2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2016 NOV -1 PM 4:50 DOCUMENT CONTROL CENTER
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Austin ISD	227901	Reagan Early College High School / 227901006	

Vendor ID #	ESC Region #	DUNS #
	13	076933746

Mailing address	City	State	ZIP Code
1111 West 6th Street	Austin	TX	78703

Primary Contact

First name	M.I.	Last name	Title
Michelle		Wallis	Executive Director, Innovation and Development

Telephone #	Email address	FAX #
512-414-4851	Michelle.wallis@austinisd.org	

Secondary Contact

First name	M.I.	Last name	Title
Craig		Shapiro	Associate Superintendent, High Schools

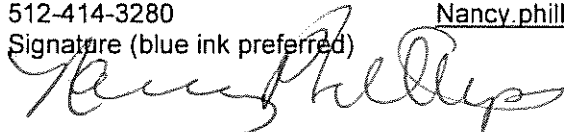| Telephone #	Email address	FAX #
512-414-4471	Craig.shapiro@austinisd.org	

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Nancy		Phillips	Director, State and Federal Accountability

Telephone #	Email address	FAX #
512-414-3280	Nancy.phillips@austinisd.org	

Signature (blue ink preferred) _[signature]_   Date signed 11-1-16

701-16-108-029

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General Information

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See	☐
8	Professional and Contracted Services (6200)	Important	☐
9	Supplies and Materials (6300)	Note For	☐
10	Other Operating Costs (6400)	Competitive	☐
11	Capital Outlay (6600)	Grants*	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	☐	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Austin Independent School District's (AISD) John H. Reagan Early College High School (ECHS), in partnership with Austin Community College (ACC) and Dell Technologies (Dell) and in response to the Workforce Solutions—Capital Area Workforce Board's analysis of need in computer and information technology will develop and implement an academy aligned with industry needs and providing applied learning opportunities for students. Beginning with 50 9th grade students in AY 2017-18 and adding a grade level each year, Reagan ECHS Computer and Information Technology Innovative Academy (Academy) will improve postsecondary degree completion and career readiness by smoothing transitions between high school, college, and the professional world. In particular, the Academy will provide students with early and engaging experiences with the world of work, making academic work more relevant and meaningful and better preparing students with workplace skills required by employers. The goals of this proposal align directly to both the district and Reagan's goals of graduating *all* students to be college, career, and life-ready as well as help close the diversity gaps in computer science education.

Budget Development & Sustainability: AISD's Associate Superintendent of High Schools embarked on the P-TECH 9-14 School project (an effort to adapt the New York City-based school model to the Austin context) in June 2016 to help address the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%). As part of this process, the following leaders have communicated mutual commitment to the model, engaging in numerous conversations and campus visits: AISD Superintendent, Dr. Paul Cruz; President/CEO of ACC, Dr. Richard Rhodes; ACC Chief Academic Officer, Charles Cook; and Associate Superintendent of High Schools, Craig Shapiro. Leveraging existing structures and high-level commitment to the school model, plus expanded partnerships with long-standing partners, Dell and ACC, the proposed academy and grant funds will be well-supported and positioned for success.

Grant funds will support the first year salary and benefits for the Career Counselor, upgrades to classrooms to support project-based learning (PBL) in the IT fields, and costs associated with extending the day and school year. AISD will invest funds in the salary and benefits of the Academy Director, Academy teaching positions, building utilization costs associated with the extended school day and year, and student recruitment and promotion materials. Dell has committed to provide matching funds in the form of hardware, including one-to-one computers for Academy students. AISD is committed to sustaining the grant-funded costs beyond the term of the grant because we are deeply committed to transforming high schools throughout the district to better respond to workforce needs.

Demographics & Needs Assessment: AISD is the fifth largest school district in the state of Texas, serving a diverse population of nearly 84,000 students in pre-K through grade 12 across 130 campuses. The majority of AISD students are Hispanic (59%) and/or low-income (57%). More and more students across the district are participating in early college high school programs; in fact, more than one third of students (34.3%) in grades 9-12 completed advanced/dual credit courses in 2015-16. Yet we know we still have work to do in achieving the goal of college, career, and life readiness for all of our students. For example, on measures of postsecondary readiness, we see great disparities: 77% of white students were deemed postsecondary ready in reading, while just 28% of African American and 34% of Hispanic students scored ready in 2016. The Superintendent recently presented this information to AISD leaders including campus principals, and issued a call to action to design strategies such as the IT Academy to close these gaps

Reagan ECHS serves a high-need student population, including 19% African American, 75% Hispanic, and 83% economically disadvantaged students. In its annual Campus Improvement Plan (CIP), the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff) identified focus areas of increased direct-to-college and ECHS enrollment, and will address student needs through this Academy, aiming to increase the number of students taking ACC classes and the percentage of students who enroll in postsecondary education directly after they graduate from high school. With TEA's support, the Reagan IT Academy and LBJ Health Sciences Academy will serve as pilot, flagship college and career-focused academies for the schools and across the district.

Management Plan: During the grant proposal development process, AISD convened representatives from AISD (including district and campus staff), ACC, and Dell. These and other representatives, including partners from the University of Texas at Austin will comprise of the Leadership Team that will meet bimonthly during the planning period

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and monthly during Year 1 of the Academy to address issues of curriculum, school design, and sustainability. The Leadership Team will consist of high-level personnel with decision-making authority who will report to each member organization. The Academy Director, Career Counselor and Academy staff will be responsible for implementing the IT pathway at the school and ensuring long-term commitments and goals are met. The Director will serve as the primary point of contact between the school, Dell, and higher education partners; manage and build additional partnerships with employers and community organizations; support campus-level master scheduling for students and teachers; and support professional development. The Career Counselor will be responsible for coordinating career development services for all students including academic advising and implementation of work-based learning (WBL) activities. To ensure continuous improvement, campus staff will report regularly to the Leadership Team about progress and possible gaps.

Evaluation Plan: To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

Statutory Requirements: Graduates of the IT Academy at Reagan ECHS will graduate in 12th grade with an Associates Degree in Computer Science from ACC and be competitive applicants for jobs in the lucrative information technology fields or have the option to continue their studies toward a variety of postsecondary options, including a bachelors in CS (BA, BS or BSA), electrical and computer engineering, management information systems, and/or additional certificate programs, such as computer programming, user and computer support, network administration. Students will have accumulated articulated and dual credits from ACC and engaged in meaningful WBL at Dell. Students will have the opportunity to earn various stacked industry certifications, including those identified by Dell to be in high-demand (e.g. Java Associate). The implementation of the Academy will build upon a long history of partnership between the district, ACC and Dell. At the Academy, learning environments will be flexible: students will engage in PBL across various locations – from a college campus to Dell's innovative spaces, and at many different times – including extended day and summer enrichment programs. The Academy will provide afterschool and Saturday academic support as well as Advancement Via Individual Determination (AVID) in grades 9 -12 to support students in meeting the demands of the academically rigorous program.

Program Requirements: (1) AISD collaborated with our local workforce development board to identify the current and projected need for occupations in the computer and information technology fields (e.g. software developers) in the Austin Metro Area. (2) Dell has been a critical part of the grant development process and has committed to serve as an active member of the Leadership Team, provide in-kind contributions equal to 28% of the grant award, ensure a liaison interacts directly and frequently with ECHS staff, actively participate in the development of the curriculum, and assist in the development and implementation of industry experiences. (3) Students will participate in WBL activities and experiences that increase awareness, exploration, and preparation in the IT field. (4) The Academy will employ its own Career Counselor to serve Academy students. (5) Students will complete the required credits to graduate under the Recommended High School Plan, earn an Associate of Science Degree in Computer Science, and at least one industry certification by grade 12. (6) As evidenced in the sample crosswalk, students could complete a bachelor's degree within two to three years of high school graduation. (7) Membership of the Leadership Team includes high-level personnel who will meet regularly to address issues of curriculum, school design, and sustainability. (8) The Academy will continue beyond the grant period, eventually serving students in grades 9-12.

In addition to tracking needs and adjustments of the Academy, the Leadership Team will have an ongoing focus on sustainability. They will leverage existing supports including the following: AISD's Strategic Plan Scorecard indicators that align with Academy and district goals, the AISD High School office's P-TECH 9-14 School initiative that includes industry partnerships and workplace learning, and AISD Office of Innovation and Development accomplishments in establishing partnerships with business and non-profit partners. Strong partnership support, as evidenced by a final, signed agreement with Dell and attached letters from ACC, Workforce Solutions, and the City of Austin, together with regularly publicized data will position the Academy to be expanded and sustained.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

County-district number or vendor ID: 227901				Amendment # (for amendments only):		

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018				Fund codes: See Notice of Grant Award (NOGA)		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	$209,053	$0	$209,053	$
Schedule #8	Professional and Contracted Services (6200)	6200	$80,000	$0	$80,000	$
Schedule #9	Supplies and Materials (6300)	6300	$81,250	$0	$81,250	$
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$0	$10,000	$
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$
	Total direct costs:		$380,303	$	$380,303	$
	Percentage% indirect costs (see note):		N/A	$	$18,882	$
Grand total of budgeted costs (add all entries in each column):			**$380,303**	$	**$399,185**	$

Administrative Cost Calculation	
Enter the total grant amount requested:	$
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227901		Amendment # (for amendments only):			
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Cost Share**
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor	1		$62,410	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
21	Title			$	$
22	Title			$	$
23	Title			$	$
24		Subtotal employee costs:		$	$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		$	$
26	6119	Professional staff extra-duty pay		$131,200	$
27	6121	Support staff extra-duty pay		$	$
28	6140	Employee benefits		$15,443	$
29	61XX	Tuition remission (IHEs only)		$	$
30		Subtotal substitute, extra-duty, benefits costs		$	$
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$209,053	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	High Schools that Work – provide project-based assessment professional development, ongoing on-campus coaching	$50,000	$
2	AVID for College – teacher training and annual subscription costs	$30,000	$
3		$	$
4		$	$
5		$	$
6		$	$
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	**Subtotal of professional and contracted services:**	$80,000	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0	$
	(Sum of lines a, b, and c) Grand total	$80,000	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227901	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description	**Grant Amount Budgeted**	**Cost Share**
6300	Total supplies and materials that do not require specific approval:	$81,250	$
	Grand total:	**$81,250**	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227901		Amendment number (for amendments only):	

	Expense Item Description	Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$	$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$10,000	$
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	$10,000	$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227901			Amendment number (for amendments only):		

