PTECH
at Community High School

March 27, 2020

Texas Education Agency
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701

RE: Lonestar STEM Grant

Community Independent School District (CISD) is thrilled to be enrolling students in the PTECH @ Community High School Campus for opening in the Fall of 2020. We are currently focusing the Collegiate Academy on 3 distinct Programs of Study: Teaching & Training, Construction Technology, and Information Technology.

CISD plans to partner with Project Lead The Way and AVID for Higher Education for curriculum needs. Receiving the LONESTAR Stem grant will enable us to purchase curriculum and equipment that will be needed for start-up. We have plans to implement the curriculum at both the middle and high school level. While CISD is committing future CTE and CCRM budget funds to maintain the program, receiving this grant will ease the burden of start-up expenses and allow us to focus on doing what is best for our students and the future workforce needs of our community.

Additionally, Community ISD has partnerships with Collin County Community College for our Engineering and Information Technology Programs. The Team we have assembled for this initiative also includes McAfee LLC, a premiere IT services and cybersecurity organization.

We are excited for this opportunity and thank you for considering our application.

Sincerely,

Renda Songer, MPA, MEd
Community ISD
Coordinator of Advanced Academics & CTE
renda.songer@communityisd.org
972-843-6530

Community ISD - PO Box 400 - 620 N. FM 1138, Nevada, TX 75173

TEA® Texas Education Agency

NOGA ID

Authorizing legislation	US Department of Ed Federal Grant P.L. 114–95 IV ESSA EDUCATION INNOVATION AND RESEARCH 84.411B

This LOI application must be submitted via email to **loiapplications@tea.texas.gov.**

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **5:00 p.m. CT, March 30, 2020**.

Application stamp-in date and time

Grant period from	**May 1, 2020 - August 31, 2021**
Pre-award costs permitted from	**April 15, 2020**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Applicants must submit the additional attachments as detailed in the Required Attachment section on p. 6 on the Program Guidelines found on TEA's Grant Opportunities page.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization	Community ISD	CDN	043918	Campus	H/S 445035	ESC	10	DUNS	

Address	PO Box 400	City	Nevada	ZIP	75173	Vendor ID	1751455901

Primary Contact	Renda Songer	Email	renda.songer@communityisd.org	Phone	972-843-6530

Secondary Contact	Kenda Willingham	Email	kenda.willingham@communityisd.org	Phone	972-843-6030

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions   ☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances   ☒ Lobbying Certification

Authorized Official Name	Renda Songer	Title	Coordinator of Advanced Academics

Email	renda.songer@communityisd.org	Phone	972-843-6530

Signature	Renda Songer Digitally signed by Renda Songer Date: 2020.03.30 16:04:37 -05'00'	Date	3-16-2020

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. 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 LOI 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.

☒ 2. 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.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 Lone Star STEM Cycle 2 Year 1 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Lone Star STEM Cycle 2 Year 1 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.

☒ 6. The applicant assures they understand that 2020-2021 Lone Star STEM Cycle 2 Year 1 applicants cannot request to be placed in the treatment or control group and should apply with the intent to complete the treatment requirements outlined in the LOI.

☒ 7. The applicant assures that the district plans to develop or expand a computer science or cybersecurity Program of Study.

☒ 8. The applicant assures the T-STEM blueprint components and artifacts as described in the Program Guidelines will be followed.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Community ISD plans to partner with Project Lead The Way for Curriculum and Supplies for our Computer Science and STEM Programs in both Edge Middle School and Community High School. We currently allocate funds to our STEM programs through provisions for Career and Technical Education and for in PTECH Budgeting.

Receiving the Lone Start Stem Grant will allow us to purchase start-up curriculum and supplies needed to implement the Project Lead The Way program on both campuses. CISD is committed to budgeting from CCMR and CTE funds in the future to maintain these new programs.

Statutory/Program Requirements

1. What type of College Career Readiness School Model (CCRSM) is the campus currently? (T-STEM, P-TECH, ICIA, or ECHS) If not a CCRSM, what model do you plan to operate during the Implementation Year?

Community ISD is completing a planning year for a PTECH/ICIA school within a school model. Students have been recruited and selected for enrollment for the Fall of 2020. During the implementation year, we plan to operate a PTECH/ICIA model with a focus on information technology and cyber security.

Statutory/Program Requirements, (cont.)

2. What CCRSM designation does your district plan to pursue through the Lone Star STEM grant?

Community ISD plans to pursue the CCRSM Designation for PTECH through a focus on Cybersecurity. We are opening our PTECH campus in the Fall of 2020 with a planned enrollment of 30 students at Community High School. Additionally, we plan to enroll 30 students at Edge Middle School in Gateway to Technology Courses through our partnership with Project Lead The Way.

