                                                                                 |  |



# McLennan COLLEGE

Memorandum of Understanding 2018-2019  
McLennan County Junior College District and Rapoport Academy  
Early College High School

This document is executed as a Memorandum of Understanding (MOU) between McLennan County Junior College District, an Institute of Higher Education (herein referred to as MCICD), and the Rapoport Academy Early College High School, a local public school, which are both located in McLennan County, Texas. It has been developed for the support of the Rapoport Academy Early College High School as an Early College High School (ECHS) under the auspices of the Texas Education Agency Early College High School Designation pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code.

WHEREAS, the purpose of this agreement is to outline the collaboration of the parties, as listed above, in support of Rapoport Academy ECHS.

WHEREAS, the parties to this MOU desire to establish an Early College High School by the fall of 2015 academic year and provide for enrollment in college courses by the ECHS students in accordance with the Texas Higher Education Coordinating Board Rules, as codified under Title 29, Part 1, Chapter 4, Subchapter G of the Texas Administrative Code;

WHEREAS, both Rapoport Academy ECHS and MCICD are willing and able to facilitate development of this program to benefit underserved students;

WHEREAS: MCICD and Rapoport Academy ECHS are authorized by state law to establish and enter into agreements for Early College High School programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

## Purpose

This school, serving grades 9-12, will offer traditionally underserved students (at-risk, economically disadvantaged students, students who are English language learners, and first generation college students) an opportunity to complete a high school diploma and earn up to 60 credit hours toward an Associate degree. While attending Rapoport Academy ECHS, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and technical skills necessary to achieve success in these and other arenas. Students graduating from Rapoport Academy ECHS will enter post-secondary education and/or training with significant advanced standing.

## Principles

- A. To establish a mutually beneficial partnership between MCICD and Rapoport Academy ECHS that allows a flexible and creative response to the missions and organizational/fiscal needs of both institutions.
- B. To collaborate in the planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration.

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- C. To provide rigorous college readiness and early college credit courses.
- D. To collaborate financially to address costs of both partners and assist each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully and without student fees. MCICD will waive tuition and standard fees for students identified as economically disadvantaged according to the established guidelines for the MCICD dual credit tuition waiver. Day to day costs, such as transportation to and from the campus, will be the responsibility of Rapoport Academy ECHS.
- E. To assure that classes and activities of the Early College High School on the MCICD campus will occur with students integrated on an age-appropriate basis in accordance with college readiness guidelines established by the Texas Higher Education Coordinating Board and the Texas Education Code.
- F. To share use of facilities including classrooms, labs, offices and libraries in ways that reduce operating costs and promote collaboration of students, faculty, staff, and community members in program success.
- G. To promote student success through participation college visits and in academic and admission procedures, including advisement, registration procedures, assessment and placement procedures, at the IHE. In addition, weekend, Saturday, or summer programs and activities, and extracurricular activities may be offered by Rapoport Academy ECHS, the IHE, or both. Students will gain access to the MCICD facilities by way of their MCICD student ID cards.
- H. To ensure the selection of students based on the intent of the program, a selection that will reflect the diversity of the student populations identified.

## Term

Subject to the approval of the Program application by TEA, any additional approvals that may be required from the THECB, and annual approval as required by law or by TEA or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU ("Commencement Date") and shall expire on June 30, 2019 ("Expiration Date"). Notwithstanding the foregoing, both Parties acknowledge and agree that a condition precedent to a Party's signing the MOU is approval of the Agreement by that Party's governing board. The time period between the Commencement Date and the Expiration Date shall be referred to as ("Initial Term"). Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term ("Renewal Term"). 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 at any time on notice by either party as set forth on page 9 below.

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## Governance

- A. The Early College High School established under this agreement will be governed by state and federal laws and regulations, as well as school district, and college policies and requirements. The School District shall apply to the Texas Education Agency for the establishment and continued approval of an Early College High School designation.
- B. A Steering Committee comprised of representatives of MCJCD and Rapoport Academy ECHS, and co-chaired by the MCJCD President and Rapoport Academy Superintendent, shall meet monthly, 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 shall make reports, at least annually, to their respective boards.
- C. An Advisory Committee will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory committee shall meet at least twice annually and shall consist of representatives from MCJCD, the School District, local and regional community.
- The Advisory committee and all other subcommittees established under this entity will report as needed and as requested to the Steering Committee.
- D. The ECHS Director/Principal (Chief administrative officer of the Early College High School) will be appointed by the Superintendent of the School District. The Director will be an employee of the School District. The School District will be responsible for payment of benefits, if any, to the Director, and the Director shall not be entitled to receive employee benefits from the MCJCD including, but not limited to, unemployment compensation, workers' compensation, health insurance and retirement benefits. The School District assumes full responsibility for workers' compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, Medicare and income taxes with respect to the Director. Should the school Director position become vacant and the need to appoint a new Director arise, following all Rapoport Academy Human Resources Policies and Procedures, MCJCD will have the opportunity to be represented on the Director search committee, take part in the deliberations. The District agrees to assign the Director as soon as a qualified candidate is identified and hired. An adequate number of faculty for high school credit-only courses, counselor(s), clerical staff, and any other high school personnel that may be necessary, will be the responsibility of the School District.
- E. This Agreement does not create a partnership or a joint venture between the parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party.