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	$	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:

Category	Number	Percentage	Category	Percentage
African American	238	19.4%	Attendance rate	92.1%
Hispanic	919	74.9%	Annual dropout rate (Gr 9-12)	0.2%
White	34	2.8%	Students taking the ACT and/or SAT	78.2%
Asian	29	2.4%	Average SAT score (number value, not a percentage)	1142
Economically disadvantaged	1,012	82.5%	Average ACT score (number value, not a percentage)	16.9
Limited English proficient (LEP)	354	28.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	877 (71.5%)
Disciplinary placements	30	2.3%	State assessment data	Met Standard

Comments

Data is for Reagan High School, from the 2014-15 Texas Academic Performance Report. We expect the demographic profile of the 9th grade cohort that will enter in Year 1 of the grant to be similar to the general student population.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	8.6	10.4%	No degree	2	2.4%
Hispanic	15.2	18.4%	Bachelor's degree	54.5	65.6%
White	52.7	63.4%	Master's degree	25.6	30.9%
Asian	4.5	5.4%	Doctorate	1.0	1.2%
1-5 years exp.	40.8	49.2%	Avg. salary, 1-5 years exp.	$45,923	N/A
6-10 years exp.	19.8	23.9%	Avg. salary, 6-10 years exp.	$49,462	N/A
11-20 years exp.	11	13.3%	Avg. salary, 11-20 years exp.	$48,444	N/A
Over 20 years exp.	4	4.8%	Avg. salary, over 20 years exp.	$51,820	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											50				50
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											8				8
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessments encompass two major areas: the students at Reagan IT Academy and current and projected high-demand occupations in Central Texas. See AISD's response to TEA Program Requirement 1 for a summary of how we collaborated with our local workforce board to identify the IT-related high-demand occupations we would target with the Academy. As a member of the Leadership Team, a representative from Workforce Solutions will ensure continuous monitoring of any potential changes in these data.

Each school year the principal of each AISD campus, with the assistance of the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff), must develop, review and revise the CIP. The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. AISD's High Schools Office works with each high school during the CIP process to provide support and guidance as needed. AISD collects all CIPs and reviews these plans to ensure that they align with district plans and policies.

CIPs are supportive of the objectives of the district's overall Strategic Plan (*Strategic Plan 2015-2020: Reinventing the Urban School Experience Together*), including the Core Belief that all students will graduate college-, career-, and life-ready. The district measures its progress toward those objectives through the Strategic Plan Scorecard, which includes ambitious yet achievable targets for the following items: (1) % of students graduating in four years, (2) number of high school students completing industry licensures/certification, (3) % of high school students submitting college applications, (4) % of students enrolling directly in college, and (5) % of high school students completing Advanced/Dual Credit courses.

Reagan ECHS 2015-16 CIP includes two focus areas that relate to the establishment of the Academy on its campus:
1. **Direct-to-College (DTC) Enrollment**: The campus seeks to increase the percentage of students who enroll in postsecondary education directly after they graduate from high school. The campus has set a measurable target of achieving a 13% increase in the DTC enrollment for the Class of 2016. The Class of 2015 had a 35% DTC enrollment rate. There will be an elevated focus on increasing the number of college, financial aid, and scholarship applications submitted for the Class of 2016 to reach this goal.

2. **Early College High School**: The campus seeks to increase ECHS enrollment and avoid attrition. Utilizing 8th grade performance data from feeder middle schools, the campus has been offering a TSI-focused summer bridge to incoming 9th graders and to upcoming 10th graders who have qualified in one domain and not the other. Campus staff also have put in place an early alert system that is monitored regularly to ensure academic interventions (e.g. tutoring, academic coaching) are delivered to keep students enrolled in dual credit courses.

Reagan ECHS Principal, Anabel Garza, and her staff have been key members of the grant development process, providing invaluable feedback to strengthen the program design, including course offerings and student and teacher support systems. With TEA's support, the Academy will serve as a pilot, flagship program for the school and across the district.

At the Academy, a team led by the Career Counselor, will collect data and prioritize needs. On a daily basis, the Career Counselor will respond to individual student needs as they arise, and on a monthly basis, the counselor will update the Leadership Team with formative data and prioritization of needs. Tracked data will include the planning year and implementation year performance measures along with other data identified.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In the Austin-Round Rock, Texas Metro Area, there are currently 5,550 job openings for software developers and 1,733 for computer systems analysts (Source: WANTED Analytics). And for Austin-Round Rock, Texas Metro Area, there are a projected 2,573 software developers and 1,738 computer systems analysts needed over the next five years (2016-2021) (Source: JobsEQ).	- Dell, ACC, UT and AISD staff will conduct a Skills Mapping process to develop an integrated educational program that addresses academic, technical and workplace skills by mapping backward from the end goal of employable software developers. Leadership Team will continue to monitor and refine Skills Map in Y1 and beyond. - Students will enroll in a course sequence that will enable graduation from high school with an Associate's degree in Computer Science (CS), a high school diploma, and at least one industry certification. Graduates will be competitive to apply for a BS in CS that could be achieved 2-3 years post-graduation.
2.	As part of the district's strategic plan, AISD has set the goal to increase # of students graduating in four years. 87.1% of Reagan ECHS Class of 2014 graduated on time (Source: TEA Academic Performance Report, 2014-15).	Students will engage in hands-on learning that builds awareness of potential careers in the computer and information technology (IT) fields and gain up to 60 college credits and Associate's degree in CS. The model motivates students, promotes better outcomes and increases high school graduation and completion rates.
3.	Reagan ECHS CIP and the district's Strategic Plan have set goals to increase the # of students completing college, financial aid, and scholarship applications. 81% of LBJ ECHS Class of 2016 completed postsecondary enrollment applications (Source: Apply Texas), and 60% submitted financial aid applications (Ibid).	Academy will have a college-going culture, in large part due to the alignment between college and high school courses and the range of activities and approaches to signify college experience (e.g. students may go to ACC to take courses in 11th/12th grade). The Career Counselor will also work with existing staff to ensure students are completing college and financial aid applications.
4.	Reagan ECHS CIP and district Strategic Plan have set goals to increase the # of students enrolling in ECHS.	The draft crosswalk of Academy courses includes ACC courses equivalent to 60 credit hours, and will increase student access to dual credit courses that lead to a CS degree.
5.	Reagan ECHS CIP and district Strategic Plan have set goals to increase the # of students who enroll in postsecondary education directly after they graduate from high school. 35% of Reagan ECHS Class of 2015, as compared with 60% of students districtwide enrolled in postsecondary education in the fall semester immediately following high school graduation (Source: National Student Clearinghouse, August 2016).	The integrated scope and sequence with ACC and Dell WBL experiences will help students build awareness of potential IT careers and required additional education beyond high school.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Academy Director	Visionary and experienced leader who fosters teamwork to build a community of learners; experience using data to guide change; skills to build and sustain academy culture; chair Leadership Team; experience collaborating with industry and higher education.
2.	Academy Career Counselor	Experience working with high school students to support educational outcomes; specifically will be required to meet regularly with students individually and as groups to support coursework, WBL, and postsecondary attainment; ability to manage multiple priorities and work effectively with industry and higher education partners.
3.	District-level Director	Experienced leader skilled at managing staff teams; skills in program and relationship development; excellence in managing multiple priorities and collaborating with industry and higher education partners; authority to oversee all Academy (P-Tech) models throughout the district.
4.	Associate Superintendent of High Schools	Responsible for school operations and teaching and learning for all AISD high schools; experience as school leader and leading initiatives to raise attendance rates, additional communication strategies among high school team, and monitoring methods for campus performance.
5.	Teachers	Mindset that embraces innovation and affirms that every child can achieve; experience creating interdisciplinary, project-based curriculum; collaborative and open to new ways of teaching.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Development of curriculum to meet future workforce needs through ongoing collaboration with Dell, ACC, UT and AISD representatives	1.	Initial Skills Map drafted	02/01/2017	07/31/2017
		2.	Finalize scope and sequence and course pathway	02/01/2017	05/31/2017
		3.	Curriculum integration of workplace skills in core content	02/01/2017	05/31/2018
		4.	Skills Map re-assessed and refined in ongoing Leadership Team meetings	12/01/2017	05/31/2018
		5.	Data assessment of cohort 1 and course corrections	12/01/2017	05/31/2018
2.	Prepare teachers and provide ongoing professional development (PD)	1.	PD to create interdisciplinary, project-based lessons and units and ongoing coaching	06/01/2017	05/31/2018
		2.	AVID training	06/01/2017	08/31/2017
		3.	Collaborate to refine curriculum, plan units/lessons, review formative assessments, discuss interventions for struggling students via weekly meetings	08/31/2017	05/31/2018
3.	Plan and implement college-going culture and career awareness and exploration activities	1.	Develop calendar of college-related and WBL activities for Year 1	02/01/2017	07/31/2017
		2.	Implement 9th grade activities	08/31/2017	05/31/2018
		3.	Plan for subsequent years and refine 9th grade based on lessons learned.	03/01/2018	05/31/2018
4.	Transformation of physical space for Academy model	1.	Purchase furniture, supplies, etc.	02/01/2017	06/30/2017
		2.	Purchase one-to-one computers for students	02/01/2017	06/30/2017
		3.	Upgrade classrooms with furniture, supplies.	07/01/2017	08/31/2017
5.	Engaging, high-quality student experience	1.	Recruit Cohort 1 & 2 students to participate	10/01/2016	05/31/2018
		2.	TSI-ready by end of 9th grade	08/31/2017	05/31/2018
		3.	Engage in WBL activities	08/31/2017	05/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has a system-wide continuous improvement structure that encompasses campus programs, staff, students, and parents. Data are collected from numerous sources: student (academic, attendance, discipline, health, social and emotional indicators), campus program reports to the Superintendent (through Associate Superintendents and Chief Officer of Teaching and Learning), and surveys (staff, students, parents). AISD's system is supported by the Department of Research and Evaluation (DRE), who will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

The evaluation plan will be used to ensure continuous improvement:

1) *Program Management* to monitor the ongoing operation of programs;

2) *Staying on Track* to ensure that programs stay focused on goals, objectives, strategies, and outcomes;

3) *Efficiency* to streamlines service delivery and help lower the cost of services;

4) *Accountability* to produce evidence of program effects; and

5) *Sustainability* to provide evidence of effectiveness to all stakeholders.