3. What process and information was used to determine which pathway was selected for the 2020-2021 Lone Star STEM Cycle 2 Year 1 grant? Please include any relevant labor market data or documentation.

The Community ISD CCRSM Leadership Team met with representatives from Workforce Solutions for North Central Texas to examine the targeted occupations for Collin County. One of the top in demand occupations in Collin County is in the information technology pathway. We currently offer information technology courses. However, there is a need for us to expand what is offered to provide a focus on cyber security.
Additionally, we met with Collin College and Texas A&M University in Commerce to discuss course options and staff credentials to offer courses in in the CISD CCRSM program for both high school and college credit. Finally, we met with Mr. Daniel Huff with McAfee, LLC - a information technology security company - about employment opportunities, the skills that should be developed in a future employee, and how we might partner with them to provide opportunities for work-based learning.

Statutory/Program Requirements, (cont.)

4. Describe plans for creating strategic alliances with industry partners and IHEs. What is the anticipated role for each IHE, business, and/or community partnership?

Our Industry Partner, McAfee LLC, will partner with us in order to provide work based learning for our students at every grade level. Currently, we have plans to take our STEM students on a tour of the McAfee worksite during the CHS Summer Bridge Program. The purpose of this program is to prepare students for the rigor of dual credit course work.

Additionally, McAfee will assist CISD in the development of the profile of a McAfee Employee. This profile will include the employability skills needed by a future employee and a list of technical skills they want developed at the secondary level.

Our IHE Partner, Collin College, furnishes CHS with a dual credit instructor in the event we are not able to utilize a staff member to teach our STEM courses for College Credit.

5. Identify the type of advanced courses (dual credit/AP/IB) currently implemented on the campus. Has the district identified what postsecondary credit will be available to students through the computer science, cybersecurity, and engineering programs?

Community ISD plans to offer an Associate of Science Degree in Integrated Networking Technology. Through this course of study, students will begin with Project Lead The Way courses in Fundamentals of Computer Science. Through their enrollment in dual credit courses with our IHE partner Collin College, students will achieve stackable industry based-certifications such as A+, Network +, Security +, and CCNA.   Courses are:

ITNW 1358 Network+
ITCC 1314 CCNA 1: Introduction to Networks
ITCC 1340 CCNA 2: Routing and Switching Essentials
ITNW 1370 Cloud+ Computing Essential
ITNW 1351 Fundamentals of Wireless LANS
ITCC 2312 CCNA 3: Scaling Networks
ITSC 1316 Linux Installation and Configuration
ITCC 2313 CCNA 4: Connecting Networks
ITCC 2341 CCNA Security
ITSY 2300 Operating System Security
ITMT 1372 Installation, Storage and Computing with Windows Server 2016
ITMT 1373 Networking with Windows Server 2016
ITNW 2373 Information Storage Management (EMC)
ITNW 2375 VMware vSphere: Installation, Configuration and Management
ITNW 2376 Advanced Topics in Computer Systems Networking and Collaborative Technologies (Capstone)

Statutory/Program Requirements, (cont.)

6. Describe any planned STEM-focused informal activities (field experiences, clubs, competitions, summer STEM camp, etc.) that will be offered to students, whether they are offered by the school or by a community partner.

Students who are selected for the STEM focused program will attend a Summer STEM Bridge program that has been planned in cooperation with Texas A&M University in Commerce, Collin College and McAfee, LLC. They will tour 2 college campuses, receive information about resources available to students on the college campuses and attend a leadership training event at Texas A&M University in Commerce. Students will also attend a 2 day college prep training event designed to prepare them to take the TSI Test. Students who do not meet on the TSI test will be invited for tutorials targeted to improve their scores.

On the final day of the Summer Bridge Program, students will attend an information day at the corporate offices of McAfee, LLC. They will receive a tour and listen to guest speakers talk about the benefits and opportunities available in the information technology career area.

Students will also become members of SkillsUSA and compete in several different competitions including a Cybersecurity Competition sponsored by McAfee.

Statutory/Program Requirements (Cont.)

7. Describe the Academy's plans for implementing an interdisciplinary approach to learning where academic concepts are coupled with real-world experiences through Project or Problem Based Learning (PBL) and/or Engineering Design Challenges that are offered regularly throughout the school year. Please include how the Academy will support and develop teachers in offering this, including considerations for scheduling, professional development, and structures for cross-disciplinary collaboration.

The Community ISD CCRSM STEM Program plans to implement an interdisciplinary approach to a STEM education through our specific approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy. CISD has a partnership with Project Lead The Way, Collin College, and TAMUC in which project-based learning will be implemented extensively.   We are dedicated to providing students the experience of solving real-world problems. This experience will capture students' interest and provoke serious thinking as they acquire and apply new knowledge in a problem-solving context. CISD asserts that project-based learning helps prepare students for the thinking and collaboration skills required in the workplace.

