



2021-2023 P-TECH Planning and Implementation Grant
Competitive Grant Application: Due 11:59 p.m. CT, November 10, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant application and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name 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.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. 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
Legacy the School of Sport Sciences only had 4.5% of its students complete advanced/dual-credit courses. This is significantly lower than the state's percentage of 21.6% (Source: 2018-2019)	The Charter will collaborate with Lone Star and San Jac community colleges to offer students the opportunity to obtain dual-credit courses that will lead to students receiving a degree and industry-based certifications in a high-demand career field.
Legacy the School of Sport Sciences only had 4.5% of its students complete advanced/dual-credit courses. This is significantly lower than the State's percentage of 43.4% (Source: 2018-2019)	The district will collaborate with Lone Star to offer students the opportunity to obtain dual-credit courses that will lead to students obtaining a degree and industry-based certifications in a high-demand career field.
To increase the number and percentage of students graduating with Associate degrees and to increase the likelihood of these students going on to receive four year college degrees.	By developing an articulated course plan for students, based on their areas of interest, with support from our IHE and business partnerships, to ensure applicable coursework and work experiences for all interested students.

5. 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.

SMART Goal: Establish the foundational components of the P-TECH Program to include design elements and requirements that are aligned to the P-TECH/ICIA Blueprint. This will allow for the completion of the implementation plan and enable the Charter to obtain P-TECH Designation by the 2021-2022 school year. SMART goal Elements are: Specific-(What) Obtain P-TECH Designation and (Why) Address the challenges in hiring skilled staff to fill middle-skill jobs in high-need industries; Measurable- increase the percentage of students who receive a diploma, associate's degree, a two-year post-secondary certificate/industry certification, and work-based education, Achievable- Obtain buy-in from business and an IHE, Relevant- Lack of college and career-ready graduate; and timely 2022-2023 school year.

6. 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

First Quarter Benchmark:

- Meet with the TEA technical assistance provider to discuss partnerships and work on the implementation plan;
- Develop a recruitment plan, written admission policy, enrollment application, and brochure/marketing materials;
- Develop wrap-around strategies and services involving stakeholders (parents, teachers, Student Advisors, etc.);
- Establish partnership agreements (MOU) with partnering businesses;
- Create a P-TECH Leadership Team and Advisory Council, which will include Charter, IHE, and business representatives;
- Enter into an articulation agreement with a 4-year IHE detailing how the associate degree and accrued credits lead to a baccalaureate degree; and

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

Second-Quarter Benchmark:

- Submit the implementation Plan to TEA by
- Apply for P-Tech Designation;
- Implement the recruitment strategies that are detailed in the recruitment plan;
- Hold a lottery to identify the students who will be part of the 1st cohort if the number of applicants exceeds available slots;
- Ensure students complete the Enrollment Application;
- Continue to hold Leadership Team meetings to address any issues that arise; and
- Provide each participating student with a program/course that enables them to combine high school courses and post-secondary courses.

Third-Quarter Benchmark

Third-Quarter Benchmark:

- Ensure participants have access to a flexible class schedule;
- Provide participants with rigorous academic and work-based programs that will result in a smooth transition experience between the high school, post-secondary education, and employment;
- Assign each participant a mentor that will support them;
- Ensure that partnering businesses are providing participants with appropriate grade-level work-based learning;
- Provide participants with tutoring, as needed; and
- Have Deans meet monthly with each participant to obtain feedback on any concerns or obstacles they may encounter.

7. 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 goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Charter will review all grant requirements and proposed activities to promptly collect and submit needed data to TEA. The Charter staff will also meet regularly to monitor program and make any adjustments as issues arise.

DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM: The Charter will regularly collect data to determine if progress is being made to meet the SMART goal and quarterly benchmarks. The data will be assembled into progress reports, which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?
- Which standards are at risk of not being met?
- What obstacles are putting the program at-risk?
- What solutions can be implemented to address the challenges?

IF YOUR BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY: If it is determined that the benchmarks that were listed cannot be met, the stakeholder will discuss modifications that need to be made to the program. If the stakeholders require guidance on addressing a particular issue, they will reach out to TEA and/or other schools implementing a P-TECH program to ensure their insufficiency can be handled properly.