Feedback and continuous improvement of the proposed Academy will be monitored by the Academy Director and Career Counselor through active, regular review of student performance data and ongoing participation on the Leadership Team. The Leadership Team will meet monthly during Year 1 of the Academy to review student-level data; develop and refine the school's scope and sequence of high school and college coursework, workplace learning experiences, internships/apprenticeships; ensure ongoing alignment between industry trends, employer needs and academic coursework; and review the quality and availability of workplace learning activities, including recruiting and monitoring internship host sites.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD's Associate Superintendent of High Schools embarked on the P-TECH 9-14 School project in June 2016 addressing the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%). The plan, with emphasis on first-generation college-goers, will be presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. As part of this process, the following leaders have communicated mutual commitment to the model, engaging in numerous conversations and site visits: AISD Superintendent, Dr. Paul Cruz; President/CEO of ACC, Dr. Richard Rhodes; ACC Chief Academic Officer, Charles Cook; and Associate Superintendent of High Schools, Craig Shapiro. AISD's Office of Innovation and Development (OID) is supporting the P-TECH project through ongoing relationships and agreements with area business, institutions of higher education, and community partners. Leveraging existing structures and high-level commitment to the school model, grant funds will be well-supported and positioned for success.

To sustain commitment to the project, the Leadership Team and Academy staff will leverage the district's long-term partnerships with ACC and UT while deepening the partnership with Dell. For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's College and Career Preparatory Programs (CCPP). CCPP oversees the development and implementation of the Career and Technical Education (CTE) programs and redesign in AISD. CTE staff are ACC employees who work closely with campus leaders throughout the district to implement college and career-ready curricula. During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit at numerous campuses, develop three ECHS programs, and provide articulated CTE courses. (See attachments for MOUs and Articulation Agreements between AISD and ACC.) Dell has supported district and campus programs for many years, including currently providing devices and infrastructure to AISD's 130 campuses as well as professional learning to campus innovation coaches. This deeper partnership will be the first in Dell and AISD's history to be focused on preparing students with job-ready skills to feed their pipeline of future employees. (See attachments for a signed agreement with Dell.)

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Maintain ongoing Leadership Team Meetings	1.	# and dates of Leadership Team planning meetings during Planning Period
		2.	# and dates of Leadership Team planning meetings during Implementation Year
2.	Establish planning meetings during Planning Period of grant	1.	# and dates of planning meetings with Local Workforce Dev. Board
		2.	# and dates of planning meetings with Dell (industry partner liaison)
		3.	# and dates of curriculum planning meetings
3.	Provide, track and monitor industry experiences (i.e. WBL activities)	1.	# of industry experiences provided to students (by type)
		2.	# of students that participated in industry experiences (by type)
4.	Provide, track and monitor teacher professional development	1.	# of opportunities provided for ECHS teachers and higher education faculty to collaborate through planning, teaching and PD
		2.	Dates of opportunities provided for ECHS teachers and higher education faculty to collaborate through planning, teaching and PD
5.	Establish and monitor college-going culture.	1.	Average # of college credit hours earned per student
		2.	# of TSI-ready students; # of activities provided to students to provide academic supports for success on TSI; # of students that engaged TSI-success activities
		3.	# and dates of activities provided to students that establish distinct college-going culture

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. AISD's DRE reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

At the campus-level, a team led by the Career Counselor, will collect data and prioritize needs. On a daily basis, the Career Counselor will respond to individual student needs as they arise, and on a monthly basis, the counselor will update the Leadership Team with formative data and prioritization of needs. Tracked data will include the planning year and implementation year performance measures along with other data identified.

Additionally, each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates, core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. Academy staff will utilize these reports to help them to make strategic decisions to support students and teachers as needed, well before the end of the school year. Staff will regularly share these reports and other benchmark data with the Leadership Team. Finally, evaluation reports produced for this grant by DRE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and Academy staff. The reports also will be posted to the district's website.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;

b. allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;

c. include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and

d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graduates of the IT Academy will graduate in 12th grade with an Associate's Degree in Computer Science (CS) from ACC and be competitive applicants for jobs in the lucrative information technology fields or have the option to continue their studies toward a variety of postsecondary options, including a bachelors in CS (BA, BS or BSA), electrical and computer engineering, management information systems, and/or additional certificate programs, such as computer programming, user and computer support, network administration. Students will have accumulated articulated and dual credits from ACC and/or University of Texas (UT) at Austin and engaged in meaningful WBL at Dell. Students will have the opportunity to earn various industry certifications while they are in high school, including Java Associate and User Computer Support Certificate.

At the Academy, learning environments will be flexible: students will engage in PBL across various locations – from a college campus to Dell's Executive Briefing Center, and at many different times – including extended day and summer enrichment programs. Students will engage in WBL experiences that are sequenced along a continuum, beginning with career awareness and career exploration activities in 9th and 10th grade and build to more intensive career preparation activities in 11th and 12th grades. Core courses, such as English and math, will reflect an integration of CS concepts and skills as defined in collaboration with Dell, ACC and UT during the planning period of the grant. We will leverage the existing P-Tech Skills Mapping process and ongoing technical assistance and coaching from High Schools that Work (the nation's largest school improvement initiative for high school leaders and teachers) to develop an integrated educational program that addresses academic, technical and workplace skills by mapping backward from the end goal of employable software developers. The process will begin with our industry partners but ultimately involve the collaborative efforts of both high school and college leadership and faculty. The CS Skills Map will be reviewed annually with first-line managers and industry experts.

The implementation of the Academy will build upon a long history of partnership between AISD, ACC, and UT. For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's College and Career Preparatory Programs (CCPP), which includes the development and implementation of the CTE programs and redesign. CTE staff are ACC employees who also report to the AISD High Schools Office and Office of Teaching and Learning and work closely with campus leaders throughout the district to implement college and career-ready curricula. Additionally, AISD and ACC have long-established articulation and dual credit agreements, including signed articulation agreements for the IT program (see attached MOUs between AISD and ACC for ECHS, dual credit, and articulation agreements). Agreements between AISD and ACC will be maintained and expanded as new courses are developed.

During the planning period, the Leadership Team will explore ways to leverage additional opportunities for Academy students and teachers. AISD currently partners with UT in the OnRamps dual enrollment initiative, ChemBridge, Students Partnering for Undergraduate Rhetoric Success (SPURS), Texas MicroMajor pilot, and other programs that enable students to earn college credit in UT courses and receive advising and ongoing academic support from UT Austin. (See Attachments for UT and AISD Cooperative Program Agreement for the MicroMajor program.) Additionally, AISD has collaborated with UT Center for STEM Education's WeTeach CS, previously known as the Texas Regional Collaborative for Excellence in Science and Math Teaching, to certify new CS teachers and provide support through ongoing professional development

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

Statutory Requirement 1 (continued)
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning with 50 9th grade students in AY 2017-18 and adding a grade level each year, Academy students will take courses in grades 9-12 to ensure they graduate with at least 26 high school credits required for the Recommended High School Plan, AISD's default graduation plan as established by AISD's Board of Trustees. By the end of 9th grade, students will be college-ready as measured on the Texas Success Initiative (TSI), and those who are not, will receive additional supports during and outside the school day and year. Summer bridge programs before and after 9th grade along with afterschool and Saturday tutoring will support students to meet the demands of the academically rigorous program. Additionally, through participation in AVID (grades 9-12), Academy students will form smaller learning communities that develop their learning, study, and academic behavioral skills that are essential to success in rigorous coursework. Academy students will be supported both academically and financially. Provisions in the existing MOU between AISD and ACC for the implementation of ECHS (see Attachments) stipulate how costs will be shared. For example, "AISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC." Grant funds will also support the cost for students to take the TSI.

Students will earn 60 college credit hours by enrolling in dual credit courses that are aligned with ACC's Award Plan for the Associate's in Computer Science, and by 11th grade, the bulk of students' coursework will be dual credit with ACC (and may take place on an ACC campus). Upon high school graduation, students will have a number of options to enter IT fields, including pursuing entry-level employment, additional certificates (e.g. Computer Programming C++), or a bachelor's in an IT field (e.g. Computer Science, Management Information Systems).

Because we know that Calculus I & II can be gatekeeper courses for many CS students, we have created a crosswalk that will accommodate additional supports and a lighter course load while students take these courses. Entering students will be expected to have taken and excelled in Algebra I in 8th grade, having received a grade and/or end-of-course exam score above a benchmark to be defined in the planning period. The Leadership Team will explore additional ways to support students, particularly in scheduling high school level math and CS courses. For example, students may enroll in a series of rigorous CTE courses, many of which have been articulated with ACC, throughout grades 9-12, culminating in an Oracle-certified Java Associate certification. Alternately, students may take the four-course CS series through Project Lead the Way (PLTW), which aligns with Advanced Placement (AP) frameworks and beginning in Fall 2018, will include a course on Cybersecurity (which Dell has projected to be a high-demand occupation in the near future).

At the same time, all students will be provided with a full range of opportunities, with the expectation that they participate in authentic workplace learning experiences at each level of the WBL continuum. Students' experiences will be compatible with their age and stage of development. This applied learning will be integrated with classroom instruction and will be relevant and of value to the student beyond success in school. Beginning in 9th and 10th grade, Academy students will build awareness of and explore IT careers through such activities as tours, job shadowing or project days at Dell's facility. Students will have the opportunity to visit Dell's Executive Briefing Center and Chief Innovation Officer space, where they will engage in interactive projects with the use of Dell hardware as well as hear from dynamic, professional guest speakers from diverse backgrounds. By the end of their 12th grade year, students will have participated in at least one internship experience at Dell. The internship will be a highly-structured, time-limited, career preparation activity in which students are placed at the Dell facility for a defined period of time to participate in and observe work first hand within the IT industry. During the planning period of the grant, Dell and AISD will work together to develop an internship program that meets Dell's parameters while also giving students the opportunity to learn by doing real work and being productively engaged in the workplace.

Dell will also provide students with mentors beginning in 9th grade, in which students will be matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues. The mentor will serve as a resource for Academy students by sharing insight and providing guidance about the workplace, careers and education through formal and informal meetings organized at Reagan, Dell or online. Mentoring will evolve in its frequency, form and content over the Academy experience. Dell will leverage its existing portal (Powering the Possible) to recruit and identify potential mentors for the Academy.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In collaboration with the local workforce development board, Workforce Solutions – Capital Area Workforce Board, AISD identified high-demand occupations and programs of study that lead to occupations in the Biotechnology and Life Sciences Industry Cluster. (See Attachments for a Letter of Support from Workforce Solutions – Capital Area Workforce Board.) Workforce Solutions' analysis of workforce data conclusively demonstrates the current and projected need for software developers and computer systems analysts.