Teaching staff assigned to this program will attend professional development training by Project Lead The Way in the summer prior to implementation. Additionally, professional development training will be provided by AVID for STEM, Math and Science Teaching staff at CISD that will allow them the opportunity for cross-disciplinary collaboration and specific training for Project Based Learning.

The master schedule in the CISD CCRSM STEM Program will allow for flexible scheduling such as a modified block schedule to allow enrolled students to be cohorted together as much as possible.

8. Describe how the district plans to recruit, retain, and support historically underrepresented populations in STEM (e.g, females, economically disadvantaged, at-risk, etc…).

CISD is committed to identifying and appreciating the needs of underrepresented populations. Research has shown that educational programs that successfully retain minorities work in part because they engage students in solving problems relevant to their communities. We intend to engage students in a program that is noticed by our community because student learning will address solutions for real problems such as poor internet access in a rural community, community education about internet safety and cyber security, etc.

9. Does the applicant plan to develop or extend an engineering program as well as a computer science or cybersecurity program?

yes

10. Does the applicant have at least one teacher certified to teach computer science?

yes

11. Does the applicant have at least one teacher certified to teach cybersecurity?

yes

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section   **Reason for Amendment**

**MEMORANDUM OF UNDERSTANDING
PATHWAYS IN TECHNOLOGY (P-TECH) EARLY
COLLEGE HIGH SCHOOL and INDUSTRY CLUSTER
INNOVATIVE ACADEMIES (ICIA)**

A Memorandum of Understanding (MOU) among **Collin County Community College District (Collin College) and Community Independent School District (ISD)** (herein called the partners) for the creation of the PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL and INDUSTRY CLUSTER INNOVATIVE ACADEMIES (P-TECH ECHS/ICIA).

PURPOSE AND BACKGROUND

The purpose of this agreement is to outline the collaboration of the partners, as listed above, in creating a future new four-year high school called **Pathways in Technology Early College High School and Industry Cluster Innovative Academies (P-TECH ECHS/ICIA)**. This agreement is a conditional agreement developed for the purpose of the P-TECH ECHS/ICIA. The future P-TECH ECHS/ICIA will enable students in Grade 9, 10, 11, or 12 who are at-risk of dropping out, as defined by the TEC, §29.081, or who wish to accelerate completion of high school to combine high school courses and college-level courses. This opportunity will provide a smooth transitional experience for students to receive a high school diploma, a work credential, an associate degree, and work-based education programs on or before the sixth anniversary of a student's first day of high school. At the conclusion of the P-TECH ECHS/ICIA program, there will be an opportunity for students to receive priority in interviewing with collaborating employers.

TERM

The terms of this agreement shall represent an ongoing commitment between the two parties. This agreement will be evaluated annually, and changes may be made with the agreement of both parties.

STUDENT ELIGIBLILTY

High school students must meet all eligibility requirements set forth in the THECB Rules. All eligibility requirements set forth herein are subject to the THECB Rules and, in the event of conflict, the THECB Rules govern and apply.

To be eligible for enrollment in dual credit courses offered, students must be enrolled as a high school student. Academic eligibility requirements include demonstration of college readiness as evidenced by achieving the minimum passing standards of the Texas Success Initiative (TSI) as outlined in TAC 19, Part 1, Chapter 4, Subchapter C, §4.57 and TAC 19, Part 1, Chapter 4 Subchapter D, §4.85.

TSI Subject	TSI Cut Scores TAC 19, Part 1, Chapter 4, Subchapter C, §4.57
Mathematics	350
Reading	351
Writing	Essay score of 4 with MC score of 340

In accordance with TAC 19, Part 1, Chapter 4 Subchapter D, §4.85, a high school student is also eligible to enroll in dual credit courses that are TSI liable in reading, writing, and/or mathematics by achieving the following:

PLAN:

English	Composite score of 23, minimum 19
Mathematics	Composite score of 23, minimum 19

PSAT/NMSQT (Prior to October 15, 2015):

English	Combined Reading & Mathematics of 107, minimum of 50
Mathematics	Combined Reading & Mathematics of 107, minimum of 50

PSAT/NMSQT (After October 15, 2015):

Evidenced-Based Reading & Writing	Minimum of 460
Mathematics	Minimum of 510

NOTE: Mixing or combining PSAT/NMSQT scores administered prior to October 15, 2015 or after October 15, 2015 is not allowable.

A student may be exempted from the requirement to take the approved TSI Assessment if the student meets one of the following circumstances:

ACT:

English	Composite score of 23, minimum of 19
Mathematics	Composite score of 23, minimum of 19

SAT (Prior to March 2016):

Critical Reading	Combined Critical Reading & Mathematics of 1070, minimum of 500
Mathematics	Combined Critical Reading & Mathematics of 1070, minimum of 500

SAT (After March 5, 2016):

Evidenced-Based Reading & Writing	Minimum of 480
Mathematics	Minimum of 530

NOTE: Mixing or combining scores from SAT administered prior to March 5, 2016 and on or after March 5, 2016 is not allowable. The composite score and the subtest scores of the SAT/ACT must be earned on the same test administration.