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## Location

Rapoport Academy Early College High School will offer courses at the Early College High School campus for students served in 9<sup>th</sup> and 10<sup>th</sup> grades. Early College High School courses for 11<sup>th</sup> and 12<sup>th</sup> grades will be held at the MCJCD campus as appropriate.

Approved locations and delivery models can include:

- ☒ ECHS site
- ☒ MCC campus
- ☒ Internet Delivery, including hybrid
- ☒ Greater Waco Advanced Health Care Academy

## Subchapter B, Chapter 39

The ECHS shall comply with State Board of Education rules regarding administration of the assessment instruments as required by Subchapter B, Chapter 39 and shall adopt a policy that requires a student's performance on an end-of-course assessment instrument for a course listed in this subsection in which the student is enrolled to account for 15 percent of the student's final grade for the course. In addition, the ECHS must administer the Texas Success Initiative college placement exam to all incoming ninth (9th) graders to assess college readiness and to enable students to begin college courses based on their performance as soon as students are able and willing.

Rapoport Academy Early College High School students will be required to participate in the appropriate end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, English II, and United States History as specified in Texas Education Code 39.023. Early College High School students will be required to participate in Algebra I EOC in grade 8; English Language Arts I EOC and biology EOC in grade 9; and English Language Arts II EOC and United States History EOC in grade 10.

## Grading Periods and Policies

Rapoport Academy Early College High School students classified as freshmen and sophomores will be enrolled in coursework at the Early College High School campus. Rapoport Academy Early College High School students classified as juniors and seniors will receive course instruction at the MCJCD campus, as appropriate.

Grading periods and policies for high school courses will be governed by local high school policies and procedures. All grades will be recorded in a numerical format.

Rapoport Academy Grade Point Average policies will remain in place for the Rapoport

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Academy Early College High School students. Early College High School course grades are weighted for Grade Point Average purposes as specified by Rapoport Academy. Currently, six-weeks grading period is in place. All grading practices and policies are defined in the Rapoport Academy Early College High School Student and Parent Handbook.

Grading periods and policies for college credit courses will be under the authority of the college. MCICD grading practices are on a semester rotation. The Course Catalog, syllabi and policies at MCICD will determine the grading practices.

Early College High School students will have the same access to MCICD services and resources as other students at the college.

## Courses of Study

Courses of study will be developed to allow the implementation of rigorous academic standards. Courses to be included will apply to an Associate of Arts degree or an Associate of Science degree. Students will be provided the opportunity to complete 60 hours of college coursework toward such a degree. To enroll in college credit coursework, students must meet the college readiness guidelines established by the Texas Higher Education Coordinating Board and the Texas Education Code.

|                                                                                                                                                                                                | Fall                                                                                                                                        | Spring                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Grade 9                                                                                                                                                                                        | PSYC 1300 (ECHS site)                                                                                                                       | ARTS 1301 (ECHS site)                                                                                                         |
| Grade 10                                                                                                                                                                                       | HIST 1301 (ECHS site)<br>BCIS 1305 (ECHS site)                                                                                              | HIST 1302 (ECHS site)<br>SPCH 1315 (ECHS site)                                                                                |
| Grade 11                                                                                                                                                                                       | ENGL 1301 (MCICD campus)<br>GOVT 2305 (MCICD campus)<br>MATH: _____ (MCICD campus)                                                          | ENGL 1302 (MCICD campus)<br>GOVT 2306 (MCIC campus)<br>Elective: _____ (MCICD campus)                                         |
| Grade 12                                                                                                                                                                                       | Science: _____ (MCICD campus)<br>ENGL (literature course; MCICD campus)<br>Elective: _____ (MCICD campus)<br>Elective: _____ (MCICD campus) | Science: _____ (MCICD campus)<br>PSYC 2301 (MCICD campus)<br>Elective: _____ (MCICD campus)<br>Elective: _____ (MCICD campus) |
| Specific math, science, and elective courses will be selected with the assistance of an MCICD advisor, taking into consideration a student's academic goals at both MCICD and future colleges. |                                                                                                                                             |                                                                                                                               |

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ECHS students must also comply with MCICD institutional policies to enroll and/or continue to enroll in college courses. While no minimum high school GPA is required, students will pass or be exempted from the reading section of the TSI Assessment (TSIA) to enroll in any academic course. It is recommended that ECHS students score a minimum of 347 on the TSIA reading section to enroll in workforce courses. Other sections of TSIA required for a course must be passed/exempted as well.

To continue in college courses, students must have/maintain a 2.0 college GPA upon completion of six (6) credit hours. Students with three (3) or more withdrawals on the college transcript will be blocked from college coursework for a minimum of 1 year.