According to WANTED Analytics – Austin-Round Rock, Texas MSA, there are currently 5,550 job openings in software development and 1,773 in computer systems analysis, including staffing agency job openings. Many large information technology firms, such as Dell, Amazon, IBM and others utilize staffing agencies to help recruit and vet job applicants. Additionally, many of these firms rely heavily on contract workers; thus, these companies utilize staffing agencies to hire these contractors. One of the top two employers with current job openings is Dell, Inc.

According to JobsEQ for Austin-Round Rock, Texas MSA, there are a projected 2,573 software developers and 1,738 computer systems analysts needed over the next five years (2016-2021). Since there are many more actual job openings than projected openings, it appears that these occupations are actually growing at a much faster rate than projected.

Out of the 7,323 current job openings in software development and computer systems analysis, 781 require less than two years of experience. These entry-level jobs make up approximately 10.7 percent of the total job openings for these occupations. According to the Texas Workforce Commission's annual wage survey, the starting hourly salary for Travis County software developers ranges from $26.61 to $34.07, and is $25.20 for computer systems analysts. The experienced wages for software developers ranges from $54.37 to $59.56, and is $47.30 for computer systems analysts. These salary levels equate to an opportunity to increase wages between 75 to 104 percent for software developers and 88 percent for computer systems analysts.

Unfortunately, all too often CS-related occupations are dominated by white males. A recent report from Google and Gallup, *Diversity Gaps in Computer Science: Exploring the Underrepresentation of Girls, Blacks and Hispanics* traces this trend back to inequitable access to CS education in 7th-12th grade. The report found that underrepresented groups face structural and social barriers in access and exposure to CS that create disparities in opportunities to learn. For example, black students are less likely than white students to have classes dedicated to CS at the school they attend (47% vs. 58% respectively). AISD's Academy will attempt to address this disparity by targeting the predominantly underrepresented students who attend the school. Recruitment efforts will focus on Reagan feeder middle schools and leverage relevant school-based clubs and referrals from school partners who work with low-income students, students of color and girls (e.g. Dell Legacy of Youth Learning Opportunity via KISS Institute for Practical Robotics, Girls Empowerment Network, Breakthrough, Girlstart, Tech Girls through Girl Scouts of Central Texas, etc.).

Academy students will be poised to continue their education through the acquisition of additional certificates (e.g. C++, Python computer programming), marketable skills awards (at ACC), or a bachelor's in CS or related field (e.g. Management Information Systems). ACC has articulation agreements with several area universities for transferability of lower-division course credit, including Texas State University (see Sample Crosswalk), Texas Tech University, University of Texas at Austin, Texas A&M University, University of Texas at San Antonio (See Attachments for Agreements between ACC and some of these universities).

They will also garner meaningful experience and an Associate's degree in CS, setting them up to have the option to enter directly into the lucrative IT job market.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

| **Schedule #17—Responses to TEA Program Requirements (cont.)** | |
| County-district number or vendor ID: 227901 | Amendment # (for amendments only): |

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.

b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.

c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.

d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.

e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based in Round Rock, Texas, Dell Technologies is a multinational information technology corporation that develops, sells, repairs, and support computers and related products and services. Dell recently marked its 32nd year in operation, merging with the former EMC Corporation. Dell Technologies portfolio now encompasses different technology industries, including personal computers, servers, smartphones and television manufacturing, computer software, computer and network security, as well as information security services. Dell employs about 140,000 people globally and is the world's largest private technology company.

As evidenced in the attached letter of support and signed agreement, Dell has agreed to comply with all TEA Program Requirements during the grant period, and is committed to maintaining active participation in years to come. Representatives from Dell have actively participated in the development of this proposal and commit to continue to serve as active members on the IT Academy Leadership Team. Dell has agreed to designate a point person to meet regularly with the Team to address issues of curriculum, school design, and sustainability. This liaison will interact directly and frequently with Academy staff and the district-level staff person designated to oversee high school partnerships with industry partners. This staff person will, among other duties, coordinate site visits to Dell facilities, recruit and match mentors to students, identify appropriate job shadowing opportunities, and support teachers and faculty in developing appropriate curricula.

During the planning period of the grant, Dell will participate with other members of the Leadership Team to finalize a scope and sequence that integrates high school and college courses, and WBL experiences along a continuum that is phased in by grade level: career awareness and exploration activities in 9th and 10th grade, including mentorship, summer enrichment activities, job shadowing, workplace tours, guest speakers, project days, etc.; and more intensive career preparation activities in 11th and 12th grade that include at least one internship opportunity. In the first year of the academy (and Year 1 of the grant), Dell has committed to host multiple worksite visits to introduce students to careers, invite industry speakers to the school, especially people who can enlighten students on careers in the IT field, and hold project days where industry professionals and students work on hands-on activities together. Dell will also ensure that participating students receive mentoring from an industry professional, including an opportunity to communicate regularly in writing or online and face-to-face interactions on at least two occasions per year.

Dell has agreed to actively participate in the development of the curriculum to ensure it is appropriately aligned to marketable skills, including making available Human Resource managers to provide feedback on the curriculum and identify appropriate entry-level positions students at the Academy may qualify for upon graduation. As a member of the Leadership Team, Dell will engage in an adapted Skills Mapping process that maps the academic, technical and workplace skills they desire in future employees. They agree to commit the time in the planning period required to undergo this process as well as participate in annual reviews of the Skills Map and core and CTE courses.

Dell has committed to provide a matching contribution of 28% of the grant award, a portion of which will be in the form of hardware (e.g. computers, additional screens, plug-ins) and the remaining as in-kind (through the use of facilities, staff time to plan for and execute WBL activities, and staff time for participation in the Leadership Team), subject to Dell Giving's standard vetting and approval processes.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the planning period, in partnership with Dell, the Academy will continue to refine the sequenced continuum of WBL activities and experiences for students. Focus will be on career awareness ($9^{th}/10^{th}$ grade), career exploration ($9^{th}/10^{th}$ grade), and career preparation ($11^{th}/12^{th}$ grade). This WBL continuum will be accomplished through a series of work-based classroom activities, workplace exposures, and community experiences over time. Classroom activities will support and provide opportunities to reflect what's learned in the workplace and community, and WBL experiences will support the classroom curriculum. In addition, students are supported by and provided with role models and guidance from adults in the school and in the workplace. Students' experiences will also be compatible with their age and stage of development. Academy graduates will not only meet the necessary academic and occupational skills requirements for a particular job or position, they will also master professional qualities and skills such as integrity and dependability, negotiation and teamwork, and problem solving and flexibility.

All students will be provided with a full range of opportunities throughout their engagement in the Academy, with the expectation that they participate in authentic workplace learning experiences at each level of the WBL continuum.

Career Awareness: *Activities designed to promote awareness of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes.* Career awareness activities include career mentoring, workplace tours, guest speakers, career fairs, and project days. The objectives of these activities are for students to be introduced to a variety of occupations and career paths within the IT field; be provided opportunities to interact with professionals in the IT fields; develop leadership skills, and engage in reflection that connects their experience back to academic work, personal interests and their education and career paths; and build the social and emotional skills demanded by today's workforce. In the first year of the Academy (and Year 1 of the grant), Dell has committed to host multiple worksite visits to introduce students to careers; invite industry speakers from diverse backgrounds to the school, especially those who can enlighten students on careers in the IT field; hold project days where industry professionals and students work on hands-on activities together; and provide mentorship. During the planning period of the grant, the Leadership Team will enhance this plan with a detailed schedule of career awareness activities that Dell and other partners agree to for the first cohort of students.

Career Exploration: *Activities designed to promote a deeper understanding of a particular industry, career, or occupation of interest.* Career exploration activities include informational interviews, job shadowing, mentorship, focused field trips, and simulations. The objectives of these activities are for students to be provided opportunity for extended dialogue with professionals from the field; connect with their areas of interest and refine those interests; take an active role in selecting the experience and use growing understanding of their career interests to compare with alternatives; improve their ability to make informed decisions at key transition points in secondary and postsecondary learning; develop leadership strengths; and build the social and emotional skills demanded by today's workforce. Dell will leverage the systems and expertise they've gained in providing career exploration activities for middle school girls as part of Girl Empowerment Network (GEN) Austin, including job shadowing and other on-site activities (e.g. "speed dating" where students quickly learn from industry professionals).

Career Preparation: *Activities designed to provide an in-depth discovery of CS-related careers and the development of the skills and understanding of the education or training needed.* In the workplace, career preparation activities include workplace challenges and internships, apprenticeships or other work experiences. Objectives include those of career exploration. In addition, students will develop and demonstrate social and emotional skills in settings that replicate the professional environment. This applied learning will be integrated with classroom instruction and will be relevant and of value to the student beyond success in school. During the planning period of the grant, Dell and AISD will work together to develop an internship program that meets Dell's parameters while also giving students the opportunity to learn by doing real work and being productively engaged in the workplace.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academy will have its own Career Counselor who will work in coordination with existing guidance and college counselors to leverage resources and enhance advisory and counseling services. The Counselor will work with the Academy Director to implement the computer science pathway at the school and ensure long-term commitments and goals are met. The Director will serve as the primary point of contact between the school, Dell, ACC, and UT; manage and build additional partnerships with employers and community organizations; support campus-level master scheduling for students and teachers; and support professional development around a college-going culture and project-based learning.

The Career Counselor will be responsible for coordinating career development services for all students including academic advising and implementation of career awareness, exploration, and preparation activities. S/he will maintain business and education partnerships that support the Academy's mission of college and career readiness. The counselor will serve all Academy students by building linkages with the school staff, industry representatives, postsecondary educational personnel, parents, and civic and community organizations. Working collaboratively with the school staff and coordinating the support services of the IT community, the counselor will facilitate students' transition into the workplace during their time at the Academy. The counselor will also integrate the campus initiative with the broader industry trends and developments. To ensure continuous improvement, the counselor will report regularly to the Leadership Team about progress and possible gaps. The counselor's primary role and responsibilities will include the following:

(1) **Provide academic advising to ensure students are on-track and supported to be successful**, including frequent use of data to monitor individual student progress and connecting students with district, ACC and/or UT resources as needed. Use existing infrastructure and resources (e.g. existing guidance and college and career counselors, Naviance, access to student-level data through eCST— web-based electronic Child Study Team, a dashboard of micro and macro-student level academic and behavioral data) to ensure students receive comprehensive and individually-based college and career counseling.