STAAR EOC:

Algebra I	Level 2 (4000) & passing grade in high school Algebra II
Algebra II	Level 2 (4000)
English II	Level 2 (4000)

P-TECH ECHS/ICIA students applying for entry in workforce education certification courses are encouraged to take the TSI Assessment, but do not have to meet minimum standards in order to enroll. For specific information regarding testing and placement requirements, please contact (a) Special Admissions Coordinator, or (b) College and Career Counselor. Information is also available on the Collin College dual credit website.

Prospective P-TECH ECHS/ICIA students must complete the Collin College admission process prior to registration. The application may be submitted online. Students must also submit a Bacterial Meningitis Shot Record (within the past 5 years) prior to being eligible for registration. Information is also available on the Collin College dual credit website.

Prospective P-TECH ECHS/ICIA students must submit the Collin College Dual Credit/Concurrent Permission Form signed by the student, parent or legal guardian, and high school counselor or principal each semester. The Collin College Dual Credit/Concurrent Permission Form must be presented or on file at Collin College at the time of registration. The permission form is available on the Collin College dual credit website.

High school students taking Collin College courses for P-TECH ECHS/ICIA will be treated as college students. It is expected that high school students taking Collin College courses for dual/concurrent credit will conduct themselves as college students. A collegiate classroom environment will be maintained for all dual credit classes. The level of maturity of the high school student should be one of the criteria for approval by the high school officials.

P-TECH ECHS/ICIA students on academic probation, with less than a 2.0 GPA or C average in Collin College courses, will be required to meet with the Academic Advisor at Collin College to determine their eligibility to enroll in Collin College classes. See the Collin College catalog for rules regarding academic probation.

The awarding of high school credit for graduation is at the discretion and approval of the School District and should be indicated on the Collin College Dual Credit/Concurrent Registration Form.

ADMINISTRATION OF STATEWIDE INSTRUMENTS UNDER SUBCHAPTER B, CHAPTER 39

The Advisory Board will be responsible for establishing performance standards for P-TECH ECHS/ICIA based on state standards and will ensure that those standards are met on an on-going basis.

The P-TECH ECHS/ICIA will administer "a statewide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement" (TEA Code Sec. 39.022).

GRADING PERIODS AND POLICIES

ISD P-TECH ECHS/ICIA will run a 6-week grading cycle where progress reports will be sent home to parents at 3-week intervals with a report card sent home at the end of each six weeks.

Collin College will report numeric grades to P-TECH ECHS/ICIA. ISD P-TECH ECHS/ICIA will follow the ISD Grading Policy for high school courses taught at P-TECH ECHS/ICIA. P- TECH ECHS/ICIA will follow ISD rank and GPA policy.

P-TECH ECHS/ICIA will follow the Collin College instructor's syllabus regarding make up work and/or late work for all college courses taken for dual credit by P-TECH ECHS/ICIA students.

Collin College grades will post in the same semester in which they are earned.

COURSES OF STUDY AND CURRICULUM ALIGNMENT

All P-TECH ECHS/ICIA students will complete the foundation graduation plan required for high school graduation. Collin College will provide access to all P-TECH ECHS/ICIA students, courses in the workforce education programs, as well as the Core 42-hour curriculum when course requirements are met. For all college courses offered for dual credit, Collin College will provide current course descriptions and syllabi as requested by P-TECH ECHS/ICIA staff and/or students. P-TECH ECHS/ICIA will be responsible for ensuring alignment between Texas Education Knowledge and Skills (TEKS) and college course objectives in order to grant dual credit.

A four-year curriculum (grades 9 – 12) has been developed that meets and exceeds the TEKS to provide a seamless transition from grade level to grade level. The curriculum represents advanced level coursework. Within this framework, students will have the opportunity to earn a high school diploma within a four-year period and 60 credit hours towards an associate's degree, technical certification, and/or baccalaureate degree.