## Curriculum Alignment

Curriculum alignment will be assured through completed grade level based "crosswalks" or matrices that delineate which ECHS courses may be taken for college credit. The crosswalks will be reviewed annually by MCICD and the Rapoport Academy Early College High School.

| Early College High School |                                                             | High School Course | High School Credit |
|---------------------------|-------------------------------------------------------------|--------------------|--------------------|
| ACNT 1303                 | Accounting 1                                                |                    | 0.5                |
| ARTS 1301                 | Art Appreciation                                            |                    | 0.5                |
| BIOL 1406                 | Scientific Research and Design I, II, or III (1 credit)     |                    | 1                  |
| BIOL 1407                 | Scientific Research and Design                              |                    | 1                  |
| BIOL 1408                 | Scientific Research and Design                              |                    | 1                  |
| BIOL 1409                 | Scientific Research and Design I, II, or III (1 credit)     |                    | 1                  |
| BIOL 2401                 | Anatomy and Physiology 13020600                             |                    | 1                  |
| BIOL 2404                 | Scientific Research and Design I, II, or III (1 credit)     |                    | 1                  |
| CHEM 1405                 | Scientific Research and Design I, II, or III (1 credit)     |                    | 1                  |
| CHEM 1411                 | Scientific Research and Design I, II, or III (1 credit)     |                    | 1                  |
| COSC 1336                 | Computer Programming 13027600                               |                    | 0.5                |
| CRII 1301                 | Principles of Law, Public Safety, Corrections, and Security |                    | 0.5                |
| ECON 2301                 | Economics                                                   |                    | 0.5                |
| ECON 2302                 | Economics Advanced Studies 03310301                         |                    | 0.5                |

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|                                       |                                                  |     |
|---------------------------------------|--------------------------------------------------|-----|
| ENGL 1301                             | English III-B or English IV-A                    | 0.5 |
| ENGL 1302                             | English IV-A                                     | 0.5 |
| ENGL 2321                             | English IV-B                                     | 0.5 |
| ENGL 2322                             | English IV-B                                     | 0.5 |
| GEOL 1403                             | Scientific Research and Design or IHE            | 0.5 |
| GOVT 1305                             | Federal Government                               | 0.5 |
| GOVT 2306                             | Special Topics in Social Studies                 | 0.5 |
| HIST 1301                             | Social Studies Advanced Studies (1 Credit)       | 1   |
| HIST 1302                             | US History                                       | 1   |
| HPRS 1206                             | Medical Terminology (130203000)                  | 0.5 |
| MATH 1314                             | Independent Study in Mathematics                 | 1   |
| MATH 1316                             | Independent Study in Mathematics                 | 1   |
| MATH 1324                             | Financial mathematics 13018000                   | 1   |
| MATH 1342                             | Statistics                                       | 1   |
| MATH 2412                             | Pre-Calculus or Independent Study in Mathematics | 1   |
| MATH 2413                             | Independent Study in Mathematics                 | 1   |
| MATH 2414                             | Independent Study in Math or IHE                 | 1   |
| MUEN 1121 (EARLY COLLEGE HIGH SCHOOL) | Band IV                                          | 0.5 |
| MUSI 1301                             | Music Appreciation                               | 0.5 |
| PHIL 1301                             | Special Topics in Social Studies                 | 0.5 |
| PHYS 1404                             | Scientific Research and Design                   | 1   |
| PHYS 1405                             | Physics                                          | 1   |
| PHYS 1407                             | Scientific Research and Design or IHE            | 1   |
| PSYC/EDUC 1300                        | 03270100 College Readiness and Study Skills      | 0.5 |
| PSYC 2303                             | Psychology                                       | 0.5 |
| PSYC 2314                             | Human Growth & Development 13014300              | 1   |
| SOCI 1301                             | Sociology 03370100                               | 0.5 |
| SPAN 1401                             | Spanish IV                                       | 0.5 |
| SPCH 1315                             | Speech                                           | 0.5 |
| SPCH 1321                             | Independent Study in Speech 032412200            | 0.5 |

## Instructional Materials

Instructional materials for high school courses will be under the authority of Rapoport Academy and Rapoport Academy Early College High School. Instructional materials will be provided that align with approved PEIMS courses as specified by the Texas Education Code, Rapoport Academy curriculum and teacher syllabi.

# McLennan COLLEGE

Memorandum of Understanding 2018-2019  
McLennan County Junior College District and Rapoport Academy  
Early College High School

Students enrolled in MCJCD courses will use instructional materials adopted by MCJCD. The ECHS will be responsible for purchasing appropriate materials, including college textbooks, for students enrolled in college credit courses. ECHS faculty teaching college credit courses may select their own instructional materials as long as they are in compliance with IHE policies.

To the extent possible, MCJCD will coordinate with Rapoport Academy to reduce college textbook costs through use over multiple semesters.

## Assistance, Student Waivers and Fees

MCJCD agrees to waive tuition and standard fees for students identified as economically disadvantaged according to the established guidelines for the MCJCD dual credit tuition waiver. Tuition and fees for the remaining students who do not qualify for MCJCD waivers will be the responsibility of Rapoport Academy. Rapoport Academy Early College High School students will not have financial responsibility for tuition, fees or transportation costs associated with the program.

## Instructional Calendars

To the degree possible, both MCJCD and the ECHS will maintain their own instructional calendars, to begin in August/September and continue through May/June. However, students who are enrolled in Early College High School courses at MCJCD will be expected to attend classes even if ECHS is not session. Any issues of transportation will need to be addressed and resolved by the ECHS. MCJCD will not be required to provide transportation.

## Student Enrollment and Attendance

Students are eligible to enroll in the ECHS after they have filled out all necessary application forms, including parental support forms. Students will be chosen through a blind scoring of each application according to the application rubric. All students enrolled in high school courses will be expected to follow current Rapoport Academy attendance policies. Attendance records will be taken for all courses offered at the ECHS campus.

Students enrolled in college credit courses will follow current MCJCD attendance policies. Attendance will be taken at MCJCD based on the published College Attendance Policy.