If modification must be made, the Charter will send out letters and/or the TEA-provided surveys to parents/guardians, community, administrators, and board members to notify them of the Charter's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to alter the program.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. 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 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 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.
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. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
4. The P-TECH 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.
5. P-TECH 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 and 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.
6. P-TECH programs will be provided at no cost to participating students.
7. P-TECH schools will ensure that a student is entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.
8. The P-TECH Campus will implement the design elements included with the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Statutory Requirements

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The recruitment and enrollment plan will include the following activities and available time:

March 2020- November 2020 Develop marketing materials that will promote the P-Tech program

November- Upon receiving the P-Tech Designation, marketing materials will be distributed to all students, parents, and other stakeholders. Deans will meet with the eighth-grade students to discuss the P-Tech program. Any student interested will be provided an application and encouraged to apply. Campus administrators will meet with each student's guardian to be made aware of the commitment being made to the program. The Charter will hold a weighted lottery that will favor at-risk students or part of the targeted subpopulations. Participants will be notified of their selection, and the student and the student and guardian will be asked to sign a contract accepting their admission and requirements of the program.

December- First Mailing

1. Holiday Greeting card – to Fall/Spring applied students
2. Spring Open House email blast

January- Second Mailing

1. Email to students
2. Greeting card "Thank you for Applying"
3. Letters to the parents

February- Third Mailing: February (applicant pool)

1. Postcard "Are you Heading in the Right Direction."
2. Open House Notification - Email to applicant pool and coaches
3. "Prospect Letter" and the application

March-Fourth Mailing: March (applicant pool)

1. Postcard "Make Legacy Your #1 Choice."
2. Chief Executive Officer letter
3. Program Coordinator letter

Phone-a-thon: April/May Recruiter call applicants. "Titan Day" notification to include local high school sport day

April- Fifth Mailing: April

1. Postcard "Join the Legacy Family."

May-Sixth Mailing:

(Students) On-Campus

1. Recruiters call applicants.
2. Chief Executive Officer letter

Phone-a-thon: June/July

June- (Student) On Campus Recruiters call applicants.

July- Seventh Mailing

Postcard "Are You Ready? "

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Statutory Requirements (Cont.)

2. P-TECH schools must provide for a TEA CTE program 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, sequences of courses, degrees/certificate/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.

Due to financial constraints, Legacy the School of Sport Sciences (LSSS) has been limited to offering only eight (8) college-level courses. Through the P-Tech Grant, LSSS can expand its current course offerings. LSSS, in partnership with Lone Star, San Jac Community College (discussing partnership), and the University of Texas, will provide students in grades 9-12 with courses that earn them both high school and college credits. In the medical field, students in 9th grade will complete a Principles of Health Science course, followed by Medical Terminology in the 10th grade. In 11th grade, students will take a Health Science Theory/Clinical course, and finally a Practicum in Health Science their senior year. Our medical pathway, with the San Jac partnership, will offer a certificate in Medical Screening and Pharmacy Tech. Finally, once the campus is P-Tech designated, campus administrators will work in close partnership with campus staff, administrators, and other partnering agencies to allow participants to obtain work-based education experiences. Legacy the School of Sport Sciences, Robert Horry Clinic, and other partnering agencies will track and monitor the students' hours that are obtained during internships/externships. These hours will be submitted to the Academic Dean, who will share the information with Lone Star and San Jac Community College to obtain their Cooperative Education credit hours.

COURSE OF STUDENT ADDRESSES REGIONAL WORKFORCE NEEDS: Legacy ensures that the identified courses of study will directly align with a career pathway that addresses regional employers' workforce needs. Additionally, Legacy contacted Dorian Cockrell, manager at the Workforce Solution of Houston, and Brandon Denton, Assistant Director, Mayor's Office of Education, to ensure that these were high need occupations. This allowed the Charter to fully understand what courses of study would be most beneficial to students and the regional workforce needs.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Statutory Requirements (Cont.)

3. P-TECH 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 in accordance with 19 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 of the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

The proposed P-TECH program intends to meet the requirements for the partnerships with the industry/business partner by developing cohorts of future employees for industry needs through the following:
 Building a skills map that details entry-level job needs;
 Providing training throughout the student coursework that well-qualified future employees should have; working with the district Robert Horry Clinic, and Lone Star (San Jac Community College) to put graduates "first in line" for jobs;
 Partnering with the district, Robert Horry Clinic, Lone Star, and San Jac Community College to assign a P-TECH Coordinator to help anticipate industry needs through paid internships to meet the industry partner workload;
 Creating opportunities for involvement in work experiences that include mentoring, site visits, speakers, and project days; and collaborating with Legacy and industry partners to ensure that work experiences are integrated with high school and college coursework.