(2) **Develop and implement innovative workplace learning curriculum**, including PBL opportunities and experiences that address workplace competencies and technical skills. Coordinate career awareness, exploration and preparation activities across the WBL continuum. Work with Dell and the Leadership Team to develop and implement an industry-validated assessment tool for workplace competencies and technical skills.

(3) **Manage the mentoring program**, by recruiting and training professional mentors from Dell. Plan at least two in-person events for students and mentors in Year 1 of the Academy. Survey existing resources and implement a best-practice mentoring program that could include an online platform and program expectations relevant to the computer science field. Monitor student participation in the program and follow up with those who are not participating. As needed, provide mentors for administrators and teachers in order to educate staff about workplace skills students will need.

(4) **Coordinate on-site workplace learning experiences at Dell facilities**. In collaboration with Dell, plan pre-work (e.g. learning objectives for the visit) and engaging on-site visits for students that provide insight into the workplace and jobs that students are working toward and align with what students are learning in school. Coordinate school logistics, scheduling, chaperones, etc.

(5) **As needed, facilitate professional development opportunities for teachers**. Facilitate workplace learning meetings with teachers and explore pairing teachers with IT professionals for job shadowing and other ongoing professional development experiences (i.e. attending meetings, conferences, and presentations on industry-specific skills).

(6) **Work with Dell and the Leadership Team to coordinate any internship opportunities**. Coordinate schedules, transportation, and work spaces (i.e. which days students will work, locations, scope of work). Serve as primary point of contact for school staff and Dell managers. The Counselor will ensure that an on-site mentor is identified as a resource for each student and will develop a formal evaluation with managers, mentors, and teachers (i.e. presentation, written reflection, etc.) to culminate each student's career preparation experience.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready.

Students will concurrently complete a number of high school-level CS courses. For example, students may take the IT course pathway that AISD's CTE Department has created and articulated with ACC, which includes 4 credits and the opportunity to attain an industry certification:

1. **Principles of Information Technology** (Grade 9): Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. (1 credit)
2. **Web Technologies** (Grade 10): Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. (1 credit)
3. **Computer Programming** (Grade 11 – articulated): Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies. (1 credit)
4. **Advanced Computer Programming** (Grade 12 – articulated): Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students apply technical skills to address business applications of emerging technologies. (1 credit)

Other potential high school level courses include Project Lead the Way (PLTW) CS pathway, which includes (1) Introduction to Computer Science, (2) Computer Science Principles (which is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit), (3) Computer Science A (aligned to AP CSA framework), and (4) Cybersecurity (to be available Fall 2018). Students may also enroll in UT's OnRamps CS course, in which they could attain college credit in the second semester of the course.

Students will also complete 60 college credits over the course of grades 9-12 and earn an Associate of Science Degree in Computer Science from ACC. This degree, designed to prepare students for transfer to a four-year university, complies with the CS field of study curriculum mandated in Senate Bill 148 of the 75th Texas Legislature. Academy students will take the following dual credit courses that are requirements of ACC's course plan:

- Effective Learning Strategies (EDUC 1300)
- Theater Arts (Drama 1310)
- English 1301
- English 1302
- US History 1301
- US History 1302
- US Government (GOVT 2305)
- Special Topics in Social Studies (GOVT 2306)
- Astronomy (ASTR 1403)
- Environmental Systems (ENVR 1301)
- Computer Science I (COSC 1336)
- Computer Science II (COSC 1337)
- Sociology (SOCI 1301)
- Philosophy (PHIL 1301)
- CS Elective (COSC 2436)
- CS Elective (COSC 2325)
- Calculus I (MATH 2413)
- Calculus II (MATH 2414)
- British Literature (ENGL 2322)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will complete the required credits to graduate under the Recommended High School Plan, earn an Associate of Science Degree in Computer Science from ACC, and at least one industry certification by grade 12. They will be competitive applicants for jobs in the lucrative information technology fields or have the option to continue their studies toward a variety of postsecondary options, including a bachelors in CS (BA, BS or BSA), electrical and computer engineering, management information systems, and/or additional certificate programs, such as computer programming, user and computer support, network administration.

The attached crosswalk illustrates a sample course sequence that an Academy student could pursue to complete a bachelor's degree within two to three years of graduating high school. Specifically, with an Associate's in Computer Science, a student could graduate high school and pursue a Bachelor's of Science in Computer Science at Texas State University. The articulation agreement that ACC has with Texas State would also enable to a student to earn a minor in Mathematics upon completion of five additional math courses. (See Attachments for articulation agreement and full-page crosswalk.)

Year	Semester 1	ACC course	Semester 2	ACC course
9	Practical Writing (College Readiness)		Effective Learning Strategies	EDUC 1300
9	English I		English I	
9	Geometry		Geometry	
9	World Geography		World Geography	
9	PE		PE	
9	Biology		Biology	
9	Spanish I		Spanish I	
9	Study Hall/AVID		Theater Arts	DRAM 1310
9	Principles of Information Technology		Principles of Information Technology	
10	Computer Science I	COSC 1336	Computer Science II	COSC 1337
10	Sociology	SOCI 1301	Philosophy	PHIL 1301
10	English II		English II	
10	Alg II		Alg II	
10	World History		World History	
10	Chemistry		Chemistry	
10	Spanish II		Spanish II	
10	AVID		AVID	
10	Web Technologies		Web Technologies	
11	English III	English 1301	English III	English 1302
11	Special Topics in SS	US History 1301	US History	US History 1302
11	CS Elective	COSC 2436	CS Elective	COSC 2325
11	Pre-Cal		Pre-Cal	
11	Physics		Physics	
11	AVID		AVID	
11	Computer Programming (articulated)		Computer Programming (articulated)	
12	US Gov't	Gov't 2305	Spec Topics in SS (2d)	Gov't 2306
12	Astronomy	ASTR 1403	Environ. Systems	Envr. 1301
12	Calculus I	MATH 2413	Calculus II	MATH 2414
12	British Literature	ENGL 2322	Economics	
12	AVID		AVID	
12	Advanced Computer Programming (articulated)		Advanced Computer Programming (articulated)	
	Endorsements: Business & Industry; Dual Credit: Computer Science			
	Upon admission to Texas State University Round Rock's Bachelor's of Science Computer Science degree:			
	Upper level courses required for CS major:			
	CS 2315	CS 4398		
	CS 2420	CS Advanced Elective		
	CS 3358	CS Advanced Elective		
	CS 3398	CS Advanced Elective		
	CS 3339	CS Elective		
	CS 4354			
		High School Course		
		ACC Course		
		Texas State Course		

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director

b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison

c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Team is responsible for helping to bring the shared vision for the Academy to fruition by collaborating and building consensus among the partner organizations. The team will monitor the progress of the Academy, guide the curriculum, identify opportunities to support it, and troubleshoot challenges as they arise.

During the grant proposal development process, AISD convened a team of representatives from AISD, ACC, and Dell. Membership of the Leadership Team will be formalized and expanded in the Spring of 2017. It will meet bimonthly during the planning period and monthly during Year 1 of the Academy to address issues of curriculum, school design, and sustainability. The Leadership Team will consist of high-level personnel with decision-making authority who will report to each member organization.

a. **District: AISD**
   - Associate Superintendent of High Schools, Craig Shapiro – Former high school principal experienced in business/school partnerships
   - District-level Director of P-Tech Model (to be hired with local funds) – Oversee all Academy models throughout the district.
   - Executive Director of OID, Michelle Wallis – District leader in innovating and developing partnerships with businesses, non-profits, and philanthropic organizations
   - Director of CTE, Annette Gregory – district leader of CTE endorsements, career clusters, industry certifications, WBL, and ACC partnership
   - Reagan Principal, Anabel Garza
   - Academy Director (to be hired with AISD funds)
   - Academy Career Counselor (to be hired with grant funds in Year 1)

b. **Primary College & Dual Credit Partner: ACC**
   - Chief Academic Officer, Charles Cook
   - Executive Director – School Relations at ACC, Shasta Buchanan
   - Director of ECHS at ACC, Melissa Biegert
   - Dean of Computer Science and Advanced Technology, Linda Smarzik
   - Department Chair of CS, Mary Kohls

c. **College & University Partner:** University of Texas at Austin
   - Director of OnRamps and Strategic Initiatives – Office of Strategy and Policy, Julie Schell
   - Deputy Director, The Center for STEM Education, Carol Fletcher
   - Assistant Director for MicroMajors – Office of Strategy and Policy, Ashley Bliss Lima

d. **Industry Partner: Dell Technologies**
   - ECHS liaison – Snow White, Sr. Consultant – Education Business Development

e. **Other:**
   - Texas Workforce Solutions Capital Area, Executive Director, Tamara Atkinson—advisor to AISD on area industry needs and trends
   - Teachers, parents, students, where applicable and appropriate

The Leadership Team will create a charter, with goals, norms, and guiding principles negotiated and recorded that could include: mission and purpose, scope of authority, committee norms and procedures, and membership.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD's Associate Superintendent of High Schools embarked on the P-TECH 9-14 School project in June 2016 addressing the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%). The plan, with emphasis on first-generation college-goers, will be presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. As part of this process, the following leaders have communicated mutual commitment to the model, engaging in numerous conversations and site visits: AISD Superintendent, Dr. Paul Cruz; President/CEO of ACC, Dr. Richard Rhodes; ACC Chief Academic Officer, Charles Cook; and Associate Superintendent of High Schools, Craig Shapiro. The AISD OID is supporting the P-TECH project through ongoing interactions and agreements with area business, institutions of higher education, and community partners. Leveraging existing structures and high-level commitment to the school model, plus expanded partnerships with long-standing partners, Dell, ACC and UT, grant funds will be well-supported and positioned for success.