**McLennan  
COLLEGE**

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**Termination**

This agreement and partnership may be terminated by either party upon ninety (90) days written notice to the other party. In the event of termination during the initial term of this agreement, the effective date of termination shall be as of June 30 following the notice. It is the intent of both parties that no termination shall be made during the middle of the school year which will disrupt the academic progress for the students of Rapoport Academy ECHS, unless the parties mutually agree.

**Provision for Discontinuation**

Discontinuation of the ECHS program will only be allowed at the end of a grade level cohort, or when a cohort graduates. Discontinuation of the program will provide for the support of students enrolled in the program to ensure proper planning for graduation, and meet all the required elements of the program until complete discontinuation of the program.

Neither MCC nor the ECHS will discriminate on the basis of sex, race, age, handicap, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI.

  
Superintendent

4-13-2018

Date

  
President of McLennan Community College

4-13-18

Date





**Texas State Technical College  
Memorandum of Understanding  
Dual Enrollment**

**Texas State Technical College**, an institution of higher education and an agency of the State of Texas (which may hereinafter be referred to as the "COLLEGE" and **JISD, TEXAS HOME SCHOOL or PRIVATE/CHARTER SCHOOL ENTITY**) and listed schools (which may hereinafter be referred to as the "HIGH SCHOOL PARTNER"). College and High School Partner may individually be referred to as a "Party" or collectively as "Parties" in this Memorandum of Understanding (which may hereinafter be referred to as "MOU").

[illegible]

These above entities enter into the following Memorandum of Understanding (MOU) for the terms of which WITNESS THE FOLLOWING (TAC Title: 19 Chapter 4, Subchapter D, Rule 5.4.84 Section (a)):

## OVERVIEW

The College is committed to serving the students and communities of Texas through collaborative work with High School Partners. A major initiative promoting technical education and careers is the Texas State Technical College Dual Enrollment Program, which includes the provision of the Dual Credit state program to qualified students; therefore,

## MOU PURPOSE

In order to prepare students for educational and career success, the purpose and mission of the College is to provide a comprehensive, structured approach (at a four-course minimum) leading to a

postsecondary award (Level One Certificate, Level Two Certificate, or Associate of Applied Science Degree) at Texas State Technical College. This design allows students the opportunity to obtain developmentally appropriate CTE (Career Technical Education) courses with multiple entrance and exit points, or potentially preparing them to test for Industry-Based Certifications. The High School Partner agrees to drive TSTC Dual Enrollment students to complete their postsecondary program at the college campus after high school graduation, thereby promoting a seamless transition for dual enrollment participants to earn a college award in a high-demand, high-wage field of study.

## KEY COMPONENTS OF CONTRACT

Upon activation of this contract, the College agrees to:

1. Provide the High School Partner with opportunities to further their students' knowledge of high school graduation requirements, post-secondary terms, admission requirements, offerings, financial aid processes, etc. In an effort to help establish college readiness through a four-year, content-based curriculum, series of presentations called College Prep Academy. The incorporation of this college prep program serves not only to support the well-rounded education of high school students, parents and educators, but primarily the goal is to increase TSTC dual credit enrollment, streamline the College's matriculation efforts, and increase the overall number of TSTC student enrollment.
2. In addition, the College will provide the High School Partner with unlimited access to TSTC recruitment presentations, consultations and informational meetings for all students at partnering high school locations, throughout the school year, for the purpose of matriculation into the College.

**Upon activation of this contract, the High School Partner agrees to:**

1. Allow the College to present the aforementioned College Prep Academy to their student body (grades 9-12) throughout the academic year on a scheduled, regular basis (fall and spring) for class.
2. Hold a standing invitation to College for all college and career related events.
3. Welcome TSTC representation to a minimum of two PTA or school board meetings per academic year for presentation and college question consultation.
4. A minimum of two presentations (one per semester) to all district juniors and seniors, hosted by the College's recruitment team, at high school location.

## ACADEMIC POLICIES & PROCEDURES

Academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses. Academic policies can be found in the *TSU Catalogue* and *College Standards*.

(SOS) and TSTC Catalog and Student Handbooks which are published and available on the College website at [www.tstc.edu](http://www.tstc.edu)

## **METHOD OF DELIVERY & LOCATION OF CLASS**

Courses may be delivered utilizing the method mutually determined by the College and the High School Partner.

(1) delivered at the High School Partner's campus utilizing a certified high school teacher credentialed and employed as a College Dual Enrollment Adjunct Instructor meeting the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria; (2) delivered at the High School Partner's campus utilizing a College Instructor; (3) delivered on the College's campus utilizing College Instructors; (4) delivered online utilizing a College Instructor; (5) delivered online utilizing a College Dual Enrollment Adjunct Instructor; (6) delivered on the College's campus using a High School Partner's certified high school teacher credentialed and employed as a College Dual Enrollment Adjunct Instructor meeting the SACSCOC criteria.

Dual enrollment classes not taught on a College campus or during regular class hours may include but are not limited to:

- Online Learning courses: dual enrollment students participating in classes delivered online by the college are not required to be present on-site to access such instruction. Online classes are accessible at anytime from anywhere a student has a computer and internet access.
- Special technical programs approved to run outside the designated block time
- Courses taught at high school, face-to-face.