Lone Star Community College North Harris campus and San Jac Community College have a history of successfully coordinating with various schools to provide students with college experience while still in high school. The campus' sizes are large enough to offer a diverse array of programs, majors, and services to suit every interest while never losing sight of each student's needs.

This experience makes Lone Star and San Jac ideal IHE partners for P-TECH Program. In order to establish and

4. P-TECH 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 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 review the MOU at least every two years and update 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.

Legacy the School of Sport Sciences will provide 100% of participating students access to appropriate work-based education at every grade level. This includes immersing students in rigorous educational opportunities connected to Texas' regional labor market demands, responsive to employer needs, and focused both on education and employment outcomes.

The Robert Horry Clinic will provide wrap-around services for students from every grade level for a rigorous, comprehensive education.

This will include:

- Mentoring,
- Job Shadowing,
- Flexibility in scheduling; and/or
- Work-based education (i.e., internships and externships).

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

TEA Program Requirements

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The Charter has developed a Leadership Team that includes the following individuals:

- Chief Executive Officer
- Chief Academic Officer/Principal
- Dean of Student Affairs
- Counselors
- Teacher Leads
- Interventionist

Leadership Team

- Business Partners CEO/Presidents
- Parents; and
- IHE Liaison.

The Leadership Design Team meeting will be held on the first Tuesday of each month to discuss the program's pertinent information. It will allow all members the opportunity to speak on and review the issues from the month before. Additionally, the team will have the opportunity to develop goals for the current months. Topics of discussion will include developing and approving MOU's approving course crosswalks and approving all required documentation (i.e. student application, and marketing forms, etc.)

2. The 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 necessary for high school and college readiness, and to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

With this grant funding, Legacy the School of Sport Sciences will work with the local Workforce Development Board to create clear pathways that will address regional employers' (in the industry of medicine, education, media, business- sports and entertainment) workforce needs. During the preparation of the application, Legacy contacted Workforce Solution of Houston, to request a list of high- demand occupations. The Workforce Solution and the City of Houston Education Director also researched the current trends and projected occupation growth based on economic and business industry growth.

Utilizing these connections and grant funds, Legacy will increase the wrap-around services to include: Academic mentoring, articulation of credits from high school to college; peer mentoring; counseling, guidance, and student advisory services for academic and social/emotional support—flexibility in scheduling; and Work-based education (i.e., internships and externships). Legacy the School of Sport Sciences, Workforce Solution of Houston, and the City of Houston, Education department will often meet to ensure a strong connection for the program and identify employers for students upon receipt of their certification, diploma, and associate degree.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

1.	Salaries and stipends for Program Coordinators	75,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Services to support Professional Development, Grant Requirements, and Student Success	5,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies, Materials, and Software	35,000
12.		
13.		
14.		

Other Operating Costs

15.	Student and Teacher Travel	10,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

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 of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended

Negotiated Change or Amendment

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

ATTACHMENT #2: 2021-2023 P-TECH PLANNING AND IMPLEMENTATION GRANT

Crosswalk Template

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

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
	Lone Star	N	Associates
			Certificate