Grant funds will support the first year salary and benefits for the Career Counselor, upgrades to classrooms to support PBL in the IT field, and costs associated with extending the day and school year. AISD will invest local funds in the salary and benefits of the Academy Director, the AVID teacher and the Academy teaching positions, one-to-one computers, building utilization costs associated with the extended school day and year, and student recruitment and promotion materials. AISD is committed to sustaining the grant-funded costs beyond the term of the grant because we are deeply committed to transforming high schools throughout the district to better respond to workforce needs. The long-term vision of AISD's High Schools Office is to create 8-10 Innovative Academies throughout the district over the next three to five years.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227901	Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Texas Education Agency

County-District Number or Vendor ID: 227901		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate			
A02	Provide staff development on eliminating gender bias	☐		☐
A03	Ensure strategies and materials used with students do not promote gender bias			
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Ensure historically underrepresented parents can fully participate in parent activities	☐	☐	

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			
B02	Provide interpreter/translator at program activities			
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds			
B05	Develop/maintain community involvement/participation in program activities			
B06	Provide staff development on effective teaching strategies for diverse populations			
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training			
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			
B13	Provide child care for parents participating in school activities			
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
B15	Provide adult education, including GED and/or ESL classes, or family literacy program			
B16	Offer computer literacy courses for parents and other program beneficiaries			
B17	Conduct an outreach program for traditionally "hard to reach" parents			
B18	Coordinate with community centers/programs			
B19	Seek collaboration/assistance from business, industry, or institutions of higher education			
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color			
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color			
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program			
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			
B99	Other (specify)			

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 227901		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 227901		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227901		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227901	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227901		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 227901	Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐   Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			$
2			$
3			$
4			$
5		Total:	$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐   Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Attachments – Austin ISD: Computer and Information Technology Innovative Academy – ECHS

1. **Agreements with Austin Community College (ACC)**

   a. Memorandum of Understanding: ACC & AISD Early College High School

      - Establishes joint decision-making procedures that allow for planning and implementation of a coherent program across ACC and AISD (Grant-Specific Criteria)

      - Signed agreement between AISD and ACC that addresses statutory requirements (Statutory or TEA Priority)

   b. Memorandum of Understanding: ACC & AISD Dual Credit Program

      - Establishes joint decision-making procedures that allow for planning and implementation of a coherent program across ACC and AISD (Grant-Specific Criteria)

      - Signed agreement between AISD and ACC that addresses statutory requirements (Statutory or TEA Priority)

   c. Articulation Agreement between AISD and ACC

   d. Articulation Agreements between ACC and Four-Year Institutions:

      i. Texas State University Bachelor of Science Major in Computer Science, Minor in Mathematics

      ii. University of Texas at San Antonio and ACC

2. **Agreement with Industry Partner: Dell**

   a. Final, Signed Agreement between AISD and Dell

3. **Other Attachments**

   a. University of Texas at Austin Cooperative Program Agreement – Texas MicroMajor Program

   b. Sample Draft Crosswalk

4. **Letters of Support**

   a. Austin Community College

   b. Dell

   c. Workforce Solutions

   d. City of Austin

MEMORANDUM OF UNDERSTANDING

September 1, 2014-August 31, 2017

COLLEGE DISTRICT:	INDEPENDENT SCHOOL DISTRICT:
Austin Community College (ACC)	Austin Independent School District

The institutions named above enter into the following agreement for the implementation of an Early College High School, as designated by the Texas Education Agency under the authority of the Texas Education Code 29.908(b) and Texas Administrative Code 102.1091.

The purpose of this agreement is to provide an opportunity for low-income, first generation college goers, and those who are statistically underrepresented in higher education, who face challenges that prohibit a smooth transition into postsecondary education, to earn a high school diploma and up to 60 hours of college credit and/or an Associate Degree upon graduation from high school.

The Partners desire to collaborate in the operation of an Early College High School (ECHS) program to prepare students for successful college and career transitions through the integration of high school, college, and career services with a commitment to collaboration in planning, implementation, and continuous improvement.

The services provided by this partnership are pursuant to the authorities of:

(a) Texas Education Code 29.908(b) allows for the creation of Early College Educational Programs through an articulation agreement between Independent School Districts and Institutions of Higher Education for the purpose of providing high school students the opportunity to earn up to 60 hours of college credit and/or an Associate Degree; and

(b) Texas Administrative Code 102.1091 allows for the implementation of Early College Educational Programs as Early College High Schools, through an application process that includes approval and oversight by the Texas Education Agency (TEA);

(c) Having been approved by the TEA to create an ECHS partnership, the Partners enter into this articulation agreement.

By this Agreement it is mutually understood and agreed by the Partners as follows:

1) **Term and Provisions for Termination.** The term of this Agreement shall be three (3) years from Sept. 1, 2014 through August 31, 2017, including an annual review.

   This Agreement may be extended for additional terms of one (1) or more years upon the mutual consent of the Partners evidenced by an extension agreement entered into

no later than August 31st. Either Partner may initiate a review process of this Agreement to renegotiate any of the provisions.

Any provision of the preceding paragraph notwithstanding, either Partner may terminate this Agreement prior to the expiration of the term hereof for good cause, or by written mutual agreement of the Partners. Termination shall include provisions for allowing ECHS student cohorts enrolled at the time of such termination to complete their college courses of study through the date of their expected high school graduation.

2) **Payment.** AISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC. ACC shall invoice AISD quarterly for services provided, as agreed upon. Payment is due Within 30 days of invoice date. ACC shall waive all tuition and fees for courses taken by AISD ECHS students in fulfillment of the requirements for their degree or certification plans, up to 60 credit hours.

3) **Joint Responsibilities.** ACC and AISD will collaborate in the planning, implementation, and evaluation of ECHS programs, processes and services through a joint Steering Committee and specialized work groups as needed. The Steering Committee will convene monthly or as needed; with the Steering Committee comprised of college, district, and campus leadership staff providing the direction and leading the collaborative efforts of these to further the goals of the ECHS partnership.

4) **Austin Independent School District (AISD) Responsibilities:**

   A. **Program Management.**

      i. AISD shall provide a Principal or Director who is assigned 100 percent to the ECHS and has scheduling, hiring, and budget authority.
      ii. AISD will administer the comprehensive high school program to include the responsibility for college-readiness and high school graduation.
      iii. AISD will provide SACS-Qualified, High School Certified Faculty (SQHSCF), school-district staff resources, student records support, and scheduling support as necessary to deliver the agreed-upon college course sections to support the ECHS program. AISD will invite ACC department representatives to participate in the hiring process for any SQHSCF the district is considering hiring to teach in an ECHS program.
      iv. AISD will provide support to ACC faculty and adjunct faculty, as well as SQHSCF, to assist them with successful program implementation. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.
      v. AISD will provide office space and services (e.g., security, custodial, building access, mail, etc.) as needed for the ECHS program.
      vi. AISD will coordinate with ACC staff to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment, attendance, and textbooks.

B. Curriculum, Instruction and Professional Development.

    i.   AISD will ensure the Vertical alignment of college readiness skills and a college going culture for students feeding into ECHS and students currently enrolled in the ECHS.

    ii.   AISD will participate in planning to ensure that the necessary dual credit classes are scheduled in a timely manner to facilitate the goals of the ECHS.

    iii.   AISD will assist with campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment. AISD staff will assist ACC ECHS program staff and ACC faculty with communication and problem solving.

    iv.   AISD will provide release time as necessary for SQHSCF staff to attend college orientation sessions and to participate in college staff development activities as necessary to maintain good standing in the ACC academic department.

C. College and Career Activities. AISD will provide support as needed for college-related activities needed to implement the ECHS, including activities scheduled during the school day.

D. Resource Data. AISD will assist in the development of a data-sharing agreement that complies with the Family Educational Rights and Privacy Act (FERPA), and that provides for the sharing of all allowable student-level information among institutions.

E. Teaching Eligibility/Staffing.

    i.   AISD will facilitate the identification of SQHSCF and their participation in the ACC faculty hiring process.

    ii.   AISD will provide scheduling and planning information for SQHSCF interviews to include ACC representatives as part of credentials review and interview committees.

    iii.   If SQHSCF are approved by ACC academic departments to teach ACC courses, AISD will allow release time for such SQHSCF to attend any required ACC department meetings or professional development.

    iv.   AISD administration will facilitate adherence to requirements imposed by ACC academic departments to ensure the rigor of coursework and college-level standards among SQHSCF such as requiring ECHS students to take final course exams at an ACC campus testing center.

F. College Counseling, Guidance, and Student Services.

    i.   AISD's Guidance and Counseling Department will facilitate the college enrollment of students into the ECHS and in meeting all requirements to take the desired ACC courses.

ii. AISD will facilitate the provision of college student support services, including electronic resources delivered via technology, for students enrolled in college courses.

iii. AISD will coordinate with ACC ECHS program staff, ACC faculty, and ACC staff in the Office for Students with Disabilities (OSD) to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act. A high school student's Individualized Education Program may not substitute for a college OSD review to establish required accommodations. AISD will provide all readers, scribes, interpreters, equipment, and other resources needed to deliver required accommodations for students in college courses located at the high school campus.

iv. AISD's Guidance and Counseling Department staff will collaborate with ACC departments to provide promotional and informational materials about the ECHS and other ACC programs to students, faculty, and staff.

v. AISD will purchase college textbooks and other required college instructional materials for participating ECHS students and will assist with the coordination for the receiving, inventory, and distribution of college textbooks for participating ECHS students. For the purposes of this agreement, AISD is allowed to buy books from the ACC bookstore whenever it is more expedient and efficient.

vi. AISD will coordinate Texas Success Initiative (TSI) testing for prospective and current ECHS students as agreed-upon and following college testing guidelines.

G. Finances and Transportation.

i. AISD will provide transportation for students to ACC campuses as necessary to support the goals of the ECHS, including a minimum of six visits per year to the college campus for students not yet taking courses on an ACC campus.

ii. AISD will reimburse the college at a flat rate of $2,000 per section for courses taught by ACC faculty in which ECHS students are registered by cohort.

iii. AISD will reimburse the college at a rate of $100 per ECHS student for those who register individually for ACC course sections comprised primarily of non-ECHS college students.

iv. AISD will absorb all salary and benefits for SQHSCF who are AISD employees assigned to teach ECHS courses.

5) Austin Community College (ACC) Responsibilities:

A. Program Management.

i. Austin Community College District will serve as the guide and support for the operation of the Early College High Schools under the direction of the ACC Director of Early College High Schools and the AISD ECHS Principal/Directors or designees.

ii. ACC staff members will be responsible for delivery of college services and will provide support and assistance to the AISD Early College High

School program, including reporting information designed to improve student retention and completion rates.

    iii.   ACC staff will be responsible for all ECHS dual-credit and concurrent enrollment courses working with the AISD ECHS Principal/Director or designee and ACC staff as necessary to deliver the agreed-upon ECHS program.

    iv.   ACC staff will provide support to ACC faculty and adjunct faculty, as well as SQHSCF, to assist them with successful program implementation. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.

    v.   ACC staff will coordinate with AISD to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment and attendance.