The defined sequence of courses for an Associate of Applied Science (AAS) degree in HVAC is contained within the Collin College approved core curriculum:

	FALL	SPRING
Year One (9th grade)		
Year Two (10th grade)	HART 1256: EPA Recovery Certification	HART 1301: Basic Electricity for HVAC HVAC/HART 1307: Refrigeration Principles
Year Three (11th grade)	ENGL 1301: COMP I	ARTS 1301: Art
	HART 1441: Residential A/C	HART 2431: Advanced Electricity for HVAC
	HART 1445 Gas & Electric Heating	HART 2438 A/C Installation & Start-Up
	HART 2345 Residential A/C Systems Design	HART 2349 Heat Pumps
Year Four (12th grade)	MATH 1314: College Algebra	SPCH 1321: Professional Communications
	HART 2341: Commercial A/C	HART 2343: Industrial A/C
	ECON 1301: Intro to Econ	
	HART 2342: Commercial Refrigeration	HART 2358: Testing, Adjusting & Balancing A/C (Capstone)
	HART 2334: Advanced A/C Controls	

A defined sequence of courses for Information Technology: Networking & Security certificate are listed below.

	FALL	SPRING
Year One 9th grade	CPMT 1305: IT Essentials I: PC Hardware & Software	SPCH 1321 Professional Communications
Year Two (10th grade)	ITNW 1358: Network+	ITNW 1370: Cloud + Computing Essentials
Year Three (11th Grade)	ENGL 1301 Composition I ITCC 1314 CCNA 1: Intro to Networks ITSC 1316: Linux Installation & configuration ITNW 1351: Fundamentals of Wireless LAN	ARTS 1301: Art Appreciation ITCC 1340: CCNA 2 Routing & Switching Essentials ITMT 1372: Installation, Storage with Windows Server 2016 ITSY 1300: Fundamentals of Information Security
Year Four (12th grade)	MATH 1314: College Algebra ITCC 2312 CCNA 3: Scaling Networks ITMT 1371: Networking with Windows Server 2016 ITNW 2375: VMWare vSphere: Installation, Configuration & Management	GOVT 2305 ITCC 2313: CCNA 4 Connecting Networks ITNW 2373: Information Storage Management (EMC) ITNW 2376 Advanced Topics (Capstone)

Collin College liaisons will be responsible for working with P-TECH ECHS/ICIA faculty to develop and refine a clear and coherent academic program across institutions. In the event the curriculum changes or a course is unable to be offered, a suitable replacement will be offered that meets dual enrollment requirements and expectations of both schools.

INSTRUCTIONAL MATERIALS

New and/or used textbooks, workbooks, and other text-related materials will be provided by ISD prior to the first day of each new semester. Student materials (notebook, folders, pen/pencils) will be provided by the P-TECH ECHS/ICIA student or by the ISD.

The P-TECH ECHS/ICIA shall use a tiered method when purchasing college textbooks. The P-TECH ECHS/ICIA will purchase from the Collin bookstore as a first choice. Textbook rentals will be from Collin College bookstore when feasible with the delivery time of the books. As a last resort, the P-TECH ECHS/ICIA may seek outside rentals and/or purchase of textbooks.

INSTRUCTIONAL CALENDAR

An instructional calendar has been collaboratively created to combine the ISD and Collin College calendars. In the event Collin College is in session when the ISD is not, P-TECH ECHS/ICIA students will attend college classes. In the event Collin College is not in session, but ISD is in session, P-TECH ECHS/ICIA students will attend ISD classes. P-TECH ECHS/ICIA will follow the Texas Education Agency (TEA) and ISD guidelines regarding the academic calendar year. Should TEA offer other options for P-TECH ECHS/ICIA, these options will be considered.

P-TECH ECHS/ICIA officials will provide notice before the semester starts for changes to instructional time including Benchmark Testing and standardized testing. In regards to University Interscholastic League (UIL) advancement, sport competition advancement, or other extenuating circumstances, P-TECH ECHS/ICIA officials will notify the Collin College dual credit office as soon as possible.

POLICIES REGARDING ELIGIBILITY OF ECHS STUDENTS FOR HIGHER EDUCATION FINANCIAL ASSISTANCE, SPECIFICALLY ASSISTANCE OR WAIVERS FOR TUITION AND FEES

The cost of tuition and fees for eligible dual credit courses will be based upon the current Collin College tuition and fee schedule.

At-risk economically disadvantaged students, for whom the P-TECH ECHS/ICIA program is designed, who qualify for the Free or Reduced Lunch program will be eligible for a full waiver of all tuition and fees. In addition, fees for CTE dual credit courses taught by qualified embedded high school instructors at the high school will be waived. Tuition will be assessed for students not qualifying for the Free or Reduced Lunch program waiver and will be paid by Community Independent School District.

Embedded faculty are full-time high school teachers hired by Collin College as adjunct faculty to teach college courses during regular high school hours. During the college course time at the high school, embedded faculty are under the guidance of Collin College and must follow the guidelines and procedures of the College such as but not limited to: curriculum, FERPA, syllabus, college schedule, etc.

Embedded faculty employed with the school district who teach a dual credit course under this Agreement as part of their regular duty hours with the school district will not receive additional compensation from Collin College. All Dual Credit faculty qualifications outlined in this agreement still apply.