Year / Grade Level	High School Course			Post-Secondary Course			
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours	
Year 0 / Grade 8							
Year 0 / Grade 8							
Total Year 0 High School Credits				Total Year 0 College Credit Hours			
Year 1 / Grade 9	03220100	ENGLISH I	1				
Year 1 / Grade 9	03100500	ALGEBRA 1	1				
Year 1 / Grade 9	03020000	ENVIRONMENTAL SYSTEMS	1				
Year 1 / Grade 9	03320100	WORLD GEOGRAPHY	1				
Year 1 / Grade 9	03241400	COMMUNICATION APPLICATION	.5	SPCH 1311	INTRO TO SPEECH COMMUNICATION	3	
Year 1 / Grade 9	13020200	PRINCIPLES OF HLTH SCIENCE	1				
Year 1 / Grade 9	PES00000	ATHLETICS 1	1				
Year 1 / Grade 9	03380002	SOCIOLOGY	.5	SOCL 1301	SOCIOLOGY	3	
Total Year 1 High School Credits				Total Year 1 College Credit Hours			
Year 2 / Grade 10	03220200	ENGLISH II	1				
Year 2 / Grade 10	03100700	GEOMETRY	1				
Year 2 / Grade 10	03010200	BIOLOGY	1				
Year 2 / Grade 10	03340400	W HISTORY	1				
Year 2 / Grade 10	03155400	MUSIC THEORY	1		MUSI 1306/1307	6	
Year 2 / Grade 10	13020300	MEDICAL TERMINOLOGY	1				
Year 2 / Grade 10	PES00001	ATHLETICS 2	1				
Year 2 / Grade 10	A3350100	PSYCHOLOGY	.5	PSYC 2301	PSYCHOLOGY	3	
Total Year 2 High School Credits				Total Year 2 College Credit Hours			
Year 3/Grade 11	03220300	ENGLISH III	1	ENGL 1301/1302	ENGLISH III	6	
Year 3/Grade 11	03102500	ALGEBRA II	.5	MATH 1314	MTH INDUSTRY	3	
Year 3/Grade 11	03040000	CHEMISTRY	1	CHEM 1405	CHEMISTRY	4	
Year 3/Grade 11	03340107	US HISTORY	1	HIST 1301/1302	US HISTORY	6	
Year 3/Grade 11	03440100	SPANISH	1	SPAN 1411/1412	SPANISH I & II	6	
Year 3/Grade 11	13020400	HEALTH SCIENCE THEORY	1				
Year 3/Grade 11	PES00002	ATHLETICS 3	1				
Year 3/Grade 11	03330100	GOVERNMENT	.5	GOVT 2305	GOVERNMENT	3	
Year 3/Grade 11	03310300	ECONOMICS	.5	ECON 2301	MICROECONOMICS	3	
Year 3/Grade 11							
Total Year 3 High School Credits				Total Year 3 College Credit Hours			
Year 4/Grade 12	03220400	ENGLISH IV	1	ENGL 1301/1302	COMPOSITION I & II	6	
Year 4/Grade 12	03101100	PRECALCULUS	1	MATH 1316/2412	PRECALCULUS A&B	6	
Year 4/Grade 12	03050000	PHYSICS	1				
Year 4/Grade 12	13020500	PRACTICUM OF HLTH SCIENCE	1				
Year 4/Grade 12	PES00003	ATHLETICS 4	1				
Year 4/Grade 12							
Year 4/Grade 12							
Year 4/Grade 12							
Total Year 4 High School Credits			26	Total Year 4 College Credit Hours			72
Optional Year 5							
Optional Year 5							
Optional Year 6							
Optional Year 6							
Total Years 5 & 6 High School Credits				Total Years 5 & 6 College Credit Hours			
Total High School Credits				Total College Credit Hours			
Certification (s) to be earned by high school graduation:							

ATTACHMENT #2: 2021-2023 P-TECH PLANNING AND IMPLEMENTATION GRANT
Crosswalk Template

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

Degree (s) to be earned by high school graduation:		CDN: _____
--	--	------------