## **ELIGIBLE COURSES**

Courses offered by the College are developed based on the guidelines published in the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM) adopted by the Texas Higher Education Coordinating Board (THECB) and must be in the approved course inventory of the College and approved for dual credit by the applicable instructional department and College Dual Enrollment Office. Remedial or continuing education courses will not be offered for dual credit. The College technical dual enrollment pathway courses are designed for students to matriculate to the College upon high school graduation for program completion. The College's courses may also transfer to other institutions.

a. The number of courses in a dual credit technical program pathway offered at a High School Partner off-site location/campus will be monitored and approved on a term by term basis by the College Dual Enrollment Office. The College must seek approval from SACSCOC to offer 50% or more credits toward an award at an off-site location before implementation, including but not limited to Early College High School and Dual Enrollment programs offered at a high school in compliance with the 2017 SOS GA 12 Subpart 6 Change (Substantive Change for SACSCOC Accredited Institutions, Policy Statement).

- High School Partners wishing to add new dual credit technical program pathways to an existing pathway approval form must submit their request in writing to the Dual Enrollment Office no later than May 31, 2019, for Academic Year 2019-2020 implementation.

## **FACULTY QUALIFICATION, SELECTION, HIRING, SUPERVISION, AND EVALUATION**

The College has established an approval process for selecting and/or approving qualified faculty to teach dual credit courses. Faculty applying to teach in the Dual Enrollment Program must meet the credential requirements as stated in the College's Statewide Operating Standard ES.1.11, Faculty Credentials (<http://www.tstc.edu/governance/es>), which includes the criteria used by the College to determine teaching eligibility. Applicants are required to submit all required documents for the hiring process (including a completed employment application, curriculum vitae (CV) or resume and transcript copies) to the Human Resources Department.

The College will ensure that College Faculty requested to teach dual credit courses at the High School Partner sites have met acceptable national criminal background checks, including fingerprinting.

Each approved Dual Enrollment Adjunct Instructor member will be supervised by the College's respective Department Chair, or designee, and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures, in accordance to the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The College and the High School Partner will work collaboratively and timely share any and all information necessary in the event of an investigation of a personnel matter.

Employment with TSTC is contingent upon the following:

- The College complies with the Immigration Reform and Control Act; all positions are contingent upon proof of eligibility to accept employment in the United States. Documentation of eligibility must be provided within 72 hours.
- Satisfactory evaluation of references and required criminal background checks.
- Satisfactory results of pre-employment medical exam. (Drug screen only)
- Continued employment is contingent on the required approval, the availability of funding, satisfactory performance assessment, and a continued need for the position in the department.
- Employee is held responsible for ensuring that the official transcripts are received by the College no later than your 60th day of employment. Failure to do so will result in termination of employment.

College Dual Enrollment Adjunct instructors will receive stipend pay to be paid out monthly over the

duration of the courses offered and instructed according to course start and end dates. The 2019-2020 stipend guideline:

|                                 |             |             |            |
|---------------------------------|-------------|-------------|------------|
| Dual Enrollment Adjunct Stipend | \$750       | \$1,250     | \$1,500    |
|                                 | 1-2 courses | 3-4 courses | 5+ courses |

#### High School Partner & Dual Enrollment Adjunct Instructor Expectations:

- The Dual Enrollment Adjunct Instructors will follow current college procedures to ensure students attending/participating in the course are officially listed on the roster. The Dual Enrollment Adjunct Instructor will report to the designated College faculty member for the program with which it is associated.
- Dual Enrollment Adjunct Instructors will submit required reporting documents through Moodle and WebAdvisor (such as, submission of mid-term, final grades and validation of rosters). Faculty will attend an annual training, as required by the College, and submit required credentials (CV and Syllabus) accordingly. *Please note: If annual training is not completed by the Dual Enrollment Adjunct Instructor, the associated pathway will not be offered to the High School Partner.*
- The High School Partner will allow release time from high school duties for Dual Enrollment Adjunct Faculty to attend faculty training required by the College.
- Each dual enrollment section will be offered based on High School Partner request and will require a minimum of 10 officially enrolled College Dual Enrollment students. Additionally, staffing and facility availability will determine course offering.
- In order to ensure instructional needs are met, the High School Partner will notify the College's Dual Enrollment staff of any Dual Enrollment Adjunct Instructor personnel changes sixty (60) days prior to the first day of the dual credit section. Any sections with changes in High School personnel within sixty days of the first day of class may be subject to cancellation.

#### FACILITIES, TEACHING ENVIRONMENT, ENROLLMENT

##### Facilities

The High School Partner will work with the College to ensure that the High School Partner's facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction that include the following:

- High School Partner will ensure that College faculty and dual enrollment students have appropriate access to all available instructional resources and essential technology;
- High School Partner shall permit access to the College's electronic learning resources when the course is taught at the High School Partner; and
- High School Partner offering courses shall meet the laboratory safety standards and have material/equipment that comply with College program requirements.
- High School Partner will ensure the safety and security of the High School facilities where said dual enrollment classes are held on High School leased or owned property.

- The College will ensure the safety and security of the College's facilities where said dual enrollment classes are held on College leased or owned property.

##### Teaching Environment

The High School Partner is responsible for designating a classroom and lab space conducive to college-level learning, as required for dual credit courses taught face-to-face at the high school.