Collin College will pay the school district the equivalent of the current adjunct faculty rate of pay and dual credit stipend for the course as consideration for the faculty member teaching the dual credit course. The adjunct faculty rate for the 2019-20 academic year is $919 per semester credit hour and the total per course depends on the lecture/lab hour combination for each course.

Faculty employed with the school district who teach a dual credit course under this Agreement outside of their regular duty hours with the school district are considered employees of Collin College for the purposes of the dual credit course. As employees of Collin College, such faculty will be paid for services rendered under this Agreement in accordance with Collin College's faculty compensation plan.

ISD will provide textbooks. ISD will apply to TEA for textbook waivers for college-level texts as appropriate.

The ISD or the student will be responsible for the transportation of high school students to Collin College.

POLICIES REGARDING STUDENT ENROLLMENT AND ATTENDANCE

Admission to P-TECH ECHS/ICIA will be limited to students served by the ISD. Recruitment efforts will focus on identifying highly capable students that may or may not be experiencing academic success. Recruitment efforts will also focus on at-risk students (as defined by TEA), historically underserved student populations, and first-generation college students.

All P-TECH ECHS/ICIA students will be required to complete and pass (obtain a respective acceptable score) exams required by Collin College such as Texas Success Initiative (TSI) Assessment, American College Test (ACT), Scholastic Aptitude Test (SAT), PSAT, PLAN and/or State of Texas Assessments of Academic Readiness (STAAR) in order to be eligible to enroll in college courses offered for dual credit the same as any dual credit high school student enrolled in the ISD. P-TECH ECHS/ICIA students must meet all the prerequisites for college courses offered for dual credit through Collin College. P-TECH ECHS/ICIA students will follow the ISD attendance policy as stated in Education Code 25.085, 25.086.

PROVISIONS FOR DISCONTINUING

P-TECH ECHS/ICIA and Collin College do not plan to close the P-TECH ECHS/ICIA Program. However, in the event circumstances force the closure of the P-TECH ECHS/ICIA, the P-TECH ECHS/ICIA and Collin College shall follow the terms stated in this MOU as they pertain to tuition at Collin College for junior and senior level students only. Students at the freshman and sophomore level shall return to the High School campus to complete their high school graduation requirements.

STUDENT SUPPORT

Extraordinary steps will be taken by the partners to assist those students who may not be performing satisfactorily to succeed. Teacher mentors/advisors will meet individually with students to oversee their academic progress, monitor grading and matriculation decisions, and advise students on making positive post-graduation plans. P-TECH ECHS/ICIA students taking college classes are entitled to the same services that are available to other Collin College students. Collin College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, learning materials (e.g., library resources), and other services for which the student may be eligible. P-TECH ECHS/ICIA students have access to all Collin College facilities, services and resources. To ensure academic success, ISD and Collin College will provide counseling and academic support services, as needed.

P-TECH ECHS/ICIA students will participate in advising on the transferability of all college credit offered and earned and the transferability and applicability to baccalaureate degree plans for all college credits earned during high school, although the ultimate acceptance of the transfer credit will be the responsibility of the accepting institution.

P-TECH ECHS/ICIA students are required to adhere to ISD and Collin College regulations regarding facilities and equipment usage and Collin College and school districts' codes of conduct. Failure to do so will subject the student to appropriate action taken by ISD and Collin College, including suspension and dismissal.

TRANSPORTATION

ISD will provide transportation between P-TECH ECHS/ICIA and Collin College for students to attend classes, tutorials, college visits, and cultural enrichment activities, if needed.

STUDENT CODE OF CONDUCT

P-TECH ECHS/ICIA students shall adhere to the following:

a. School district policies; and
b. Collin College Student Code of Conduct (2020-2021 Collin College Catalog).

P-TECH ECHS/ICIA students on a Collin College campus who participate in bad behavior, criminal acts, or other violations of the Collin College Student Code of Conduct will be disciplined per Collin College Dean of Students and the ISD notified of such (2020-2021 Collin College Catalog). The Collin College Police Department is the primary police authority for Collin College. All P-TECH ECHS/ICIA students while on any Collin College campus shall be eligible for and receive all police services provided by the Collin College Police Department.

Responses to law enforcement, safety, or emergency related incidents shall be based upon the guidelines and operational procedures of Collin College, along with local, state, and federal laws.

Collin College may, at its discretion, release primary law enforcement jurisdiction to the appropriate District on a case-by-case basis.

ISD agrees to notify the Collin College police department of any incident or situation involving P-TECH ECHS/ICIA students that may affect the public safety of the Collin College community.

P-TECH ECHS/ICIA parents will report grievances to the ISD, at which time the ISD will communicate any grievances to the Collin College office of Dual Credit. Students will be expected to follow the grievance process outlined in the 2020-2021 Collin College Catalog for any academic or disciplinary appeal.