ATTACHMENT #3: 2021-2023 P-TECH PLANNING AND IMPLEMENTATION GRANT WORK-BASED EDUCATION MATRIX TEMPLATE

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

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

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

CDN: 101874

Year / Grade Level	Work-based Education Example # 1			Work-based Education Example # 2			Work-based Education Example #3		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	8-25 hours job shadowing & field trips	Job shadowing & field trips	Robert Horry Clinic	Students visit the industry partner numerous times to learn about possible areas of interest	Site Visit	Robert Horry Clinic	Site visit to the Robert Horry Clinic	Field Trip	Robert Horry Clinic
Year 2 / Grade 10	8-25 hours job shadowing & field trips	Job shadowing & field trips	Robert Horry Clinic	8-25 hours job shadowing & field trips	Mentoring	Robert Horry Clinic	Quarterly meetings with workers in the Robert Horry Clinic	Mentoring	Robert Horry Clinic
Year 3 / Grade 11	4-16-week internship.	Unpaid internship	Robert Horry Clinic	Multi-Day Workplace Placement	Mentoring	Robert Horry Clinic	Job Shadowing	Students will travel to our industry partner for ½ day	Robert Horry Clinic
Year 4 / Grade 12	16-week local internship	Unpaid internship	Robert Horry Clinic	Paid Internship	Internship	Robert Horry Clinic	Sports Medicine training workshop	Industry mentor and students will work together to create a sports medicine training workshop	Robert Horry Clinic
Optional Year 5	16 or 32 week paid local internship	Paid internship	Robert Horry Clinic	16 or 32 week paid local internship	Paid Internship	Robert Horry Clinic	16 or 32 week paid local internship	Paid Internship	Robert Horry Clinic
Optional Year 6	Apprenticeship	Paid internship	Robert Horry Clinic	16 or 32 week paid local internship	Paid Internship	Robert Horry Clinic	Apprenticeship	Paid Internship	Robert Horry Clinic

**MEMORANDUM OF
UNDERSTANDING BETWEEN
LEGACY COLLEGIATE MIDDLE AND HIGHSCHOOL FOR CAREERS IN HEALTH AND WELLNESS
AND
ROBERT HORRY CLINIC**

Robert Horry Clinic (RHC) and Legacy Collegiate Middle and High School for Careers in Health and Wellness (LCMHS) on behalf of Legacy the School of Sport Sciences (LSSS) enter into this Memorandum of Understanding (“MOU”) to outline the elements of their campus based mentoring program.

The work-based learning of RHC is designed to provide career awareness, and eventually job shadowing opportunities to students with aim of providing and establishing and maintaining a career focus within the P-TECH (sports medicine) program at LSSS. RHC will provide mentoring, career awareness, and eventually job training, and job shadowing at LSSS.

MUTUAL UNDERSTANDING

The scope of the RHC program and essential terms to support the following common goals:

- Inform the partner of any scheduling changes that may impact service delivery;
- Develop a method of communication needs and challenges;
- Collaborate to encourage students to pursue post-secondary education, career and internship opportunities;
- RHC employees participating in the program will explore various opportunities to work with students throughout the academic year.

Robert Horry Clinic

- Assign employee(s) to LSSS that promote college awareness and career awareness;
- Employee (s) will work with students on specific projects at LSSS;
- Recruit and screen employees that mentor students at LSSS;
- Volunteers/staff shall complete the volunteer application and background check every calendar year.

LSSS (Legacy the School of Sport Sciences)

- Ensure Robert Horry Clinic employees and students have access to computer and internet access;
- Assign students to participate in the program with Robert Horry Clinic employees;

STUDENT PERSONAL INFORMATION

Robert Horry Group will not collect the personal information of students but may receive student contact information (e.g. email addresses) as a consequence of communication with students about and during students' participating in the program.

PERIOD OF AGREEMENT

The term of this agreement is from the time the agreement has been fully executed by both parties from the 2020-2021 school year to the end of the 2021-2022 school year. The parties agree to review these terms at the conclusion of the noted school year.

TERMINATION

This agreement may be terminated by either of the parties upon giving of thirty (30) days' notice of termination to other party at the addresses noted below:

Robert Horry Clinic

For LSSS (Legacy the School of Sport Sciences)

2727 Spring Creek Dr.
Spring, Texas
77373

The individuals executing the Agreement on behalf of Robert Horry Clinic and Legacy Collegiate Middle and High School for Careers in Health and Wellness acknowledge that they are duly authorized to execute this Agreement. All parties hereby acknowledge that they read and understood this Agreement. This Agreement shall not become effective until executed by each party. Also, the parties acknowledge that they will perform their respective duties under this Agreement only after it is fully executed.

I have read and agree to the terms and conditions outlined above.

APPROVAL

Legacy the School of Sport Sciences:



Kerrie Patterson-Brown, Chief Executive Officer

Robert Horry Clinic:



Dual Course Credit Partnership Agreement
Between
Lone Star College
and
Legacy the School of Sports Sciences



This partnership for Award of Dual Course Credit Agreement ("Agreement") between Lone Star College ("College") and Legacy the School of Sports Sciences ("School") is designed to allow high school students to earn dual course credit for immediate award of both high school credit and college certificate and/or associate degree credit. Individually, College and School are referred to herein as "Party" and collectively as "Parties."