B. Curriculum, Instruction and Professional Development.

    i.   ACC staff will ensure that dual credit courses are delivered as necessary to meet the goals of the ECHS. Where necessary and agreed upon, ACC staff will create additional ACC class sessions to facilitate the goals of the ECHS.

    ii.   ACC staff will provide a campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment. The ACC staff will assist high school campus staff and ACC faculty with communication and problem solving.

    iii.   ACC staff will facilitate SQHSCF participation as appropriate in ACC orientation activities, ACC professional development and required evaluation activities, and college and student success initiatives.

    iv.   ACC staff will ensure that the ACC course load of SQHSCF or other faculty are adjusted as needed to deliver instruction necessary to accomplish the goals of the ECHS.

    v.   ACC staff will work with academic departments and ACC faculty to encourage reuse of required textbooks and other materials purchased for ECHS by AISD.

C. College and Career Activities. ACC staff will provide ACC institutional support for college-related activities needed to implement the ECHS, including facilities for all courses for ECHS students taught on an ACC campus.

D. Resources/Data. ACC staff will develop a data-sharing agreement that complies with the Family Educational Rights and Privacy Act (FERPA), and that provides for the sharing of all allowable student-level information among institutions, including number of credit hours taken and earned, GPAs, state assessment results, SAT/ACT, PSAT scores, and TSI readiness by grade level.

E. Teaching Eligibility/Staffing.

i.   ACC staff will assist prospective ACC faculty candidates with information regarding the faculty hiring process, and will serve as a liaison when necessary between the ACC academic department and the candidate.

ii.   ACC staff will work with ACC academic departments to encourage the hiring of SQHSCF who meet department standards for adjunct faculty.

iii. ACC staff will work with ACC Human Resources and ACC academic departments to ensure that ACC faculty and staff assigned to work on the ECHS campuses have completed the appropriate fingerprinting and criminal background checks.

F. College Counseling, Guidance, and Student Services.

i.   ACC staff will act as a resource for AISD's Guidance and Counseling Department to facilitate the college enrollment process for ECHS students.

ii.   ACC staff will facilitate the provision of student support services, including electronic resources delivered via technology, for students enrolled in college courses.

iii. ACC staff will coordinate with AISD staff to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act.

iv.   ACC staff will assist in providing AISD counselors with ECHS information for parents and students materials.

v.   ACC staff will collaborate with ACC Departments to provide promotional and informational materials about ACC to AISD counseling staff.

vi.   ACC staff will assist with the coordination for the provision of textbooks.

vii. ACC staff will collaborate with campus staff and provide support for TSI testing as agreed upon for ECHS students.

G. Finances.

i.   ACC will waive standard tuition and fees for ECHS students.

ii.   ACC will waive the $2,000 section reimbursement fee outlined in AISD G.ii above for sections taught by SQHSCF who are AISD employees. As AISD will absorb the cost of all salary and benefits for such SQHSCF, ACC will not provide any additional monetary compensation to such instructors.

6) Authorization. Subject to any annual approvals that may be required by law or by the TEA, the term of the MOU shall commence upon the date that the second of the Partners has signed this MOU ("Commence Date").

7) Amendments. This agreement may only be amended by mutual written agreement of the Partners.

(signed) _____ P_C_____ 9/23/14

Paul Cruz, Ph.D. Interim Superintendent   Date

Austin Independent School District

(signed) _____

Vince Torres, President, Board of Trustees   Date

Austin Independent School District

APPROVED AS TO LEGAL FORM
4/14/14

(signed) _____ 3/6/15

Richard M. Rhodes, Ph.D., President/CEO   Date

Austin Community College District

MEMORANDUM OF UNDERSTANDING

BETWEEN

AUSTIN COMMUNITY COLLEGE DISTRICT

AND

AUSTIN INDEPENDENT SCHOOL DISTRICT ·

(September 1, 2016 – August 31, 2017)

Purpose

The institutions named above enter into the following agreement for the implementation of a dual credit partnership which is designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements. The Texas Administrative Code (TAC 19), Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-Year Colleges* establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college-level credit. Dual Credit requirements are identified in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84:

Eligible Dual Credit Courses

Eligible dual credit courses are (a) courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual and included in ACC's Core Curriculum; or (b) be identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM).

AUSTIN COMMUNITY COLLEGE DISTRICT

GENERAL PROVISIONS FOR DUAL CREDIT

DEFINITIONS

Dual Credit programs at ACC include:

1) Dual Credit – A college credit course that fulfills high school graduation requirements
2) Dual Credit Plus – A college credit course sequence that fulfills high school graduation requirements while also enabling motivated students to maximize their ability to earn additional credits in a guided pathway while in high school.
3) Career Academy – A Career Academy provides high school students with an opportunity to earn entry level certificates through workforce dual credit courses.
4) Credit-in-Escrow - A high school course that is part of an ACC Tech agreement between an ISD and ACC. College credit is awarded after the student enrolls at ACC and successfully completes one college-level course within two years of high school graduation.
5) Co-enrollment - A college credit course not required for high school graduation requirements but required for ACC credential completion.

ELIGIBLE COURSES

1) Courses must be identified as college-level academic courses in the current edition of the Lower Division General Academic Course Guide Manual and be included in ACC's Core Curriculum; or be identified as a college-level workforce course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM)
2) Instruction, instructional materials, and grading will be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the main campuses of the College.

STUDENT ELIGIBILITY

1) To participate in Dual Credit, students must meet the College's entrance requirements (including satisfactory completion of the Texas Success Initiative (TSI) in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).
2) Dual credit students must have successfully completed eighth grade.
3) Dual credit students are subject to all College policies and procedures.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning. Courses may only be composed of dual credit only or of dual and college credit students.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

1) All instructors must meet the minimum faculty requirements as specified by ACC in accord with the guidelines of the Southern Association of Colleges and Schools Commission on Colleges.
2) The College shall select, supervise, and evaluate instructors for courses that result in the award of credit.
3) High school instructors applying to teach dual credit courses should complete the steps specified in the "Joining the ACC Faculty," a report of the Dual Credit Adjunct Faculty Committee (December, 2015). See Appendix A.
4) High School instructors who teach dual credit courses on a high school campus as a part of the ISD teaching load will be paid a stipend by ACC $500 per course section.
5) Instructors, even if employed by and paid by an Independent School District, must be supervised in instructional matters by the ACC Department Chair and must meet all administrative and evaluation requirements and attend required faculty training.
6) Official college transcripts of instructors must be kept on file at the College.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

1) The curriculum for any course offered by ACC for dual credit shall be the regular college curriculum.
2) Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
3) The same standards of grading shall apply for all courses taught by ACC, regardless of whether the course is delivered on an ACC campus or high school campus.

DUAL CREDIT PLUS COURSE SEQUENCE

1) The curriculum for courses offered in the Dual Credit Plus sequence shall be used for dual credit in the ACC Core curriculum or to the ACC General Studies in Arts or Science degree.
2) Dual Credit Plus four year freshmen sequence will have a student enrollment cap of no more than 30 students per school cohort.
3) The availability of courses structured under the Dual Credit Plus sequence are contingent upon the availability of ACC faculty. Students may need to take classes on an ACC campus to continue with a sequence.
4) For course tuition and fee waivers, refer to "Tuition and Fee Waiver" section of agreement.

CAREER ACADEMY
1. A Career Academy provides high school students with an opportunity to earn entry level certificates through completion of workforce dual credit courses.
2. The High School should be approved by ACC as a Career Academy participating school.
3. Career Academy students qualify for the 12-course waiver for the 2016-2017 academic year. Beginning Fall 2017, students will be assessed $100/course in-district or $150/course out-of-district tuition.
4. Academy Participating High Schools and School Districts agree to transport students to an ACC Campus which hosts the selected Career Academy.
5. Some Academies may require demonstration of college readiness prior to acceptance into program.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES
Regular academic policies applicable to courses taught at the college's main campus also apply to dual credit courses. Students in dual credit courses are eligible to utilize the same support services as students on other ACC campuses.

TRANSCRIPTING OF CREDIT
College credits will be transcribed immediately upon a student's completion of course(s) each semester.

DATA SHARING – ISD
The data sharing agreement applies to all ACC high school programs which include Dual Credit, Early College High School, and Career Academies.

1) The ISD will provide the following student information for all students enrolled in an ISD high school campus: student name (First, Middle, Last), ISD identification number, date of birth, grade level, high school endorsement area, mailing address of record for all ISD students, and whether the student has a parental waiver for participation. The above information will be provided electronically in a template provided by ACC and will be provided no later than the **fourth Monday of September each academic year.**
2) The ISD may add individual students to the original roster by sending electronically an additional roster listing only students to be added and showing the following information: student name (First, Middle, Last), ISD identification number, date of birth, grade level, high school endorsement area, mailing address of record, previous high school, and reason for addition. All additions must be transmitted by the ISD no later than the **end of January each academic year.**
3) The ISD will provide student scores on STAAR English 2 and Algebra 1, PSAT, PLAN-ASPIRE, SAT, and/or ACT tests for all ISD students, where available. Student test score information will be provided electronically in a template provided by ACC and will be provided no later than **November 15th, or the date specified in the annual planning meeting.**
4) Upon receipt of the student information, ACC will use the student enrollment information to present opportunities for dual credit. ACC may use the student mailing information to send information pertaining to ACC enrollment to the families of all ISD students. ACC may use the student test scores to determine student enrollment eligibility and to provide students with

additional college admissions testing opportunities. The ISD student information may be used by ACC for student enrollment purposes through September, 2017.

5) Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, the ISD shall permit only its employees authorized to use the data for college enrollment purposes to have access to the data. ISD also agrees to store the data in a secure area and to prevent unauthorized access. All persons authorized to have access to the data have certified their understanding that they may be held liable individually for any and all criminal and civil penalties imposed for breach of confidentiality.

DATA SHARING – ACC

The data sharing agreement applies to all ACC high school programs which include Dual Credit, Early College High School, and Career Academies.

1) ACC will provide the following information on an ISD's initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB] data); benchmark data from the prior year to show ISD student enrollment at ACC.

2) ACC will provide the following annual reports to the ISD superintendent and high school principals: Fall, Spring, and Summer ACC dual credit enrollments by high school; Fall, Spring, and Summer ACC dual credit student success outcomes by high school; and College and High School Relation high school program participation rates by activity.