##### Enrollment

The High School Partner will designate at least one person responsible for:

- coordinating and tracking submission of all required documents for admissions and registration; and
- submitting of all required documents for admissions and registration through the Office of the Registrar or designee by way of the Texas Records Exchange (TREx) System; and
- adhering to all established College deadlines, policies & procedures including but not limited to schedule changes including, additions, drops, and withdrawals; and
- coordinating visits to the closest College campus to receive their Student Identification card, training on the TSTC Portal and Student Planning Module (for registration of classes) and tour the facilities no later than June 22, 2019 (A deadline of August 15, 2019 will apply to any new student transfers); and
- working in collaboration with the College's dual enrollment team for all issues regarding dual enrollment, such as admissions, advisement, registration, grading, reporting and programming improvements; and
- attending the College's annual Dual Enrollment Process Update; and
- the High School Partner will assign a designated billing contact to work with the College's Student Accounting office; and
- the High School will provide a list of all contact details to the College prior to the first day of class.

##### COURSE CURRICULUM, INSTRUCTION, AND GRADING

High School Partners that participate in the Dual Enrollment Program at Texas State Technical College will comply with procedures and guidelines established by the College:

##### a) Academic Instructional Calendar

Dual Credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the High School Partner.

##### b) Monitoring Instruction

High School Partners will work with the College so that College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the High School Partner. The College must conduct an adjunct faculty evaluation. The evaluation & training shall include, but not be limited to:

- A coordinated classroom site visit by the College.

- A College end-of-semester course and instructor evaluation completed by students.
- A mandatory yearly instructor orientation/training session for all adjunct instructors.

**c) Books and Supplemental Materials**

The High School Partner will be responsible for obtaining the correct editions of required textbooks and supplies on or before the first day of the college class. All textbooks and/or supplemental materials, software, computer specifications, applicable insurance coverage, uniforms, associated travel expenses related to program competitions/events (e.g., Skills USA), chaparrone expenses, etc., will be the responsibility of the High School Partner. Textbooks, materials, and supplies are available for purchase through the College Bookstore at [http://www.tstc.edu/student\\_life/bookstore](http://www.tstc.edu/student_life/bookstore).

**d) Grading Procedures**

All Dual Adjunct Faculty will follow the College Grading System as stated in the College's *Statewide Operating Standard ES.4.06, Grading System* (<http://www.tstc.edu/governance/es>) as well as the grading criteria in the department-approved syllabus. A student must earn a grade of C or better in a WECM course to pass.

**e) Student Learning Support Services**

All College dual enrollment students and adjunct faculty have access to the College Learning Resource Center, ([http://tstc.edu/student\\_life/learningresource](http://tstc.edu/student_life/learningresource)) and learning support services.

**f) Student Grievances/Complaints**

Procedures for handling student grievances or complaints, as it relates to the college course or customer service, are applicable to all students including those enrolled in dual credit courses. Dual enrollment students with grievances or complaints shall follow the procedures as stated in the College's *Statewide Operating Standard ES.1.24, Student Grievances & Complaints* (<http://www.tstc.edu/governance/es>) as published in the TSTC Catalog and Student Handbook.

**STUDENT ELIGIBILITY**

The College requires High School Partner to follow all College enrollment procedures and guidelines for dual enrollment students. All students must meet dual enrollment admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D and Subchapter G Rule § 4.85, and as stated in the College's *Statewide Operating Standard ES.4.07, Admission of Students* (<http://www.tstc.edu/governance/es>).

**COMPOSITION OF CLASS**

Dual credit courses may be composed of dual enrollment students only or of dual and college credit students as defined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter D and Subchapter G Rule § 4.22.

**CAMPUS ACTIVITY & TRANSPORTATION**

The College assumes no obligation or responsibility for the transportation of students to or from the College Campus or training facilities. Students that have a free period while on the College's campus

will not be monitored and the High School Partner holds the College harmless for any death, personal injury, property damage, and for campus disruption caused by High School Partner personnel or their students. The College is not responsible for High School Partner's students who leave the College's grounds.

**STUDENT RIGHTS & RESPONSIBILITIES**

Dual enrollment students must abide by the Code of Student Conduct outlined in the current TSTC Catalog and Student Handbook. Dual enrollment students will be dismissed for disruptive behavior and referred to their high school principal or designee for disciplinary action. Dual enrollment students attending classes on the College's campus will be treated as college students and are responsible for knowing all rules and regulations of the College. Student Conduct violations will be handled through the Code of Student Conduct, *Statewide Operating Standard ES.3.23, Student Rights and Responsibilities* (<http://www.tstc.edu/governance/es>).

**STUDENT SUPPORT SERVICES**

The College and the High School Partner will adhere to Section 504 of the Americans with Disabilities Act Amendments Act (ADAAA). Students in dual enrollment courses will have access to the same or comparable support services that are afforded College students on the main campus. The College is responsible for ensuring timely and efficient access to Student Support Services. Services such as these may require a signed student and/or parent consent form to receive services.

The College will adhere to and comply with current College policies, procedures, federal, state, and local laws that govern the College for individuals and/or students with disabilities that require accommodations.

The High School Partner agrees that in classes for which college credit is awarded, accommodations will need to meet standards under the ADAAA and Section 504 subpart E, and will adhere to the College's current policies and procedures for determining reasonable accommodations and grievances. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

The High School Partner agrees that classes in which high school credit is awarded, the ADAAA and Section 504 subpart D, accommodations will be the responsibility of the High School Partner. If an accommodation fundamentally alters the course, college credit will not be awarded.