WHEREAS, Texas Education Code ("TEC") §§ 28.009, 29.182, 29.184, and 130.008; and 19 Texas Administrative Code ("TAC") Chapter 4, Subchapter D and Chapter 9, Subchapter H authorize an institution of higher education to contract with a public school district for the provision of instruction resulting in dual credit received by a student for such course; and

WHEREAS, College and School desire to establish a Dual Credit Program.

NOW THEREFORE, for the mutual promises and covenants contained herein and other good and valuable consideration, the Parties agree as follows:

1. Eligible Courses:

- a. College will evaluate courses offered for dual credit and will approve them through the curriculum approval process in accordance to the Texas Higher Education Coordinating Board requirements.
- b. Courses offered for dual course credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Guide Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
- c. Courses offered for dual credit are in College's approved undergraduate course inventory. The Course Crosswalk is a dynamic document that may be amended. (See Exhibit C Course Crosswalk.)
- d. Remedial and developmental courses are not offered for dual credit.
- e. Specific course offerings will be determined collaboratively by College and School.
- f. The College will only waive tuition for courses that are reimbursed by the state including courses in the 42-hour core curriculum, career, and technical education courses, and foreign language courses.

2. Student Eligibility Requirements:

- a. A high school student is eligible to enroll in dual credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative ("TSI") as set forth in the Texas Administrative Code; and

- ii. demonstrates that the student is exempt under the provisions of the TSI.
 - b. A high school student is also eligible to enroll in academic and/or Level 2 workforce dual credit courses through the demonstration of TSI college readiness in reading, writing, and/or mathematics by achieving the minimum score as set forth in the Texas Administrative Code.
 - c. All students enrolled in secondary public, private, and home school are required to demonstrate college readiness.
 - d. Students must meet all of College's regular prerequisite requirements designated for that course.
 - e. Students must maintain a "C" or better to continue enrollment in the Dual Credit program.
3. Location of dual credit courses:
- a. Dual credit courses may be offered at the School, College, online, or some combination.
 - b. Enrollment of School student in an online dual credit course will be reviewed with the parent/guardian and student. The review will serve to explain the requirements and expectations of online courses. The ultimate enrollment decision rests with College after consultation with the School counselor.
4. Student Composition of Classes:
- a. Dual credit courses may be composed of dual credit students only or of dual and college credit students.
 - b. Exceptions for a mixed class, which would also include high school credit -only students, may be allowed in accordance with the Texas Administrative Code's requirements.
5. Faculty Selection, Supervision, and Evaluation:
- a. College shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of College or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges, which are listed in Exhibit D Faculty Credential Table) and approval procedures used by College to select faculty responsible for teaching the same courses at the main campuses of College.
 - b. College shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campuses of College.
 - c. The School faculty teaching the dual credit course at the School will do so as part of a regular teaching assignment. Such instructors will comply with College's standards for instruction. College must approve all instructors prior to any teaching. Any changes in teaching assignments must be approved by College. College shall provide all instructors for online dual credit courses.
 - d. The School shall provide, free of charge, a School employee or other individual approved by College to proctor all assessments as needed for online dual credit courses, to serve as a student mentor, to receive student performance email notifications, and any other reasonably necessary duties to facilitate this Agreement.

- e. Instructors shall be required by the College to participate in outcomes assessment activities.
 - f. Instructors, shall be required by the College to participate in College professional development activities.
 - g. Official transcripts of instructors must be received within 30 days of the start of the academic term.
 - h. Other pertinent employment documents must be submitted prior to the initial term and kept on file thereafter in the College Human Resources office.
6. **Course Curriculum, Instruction, and Grading:**
- a. School is responsible for determining that the College course(s) approved for dual course credit meets the essential skills and knowledge required by the Texas Education Agency.
 - b. Dual credit courses will be at a more advanced level than the courses taught at the high school level.
 - c. A dual credit course and the corresponding course offered at an College campus are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation.
 - d. Workforce programs offered as dual credit will meet requirements set forth by College and its accrediting and oversight bodies and agreed upon using Exhibit E Dual Credit Program Plan Amendment.
7. **Academic Policies and Student Support Services:**
- a. Regular College policies apply to dual credit courses.
 - b. Dual credit students are eligible to use the same or comparable support services afforded to all College students including services (e.g. academic advising and counseling), learning materials (e.g. library resources), and other benefits.
8. **Transcription of Credit:**
- a. School as well as College credit should be transcribed immediately upon a student's completion of the performance required in the course.
9. **Funding Provisions**
- a. Exhibit A Dual Credit Financial Agreement provides funding provisions in accordance with the State Board of Education and the Texas Higher Education Coordinating Board.
10. **Tuition, Fees, Textbooks, and Supplies**
- a. Exhibit A, Dual Credit Financial Agreement, describes in detail the tuition waivers, fees, textbooks, and supplies for students receiving dual credit. Textbooks to be used in Dual Credit courses must be approved by the College.
 - b. Fees for online dual credit courses will align with the College tuition and fee schedule. (See Exhibit B Fee Schedule.)