TRANSCRIPTION OF CREDIT

For P-TECH ECHS/ICIA courses, high school as well as college credit should be transcripted immediately upon a student's completion of the performance required in the course.

PROVISIONS FOR COLLECTING AND SHARING STUDENT DATA

When considering the dissemination of student data, all FERPA (Family Educational Rights and Privacy Act) guidelines will be followed by all ISD and Collin College staff. Parent-initiated questions and concerns regarding dual credit coursework and student performance will be handled through ISD staff. Parents of P-TECH ECHS/ICIA students will be discouraged from directly contacting the dual credit instructors from Collin College.

An annual report and other reports, as required, will be prepared and submitted to the administration of TEA on the progress of the P-TECH ECHS/ICIA under its purview. The report will be provided to participating partners and others as deemed appropriate. The ISD will track P-TECH ECHS/ICIA student performance and completion rates in comparison to non-P-TECH ECHS/ICIA students. Annual reports will also include student data such as credit hours taken and earned, GPA, and formative data to assess college readiness.

Evaluation of the program and of the effectiveness of the collaboration will take place each academic year. The results of the evaluation will be reported at the end of each academic year. Qualifications of instructors will meet ISD and Collin College requirements. This information will be shared between the ISD and Collin College, as needed. This evaluation will satisfy all federal and state guidelines for the evaluation of K-12 schools, in addition to any other evaluative guidelines established for the program.

FACULTY AND ADMINISTRATION

Collin College is committed to providing qualified faculty to teach college academic transfer courses to students within the P-TECH ECHS/ICIA. All faculty who teach courses that bear college credit will have the appropriate credentials for instruction in the field as determined by Collin College. Collin College requires that faculty who teach an academic transfer course be qualified in their area of instruction by having a Master's degree and at least 18 semester credit hours in the field in which they are teaching. Faculty who teach Career and Technical courses will be qualified in their area of instruction by having an Associate's Degree and at least three years work experience in the field in which they are teaching or a Baccalaureate Degree in the field in which they are teaching. Credentials are reviewed by the appropriate Director, Dean or Vice President/Provost.

The responsibility for the supervision and evaluation of faculty teaching college-level courses resides with the respective Associate Dean or Director that oversees the discipline area in which the course is being taught. The supervision and evaluation of faculty teaching college-level courses will be no different for Collin College faculty who teach courses that contain P-TECH ECHS/ICIA students than it is for faculty who teach courses that do not contain P-TECH ECHS/ICIA students.

Documentation of faculty qualifications and the evaluation of faculty teaching academic transfer and/or workforce education courses will be maintained in the appropriate divisional office and the Collin College Human Resources office. Collin College faculty will be employed and compensated by Collin College.

To teach in P-TECH ECHS/ICIA, instructors must meet State certification requirements in their subject area to teach in the State of Texas and be designated as highly qualified.

ISD teachers in P-TECH ECHS/ICIA who meet the requirements necessary to teach courses for Collin College may apply to be embedded high school faculty for Collin College during their period of employment at P-TECH ECHS/ICIA and will enjoy the benefits thereof. In the event that Collin College is unable to provide adequate staffing for the student load in high demand fields, ISD will recruit and hire college-qualified faculty who meet the requirements to teach both high school and college-level courses. If the ISD is not able to recruit an instructor who is able to teach the college-level high need courses, the ISD will provide alternative means for students obtaining college credit in the high need area, such as Advanced Placement (AP) courses or other options that offer credit by examination.

High school faculty of the P-TECH ECHS/ICIA will be evaluated annually by the high school principal who will recommend continued employment at the ISD. ISD faculty will be employed and compensated by the ISD.

OUTREACH TO THE TARGET POPULATION AND ADMISSION

In order to secure the most appropriate students for this program, recruitment will begin with the ISD Intermediate School students. Assemblies and parent awareness programs will be held. Recruitment will continue with students at the ISD Middle School. To secure the broadest applicant pool possible, each of the partners will begin narrowing the P-TECH ECHS/ICIA recruitment process of qualified eighth grade students at the ISD Middle School in the spring of each year. This process will include the following:

   a. the establishment of a recruitment webpage that will provide recruitment and admission information;
   b. the distribution of recruitment/admission packets to all 7-8th grade students;
   c. meetings with all 7-12th grade counselors, as applicable, to discuss the P-TECH ECHS/ICIA and answer questions;
   d. student/parent meetings that will be held on the middle school and high school campuses that explain the opportunities and commitment required of P-TECH ECHS/ICIA students; and
   e. all recruitment and admission information presented in a bilingual mode.

Collin College has developed college admission requirements to allow students to begin college credit coursework during the freshman year. Other than age differences, established admissions criteria for P-TECH ECHS/ICIA students will be the same as for all Collin College students.