Building and information technology access will be the responsibility of the owner/provider of that infrastructure, including access to web-based curriculum materials.

Students with disabilities who require accommodations will be required to self-disclose with the College's Disability Services Office.

It is the responsibility of the dual enrollment students, their parents/legal guardians or sponsoring agents to provide health and accident insurance for the dual enrollment students. Further, the dual enrollment students, their parents/legal guardians or sponsoring agents will hold the College harmless and waive any claims, past, current or future, they may have for any death, personal injury, property

damage, or accidents involving students or visitors while on the College's campus or off-campus instructional site locations.

#### TRANSCRIPTION OF CREDIT

A college grade shall be transcribed upon completion of the semester for the courses in which they are officially enrolled and will adhere to the current grading policy. The High School Partner agrees to evaluate the learner's objectives to be achieved by students completing the College's dual credit college courses and to transcribe credit on the student's high school transcript accordingly.

#### FINANCE AND FUNDING

##### a) Tuition & Fees

Dual enrollment courses are offered at a reduced tuition waiver & fee rate of \$33.00 per credit hour. Refunds will follow *Statewide Operating Standard FA 1.9, Refund of Tuition and Fees* (<http://www.tstc.edu/governance/faq>). Dual enrollment student eligibility and enrollment requirements must be met for the tuition waiver to apply.

##### b) Invoicing

The College will invoice the High School Partner for all applicable tuition and fee charges under the sponsorship billing process. Invoicing will start after the refund period ends on the official census date of the term (11th class day). Student registration for subsequent academic terms will not be completed until payment is received. The High School Partner will assign a designated billing contact to work with the College's Student Accounting Office.

#### FERPA

The Parties agree to maintain the records for all students by all applicable federal, state, and local laws. For the purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the College hereby designates the High School Partner as a school official with legitimate education-related interests in the educational records of the students who participate in the dual enrollment program to the extent that access to the records are required by the High School Partner to carry out the functions of the program. The Parties agree to maintain the confidentiality of the students' educational records in accordance with the provisions of FERPA. The Parties shall not release educational records to any third party without written consent by the affected student.

#### MEMORANDUM OF UNDERSTANDING (MOU)

Any change to the terms of this MOU must be presented in written form and agreed upon by both the College and the High School Partner at least thirty (30) days before any term or provision may be changed.

#### TEXAS PUBLIC INFORMATION ACT

Notwithstanding any provisions of this MOU to the contrary, the High School Partner understands that the College will comply with the Texas Public Information Act, Gov't Code, Chapter 552 as interpreted

by judicial opinions and opinions of the Attorney General of the State of Texas. The College will notify High School Partner of receipt of a request for information related to this MOU. High School Partner will cooperate with the College in the production of documents responsive to the request.

High School Partner may request that the College seek an opinion from the Attorney General of the State of Texas; however, the College will not honor High School Partner's request for an opinion if the request is not based upon a reasonable interpretation of the Texas Public Information Act. Additionally, High School Partner will notify the College's Office of General Counsel of any third party requests for information that was provided by the State of Texas for use in conducting this MOU. This MOU and all data and other information generated or otherwise obtained in the performance of its responsibilities under this MOU may be subject to the Texas Public Information Act. High School Partner is required to make any information created or exchanged with the state pursuant to this MOU, and not otherwise excepted, from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the state. High School Partner agrees to maintain the confidentiality of information received from the State of Texas during the performance of this MOU, including information which discloses confidential personal information particularly, but not limited to, social security numbers.

#### COUNTERPARTS

This MOU may be executed in one or more counterparts and may be electronically transmitted. Each counterpart shall be deemed an original and all of which shall constitute one and the same document.

#### EFFECTIVE DATE & TERM

The effective date of this MOU is August 1, 2019. This MOU shall continue for one (1) year after the effective date.

#### SIGNATURES

The persons signing this MOU represent, each to the other, that they are authorized to sign for and bind their respective institutions.

Texas State Technical College

3801 Campus Dr

Waco, TX 76705

By: \_\_\_\_\_

Date: \_\_\_\_\_

Kimberly Porter  
Vice President of Sales

By:

Date:

Adam Hutchison  
TSTC campus Provost

High School Partner (ISD/Entity)  
1020 Elm Ave  
Waco, TX 76704

By:

Date:

Alexis Neumann  
Superintendent Rapoport ISO

## **MEMORANDUM OF UNDERSTANDING**

**Between**

**Waco Pedal Tours and Rapoport Academy Public School**

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This Memorandum of Understanding is entered by and between Waco Pedal Tours and Rapoport Academy Public School for the 2018-2019 academic school year.

WHEREAS, Rapoport Academy has been granted designation as a P-TECH (Pathway to Technology Early College High School) Academy by the Texas Education Agency to offer project-based teaching and learning in the STEM (Science, Technology, Engineering, and Math) fields and an Early College High School partnering with McLennan Community College; and

WHEREAS, Rapoport Academy Public School desires to collaborate with the Waco Pedal tours to advance STEM teaching and learning for Texas students through real-world experiences and formal internships;

NOW THEREFORE, the parties agree that, they will work together to promote STEM career fields in Texas.