- c. Additional supplies may be required in some programs and details will be agreed upon in writing using Exhibit E, Dual Credit Program Plan Amendment.

11. Payment for Services

- a. Payment for instructional services for School teachers during regular school hours as part of their School work load, with the exception of online dual credit faculty, is explained in Exhibit A Dual Credit Financial Agreement.
- b. College shall be responsible for compensating the online dual credit faculty in accordance with College policy and procedures.
- c. Additional financial arrangements may be outlined in subsequent Dual Credit Program Plan Amendments.

12. Civil Rights Compliance, Complaints about Student Conduct and Student Discipline

- a. College and School have in place policies and procedures to receive, investigate and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this Agreement shall change the obligations of each to have in place and to utilize its own complaint resolution processes for students enrolled at College or School including dual credit enrolled students. College and School agree that each will cooperate with any investigations conducted by the other.
- b. In the event that a student enrolled in the dual credit program taught at College engages in conduct that would result in disciplinary action against a College student, College agrees to advise School of the conduct prior to the finalization of any disciplinary action against the student. However, College may remove a student from the class or from the premises in the event that the student engages in conduct that is considered to be disruptive, dangerous, or threatening to others, without prior communication with the School.
- c. Students enrolled in dual credit educational programs are subject to the academic and disciplinary policies and standards of both College and School. College and School agree to inform the other if a dual credit student is subject to disciplinary action that may affect his or her status as a dual credit enrolled student.

13. FERPA Compliance and Data Sharing

- a. If a student is enrolled concurrently in College and School in a dual credit program, the parties may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.
- b. The School is aware once a student is registered in a College course the student is under the post-secondary rules of the Family Educational Rights and Privacy Act (FERPA) and students are given the right of privacy in their educational records when enrolled in College classes, regardless of their age. Any release of student's records to parents, legal guardians, or third parties by College is at the sole discretion of College.
- c. College acknowledges that the School may release FERPA protected information to the parent or legal guardian if requested.
- d. Each Party designates the other Party as its agent with a legitimate educational interest in students' educational records for purposes of FERPA. Both Parties shall institute policies and

procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws governing the rights of the dual credit students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

14. Term and Termination

- a. This Agreement shall remain in effect from the Effective Date (which shall be the date of last signature) until the end of College's academic year, including summer and will automatically renew for up to one additional academic year unless sooner terminated in accordance with this Agreement. For purposes of this Agreement, the academic year shall coincide with the start of the College's fall semester and end with the College's last summer semester.
- b. Notwithstanding any other provision of this Agreement, either Party shall have the right to terminate this Agreement for convenience upon thirty (30) calendar days' written notice to the other Party.

15. Miscellaneous

- a. The Parties agree to operate the Dual Credit Program and perform their obligations under this Agreement in compliance with the applicable federal, State, and local laws, implementing regulations, executive orders, interpreting authorities, and administrative rules and requirements, including, but not limited to, (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974; Title IV of the Higher Education Act of 1965; and Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and Chapter 9, Subchapter H; (g) TEA guidelines and requirements, including, the Student Attendance Accounting Handbook and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements; and (i) the rules, regulations, and requirements imposed by accrediting agencies applicable to either Party, including, the Southern Association of Colleges and Schools. The Parties agree to operate the Dual Credit Program in compliance with their respective applicable board policies and procedures. The School shall be responsible for training the dual credit instructors in accordance with the obligations of this provision.
- b. Disability Accommodations
 - i. School understands and acknowledges that disability laws may apply differently in College courses than they do in K-12. Additionally, accommodations that are available in K-12 may be different or unavailable in college-level courses.
 - ii. Students enrolled in college-level courses are considered College students, regardless of their age. Thus, students are responsible for requesting disability accommodations in accordance with College policies and procedures.
 - iii. School acknowledges that costs incurred in providing college-level accommodations to dual credit students will be shared between College and School.