MEDIA AND PUBLIC RELATIONS

Media and public relations regarding P-TECH ECHS/ICIA students will be managed according to the ISD and Collin College protocols.

FINANCIAL ISSUES

Out of operational budgets, the ISD will support the P-TECH ECHS/ICIA day-to-day operational costs, including administrative and staff salaries, transportation, facility maintenance and operations, and other school-related expenditures.

FISCAL AGENT

ISD will act as the fiscal agent for the purposes of the Memorandum of Understanding. Under this arrangement, the ISD will be the recipient of P-TECH ECHS/ICIA grant funds and will be acting as the intermediary for the P-TECH ECHS/ICIA.

RESPONSIBILITIES OF THE PARTNERS

• Regulatory requirements
All members of P-TECH ECHS/ICIA faculty and administration, as well as any other party connected to the program, must comply with regulations regarding the report of any and all alleged child abuse, school-related crimes, and sexual molestation.

• Compliance with laws
All signatories to the Memorandum of Understanding, including ISD, will be responsible for complying with applicable Federal, state and local laws, rules, mandatory policies, and guidelines.

• Insurance and indemnification
To the extent permitted by law, parties to the Memorandum of Understanding agree to mutually indemnify, defend and hold each other harmless from any and all claims and losses accruing or resulting from any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of any subcontract let under this agreement, and from any and all claims and losses accruing or resulting to any person, firm, or corporation who may be injured or damaged by the acts of omissions of the other party in the performance of subcontract.

MODIFICATION OF THE AGREEMENT

This Memorandum of Understanding may be modified and amended only by mutual agreement of the parties in writing, and any such modification or amendments shall be attached and become a part of this collaboration as if set forth herein.
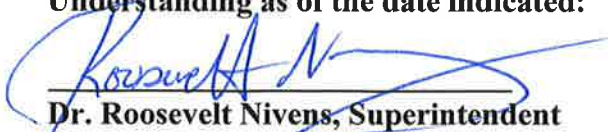
TERMINATION OF THE AGREEMENT

Collin College and the ISD reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires.

BUDGET

The budget has been prepared by the ISD.

IN WITNESS WHEREOF, the partners hereto have executed this Memorandum of Understanding as of the date indicated:

Date 1-30-2020

Dr. Roosevelt Nivens, Superintendent
Community ISD

IN WITNESS WHEREOF, the partners hereto have executed this Memorandum of Understanding as of the date indicated:

Date 1-27-2020

Dr. H. Neil Matkin, District President
Collin County Community College District

Industry Partner MOU – **Community ISD & McAfee LLC**

This letter confirms our communications and agreements concerning the collaborative partnership that Community Independent School District (CISD) and McAfee Public Sector, LLC, a Delaware Limited Liability Company, with an address at 5000 Headquarters Drive, Plano, TX _____ ___
_____ (Organization/Company or McAfee) (collectively known as the "Parties") mutually agree to pursue. The purpose of the
partnership is to support the CISD P-TECH/ICIA Academy and enhance students' college and career readiness by providing real-world, practical experience and enrichment to students through a variety of activities in which the Organization or Company may agree to participate.
Examples of such partnership opportunities include:

- school visits for a company career day;
- providing employers or their designees to serve as an expert lecturer;
- offering practicum or internship partnerships;
- work-based learning;
- job shadowing;
- mentoring or tutoring students;
- sponsorships or donations;
- support for Career & Technical Student Organizations such as Skills USA, BPA, DECA, etc.;
- and/or other volunteer activities.

Notwithstanding the foregoing, the Parties acknowledge that McAfee is under no obligation and/or does not guarantee that an internship will be provided during the course of the Term. McAfee and CISD Collegiate Academy have agreed to an initial two-year commitment to develop and grow the partnership ("Term"). This agreement may be extended as the parties mutually agree, and either party may terminate your engagement at any time upon thirty (30) days' notice in writing.. CISD has identified a CISD Collegiate Academy liaison that will work with Company representatives to identify and plan in furtherance of the partnership and provide ongoing information about the CISD Collegiate Academy.

Community ISD greatly appreciated your commitment to support our students through this partnership. Please, confirm your agreement to our partnership by signing below and indicating the areas in which your organization may be more interested in participating. Your CISD Collegiate Academy liaison will be able to provide more detailed information about your area of interest.

Sincerely,

Community ISD

AGREED:

Daniel Huff, On-Boarding Manager CSG, McAfee LLC
_____

Email Address: Daniel_huff@mcafee.com

	Assistance Areas
	Career Day Assistance
X	Internships
	Job-Shad owing
	Work-Bas ed Learning
	Offer priority interviews for qualified graduates
X	Mentor Students
	Sponsor Field Trips /Events
X	On -Sit e Company Visits
	CTSO Support

Contact Number: 469-975-8621/972-987-2318