**Waco Pedal Tours** specifically agrees to:

- Provide support to the designated P-TECH Academy in supporting Meyer High School Programs of Study specially, Hospitality and Food Industry by implementing a focused and dedicated work shop which includes OSHA standard safety procedures, equipment, tools and material;
- Provide opportunities for faculty and students to interface with high-quality professionals in the Hospitality and Food Industry fields, specifically entrepreneurs/owners, tour hosts, marketing campaigns and pedal bike mechanics and designers;
- Allow for educational interactions with Academy students both on and off the Paul Quinn campus and WPT build site.
- Insure interviews for employment are provided to qualified Academy students that have completed a formal internship.
- Provide an employee to serve on Rapoport Academy Advisory board for the term year of this MOU, including four working lunches through the academic year and one STEM career pathways night in the fall of 2018.
- Any state-owned equipment, storage, and tools that are housed at WPT build facility may only be used by RAPS students and staff for the purpose of educational exercises and job training. Every piece of equipment, storage, or tools must always be labeled and inventoried while at use on the WPT vehicles and projects.

**Rapoport Academy Public School** specifically agrees to:

- Work collaboratively as a partner to increase student focus on Hospitality and Food Industry, Engineering and Mechatronics college majors and careers;
- Participate in community presentations highlighting the partnership wherever relevant and appropriate and within organizational time schedules;
- Provide students the required OSHA and industry training to be prepared for internships.
- Work with students and families to enable off Paul Quinn Campus internships during the regular school day by providing appropriate class schedules and transportation.

The parties may discuss and explore further collaboration, but any collaborative activities not explicitly delineated in this agreement shall be initiated by a separate written agreement between the parties. This Memorandum of Understanding is effective on the date it has been executed by both parties and shall remain in effect for one year from such date unless terminated earlier by either party with at least thirty days prior notice to the other party.

**Waco Pedal Tours**

By: \_\_\_\_\_

Date: 2/15/19

**Waco Pedal Tours**

By: \_\_\_\_\_

Date: \_\_\_\_\_

**Rapoport Academy Public School**

By: \_\_\_\_\_

Alexis Neumann, Ph.D., Superintendent  
Rapoport Academy Public School

Date: 10-20-19

**Rapoport Academy Public School**

By: \_\_\_\_\_

Clay Springer, District STEM / CTE Director  
Rapoport Academy Public School

Date: 10/17/2018



**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Gold and Grain and Rapoport Academy Public School**

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This Memorandum of Understanding is entered by and between Waco Gold and Grain and **Rapoport Academy Public School** for the March 1st through May 10th, 2019.

WHEREAS, Rapoport Academy has been granted designation as a P-TECH (Pathway to Technology Early College High School) Academy by the Texas Education Agency to offer project-based teaching and learning in the STEM (Science, Technology, Engineering, and Math) fields and an Early College High School partnering with McLennan Community College; and

WHEREAS, **Rapoport Academy Public School** desires to collaborate with Gold and Grain to advance STEM teaching and learning for Texas students through real-world experiences and formal internships;

NOW THEREFORE, the parties agree that, they will work together to promote STEM career fields in Texas.

**Gold and Grain** specifically agrees to:

- Provide support to the designated P-TECH Academy in supporting Meyer High School Programs of Study specially, Modern Deesing by implementing a focused and dedicated work time on Tuesday and Thursday morning during the months of March, April, and May 2019 which includes OSHA standard safety procedures, equipment, tools and material;
- Provide opportunities for faculty and students to interface with high-quality professionals in the Modern Design fields, specifically entrepreneurs/owners, marketing campaigns and product development;
- Allow for educational interactions with Academy students both on and off the Paul Quinn campus.
- Insure interviews for employment are provided to qualified Academy students that have completed a formal internship.
- Provide an employee to serve on Rapoport Academy Advisory board for the term year of this MOU, including two working lunches through the academic year and one STEM career pathways night in the fall of 2019.
- Any state-owned equipment, storage, materials and tools that are housed at Gold and Grain facilities may only be used by RAPS students and Gold and Grain staff for the purpose of educational exercises and job training. Every piece of equipment, storage, or tools must always be labeled and inventoried while at use for Gold and Grain and projects.

**Rapoport Academy Public School** specifically agrees to:

- Work collaboratively as a partner to increase student focus on Modern Design college majors and careers;
- Participate in community presentations highlighting the partnership wherever relevant and appropriate and within organizational time schedules;

- Provide students the required OSHA and industry training to be prepared for internships.
- Work with students and families to enable off Paul Quinn Campus internships during the regular school day by providing appropriate class schedules and transportation.

The parties may discuss and explore further collaboration, but any collaborative activities not explicitly delineated in this agreement shall be initiated by a separate written agreement between the parties. This Memorandum of Understanding is effective on the date it has been executed by both parties and shall remain in effect for one year from such date unless terminated earlier by either party with at least thirty days prior notice to the other party.

**Gold and Grain**

By: [Signature]

Date: \_\_\_\_\_

**Gold and Grain**

By: [Signature]

Date: \_\_\_\_\_

**Rapoport Academy Public School**

By: [Signature]

Alexis Neumann, Ph.D., Superintendent  
Rapoport Academy Public School

Date: 2-1-19

**Rapoport Academy Public School**

By: [Signature]

Clay Springer, District STEM / CTE Director  
Rapoport Academy Public School

Date: 2/1/19