- c. This Agreement may only be modified by mutual consent of the parties at least 30 (thirty) days in advance of the modification.
- d. This Agreement, including any exhibits, all of which are incorporated herein, constitutes the entire agreement of the Parties regarding the subject matter herein described. This Agreement supersedes all negotiations or previous agreements between the Parties with respect to the subject matter hereof. The Parties expressly acknowledge that, in entering into and executing this Agreement, the Parties rely solely upon the representations and agreements contained in this Agreement and no others.
- e. This Agreement will become effective on the date the last party executes the Agreement and will remain in effect for the academic year or until such time as mutual agreement is made to modify or terminate the Agreement.
- f. All exhibits mentioned herein are incorporated by reference.
- g. This Agreement, the interpretation of its terms, and any disputes arising from this Agreement shall be governed by the laws of the State of Texas. The Parties consent to the jurisdiction and venue of the State and Federal Courts in Montgomery County, Texas in the event of any dispute arising out of or related to this Agreement.
- h. In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision, and this Agreement shall be construed as if such invalid, illegal or unenforceable provisions had never been contained in it. To this end, the provisions of this Agreement are declared to be severable. The Parties may mutually agree to renegotiate the Agreement to cure such illegality/invalidity or unconstitutionality if such may be reasonably accomplished.
- i. This Agreement may be executed in identical counterparts, all of which will be deemed an original, but all of which will constitute one and the same instrument. Each Party may rely on facsimile or electronic signature pages as if such facsimile or electronic pages were originals. The Parties consent to receive documents, information, and notices via electronic mail.
- j. The person signing below on behalf of College and School warrants that he she has the authority to execute this Agreement according to its terms.

16. Notice

Any notice given under this Agreement by either Party to the other may be effected either by personal delivery in writing or by mail, registered or certified postage prepaid with return receipt requested. Mailed notices shall be addressed to the addresses of the Parties as they appear in the Agreement. Notices delivered personally shall be deemed communicated at the time of actual receipt. Mailed notice shall be deemed communicated three days after mailing.

COLLEGE:

Lone Star College (LSC)
5000 Research Forest Drive
The Woodlands, TX 77381
Attn: Office of the General Counsel

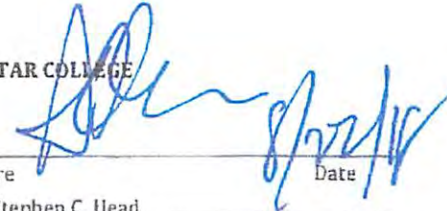
With a copy to:
Lone Star College
5000 Research Forest Drive
The Woodlands, TX 77381
Attn: Executive Director, Health Occupations

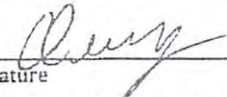
SCHOOL:


Legacy The School of Sports Sciences
2727 Spring Creek Dr
Spring, TX 77373
Attn: Kerrie Patterson-Brown

With a copy to:

LONE STAR COLLEGE


Signature _____ Date _____
Name: Stephen C. Head
Title: Chancellor

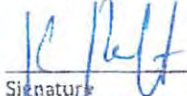

Signature _____ Date 8-15
Name: Dr. Quentin Wright
Title: Vice Chancellor, Academic Success


Signature _____ Date 8/15/18
Name: Linda Leto Head
Title: AVC, Workforce Education & Corporate Partnerships

- Attachments:
Exhibit A Dual Credit Financial Agreement
Exhibit B Fee Schedule
Exhibit C Course Crosswalk
Exhibit D Faculty Credential Table
Exhibit E Dual Credit Program Plan Amendment


Note: Modification of this Form requires approval of OGC

SCHOOL


Signature _____ Date 8/1/18
Name: Kerrie Patterson-Brown
Title: Executive Director

Signature _____ Date _____
Name: _____
Title: _____

Signature _____ Date _____
Name: _____
Title: _____


R Peters
8/7/18