3) ACC will provide, upon written request from an appropriate school district official, information on individual ACC Tech credit attainment and college major. The student college credit attainment and college major information is designed to assist school personnel in educational programming and may not be published.

4) ACC assures that in all reports, electronic or otherwise, derived from information made available under this agreement, data shall be aggregated in such a way that no individual will be identified directly or by deduction.

5) Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, ACC shall permit only its employees authorized to use the data for college enrollment purposes to have access to the data. ACC also agrees to store the data in a secure area and to prevent unauthorized access.

6) All persons authorized to have access to any student data have certified their understanding that they may be held individually liable for any and all criminal and civil penalties imposed for breach of confidentiality.

This Data Sharing Agreement covers only the essential elements of a cooperative relationship; unexpected events may arise that require mutual understanding, communication, and trust.

FUNDING

The state funding for dual credit courses will be available to both public school districts and public two-year associate degree-granting institutions based upon the current agreement between the Commissioners on Education and Commissioner of Higher Education.

TUITION AND FEES WAIVER

Austin Community College will waive tuition and fees for up to 12 eligible classes. Out-of-district students will be charged a $150 per-course fee for courses taken at any ACC Campus, Center, or via distance learning for up to 12 eligible classes. Out-of-district students will not be charged the per-course fee if they take classes scheduled at a high school campus or demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Documentation must be submitted each school year for eligibility.

The dual credit tuition and fees waiver will only be applied to college credit courses that are a part of the current ACC Core Curriculum or a workforce course included in a certificate or associate of applied science degree. All remaining ACC courses will be assessed regular tuition and fees according to a student's residency.

Course withdrawals and dropped courses will be counted against the 12 course waiver limit after the second class day of each session. The student will be charged full tuition and fees based on residency for courses taken above the 12-course waiver limit and non eligible courses.

The dual credit tuition and fees waiver is subject to change without notice by the ACC Board of Trustees.

SERVICES FOR STUDENTS WITH DISABILITIES

In order for students with disabilities to receive accommodations from ACC, students must provide ACC's Student Accessibility Services with current (within three years of enrollment at ACC) documentation of disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan used for public school students may not substitute for the documentation specified above. High school personnel will refer students who require accommodations to ACC's Student Accessibility Services.

AUSTIN COMMUNITY COLLEGE DISTRICT   **Dual Credit Program**

The details below will facilitate effective delivery of instruction and services:

Area	ACC Responsibilities	ISD Responsibilities
Course Schedule	Develop course schedule in collaboration with ISD representative. Mutually agree on policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights ("Back to School," etc.). Make appropriate adjustments to meeting minutes in advance for ISD holiday calendar conflicts and notify teaching faculty each semester.	Develop annual scheduling plan and semester course schedules in collaboration with ACC representatives. Mutually agree on policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights ("Back to School," etc.). Make appropriate requests for special events that will impact ACC classes at high school campuses. Requests must be submitted two weeks prior to the start of each semester.
Facility	Offer college credit classes on site at designated ISD high school(s). Work with designated ISD contact to ensure instructional media and equipment is available. Comply with ISD facility guidelines. Provide appropriate college staffing, when library available for public access.	Provide ACC faculty with the necessary classroom space equipped for college-level instruction, including: • Adequate board space • Computer/Laptop equipment with projection • Multimedia equipment • Internet access that lifts ISD's firewall restrictions • Instructional space that is available and ready within allotted instructional class time(s). • Designate parking location for teaching faculty. Designate official contact that will facilitate classroom instructional needs listed above. Provide ACC the procedure for security of facility at the end of each class and all facilities rules, including any ACC faculty or student restrictions.
Personnel	Distribute to ACC faculty for dissemination to ACC students the general "house rules" of the high school facility as they apply to ACC students.	Designate official high school contact with whom ACC Director of Dual Credit and Career Programs is to work.
Public Relations	Provide Dual Credit informational and promotional materials to high school/district contacts.	Include ACC's Dual Credit and other ACC programs in District Catalog and student and parent materials, meetings, etc. Assist ACC personnel with opportunities to speak to faculty, parent, and student organizations to help them gain a better understanding of this cooperative partnership.
Support Services	Arrange delivery of informational sessions for students and parents, academic advising, and registration assistance to students. Provide ISD-specific orientation information to ACC faculty who teach at the high school campus. Provide confirmation of course schedules, class rolls, and final grade reports to the high school as allowed by FERPA. Meet to plan logistics and on-site support for ACC summer classes taught at high school campus (es).	Designate procedure to provide duplication services to ACC faculty at the high school site. Large print orders will be submitted to ACC duplication. Distribute promotional materials to high school students encouraging the use of online and telephone textbook purchases. Meet to plan logistics and on-site support for ACC summer classes taught at high school campus (es).

AUSTIN COMMUNITY COLLEGE DISTRICT

Area	ACC Responsibilities	ISD Responsibilities
Services for Students with Disabilities	Provide accommodations for ISD students enrolled in ACC classes taken on ACC campus, based on documented disability.	Provide accommodations, by arrangement with ACC Student Accessibility Services for ISD students enrolled in ACC classes taken on the high school campus. Timely refer students with disabilities to ACC Student Accessibility Services at the ISD's Primary Support Campus.
Student Records and Reporting	Provide mutually agreed-upon reports of student enrollment and course grades to designated ISD officials upon request as allowed by FERPA.	Designate an official to request ACC reports and sign a release indicating that student records are not released to the public under FERPA. Ensure that student record information reported by ACC is not released to third parties.

AUSTIN COMMUNITY COLLEGE DISTRICT
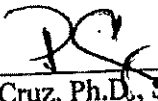
Dual Credit Program

COMPLETE UNDERSTANDING

This "Memorandum of Understanding" covers only the essential elements of a cooperative relationship; unexpected events may arise that require mutual understanding, communication, and trust.

This Agreement shall constitute the complete understanding of ACC and **ISD**, and may not be modified in any manner without the express written consent of both parties and supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties of the Agreement.
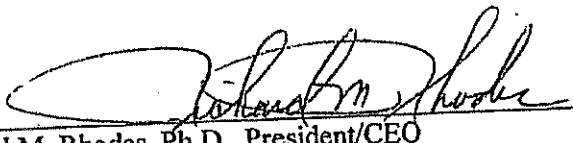
By signing the Agreement, both parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument. ACC and **ISD** have executed and delivered this Agreement to be effective as of the Effective Date.

9/22/16
Date

Paul Cruz, Ph.D., Superintendent
Austin Independent School District
APPROVED AS TO LEGAL FORM
9/15/16

9/1/16
Date

Richard M. Rhodes, Ph.D., President/CEO
Austin Community College District

AUSTIN COMMUNITY COLLEGE
DISTRICT

APPENDIX A

Joining the ACC Faculty

ACC's Commitment to High School Faculty

ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with ACC:

- ACC will provide a checklist/document (contained below) that ISDs give interested HS faculty members BEFORE they apply to ACC that clearly explains job expectations and responsibilities and prepares faculty for interviews/teaching demonstrations.

- The ISDs will provide ACC with a roster of faculty interested in adjunct faculty assignments to teach dual credit courses. The roster should include candidates' unofficial transcripts as well as resumes of work experience.

- ACC departments will conduct an initial review to determine whether the HS faculty member meet SACS standards, and if not, explain what specific next steps the faculty applicant could take.

- For those HS faculty found to be SACS qualified, they would complete an official ACC application as an adjunct faculty member.

- Within 60 days of application submission, the appropriate department will schedule an interview and teaching demonstration for the applicant and notify them of acceptance or non-acceptance. If the latter decision is made, an explanation will be offered with suggestions for next steps.

- Once accepted for hire, the HS faculty member will complete a half day training made up of two sections: (1) a general introduction to community colleges and specifically to ACC, and (2) an orientation and introduction to the specific requirements of the academic department in which the HS faculty member would teach.

- HS faculty who teach dual credit courses for ACC will be compensated with a $500 stipend per course.

Interviewing

Each department determines its own interview format. Some will use a committee, some will interview one-on-one. Many will require a teaching demonstration. It would be prudent to learn about the departmental expectations for preferred teaching style before scheduling your interview. You may be able to schedule an observation of a current ACC faculty member's class; contact department chair if you are interested.

During the interview, be prepared to discuss:

- your perceptions of the differences between high school and college course instruction/expectations
- the best book you've read in your field in the last 6 months
- how you would handle being contacted by a parent about student work
- see additional possible questions on the HR website:
  - interview evaluation form:
    https://docs.google.com/viewer?a=v&pid=sites&srcid=YXVzdGluY2MuZWR1fGGFlYv1mb3Jtcy1pb
    nZlbnRvcnl8Z3g6NWFjOTY3NTNlOWYvNGM3Mg
  - possible interview questions (from full-time documentation):
    http://www.austincc.edu/hr/hireguide/ftfaculty/samplegs.html

Checklist for Prospective Dual Credit Instructors

High school faculty who are interested in teaching dual credit courses on their high school campus for Austin Community College need to be aware of expectations from both their high school and the community college. This checklist will help acquaint instructors with the similarities and differences in requirements for teaching across both school levels. Where there are differences between the requirements listed below, an asterisk indicates which rules apply when dual credit courses are being taught. In some cases, the college rules will apply, in some cases, faculty will have to adhere to both the college and high school requirements.

Basic Qualifications:

SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) is the accrediting body for Austin Community College. Every prospective dual credit instructor at ACC must meet these minimum requirements. The requirements are below, and more detailed credentialing requirements by course can be found at: https://drive.google.com/a/austincc.edu/file/d/0B5HXgwuT7shIRnFwY2wvNWN4UzA/view

To teach:	Faculty must have:
Academic courses toward AA or AS degrees	Master's degree in teaching discipline **or** Master's plus 18 graduate hours in teaching discipline
Workforce courses toward AAS degree	Bachelor's degree or higher in the discipline **or** Associate's degree in the discipline plus three years documented work experience in the field
Courses toward certificate only	High school diploma plus three years of documented work experience in the field plus proof of specialized training in the field, e.g., license, certificate, non-credit coursework in the discipline
Developmental courses	Bachelor's degree in the discipline or a related discipline **plus** either one year of high school teaching experience in the discipline or one graduate course in teaching under-prepared students
EDUC 1300: Effective Learning	Master's Degree in Psychology, Educational Psychology, or Education **or** Master's Degree <u>plus</u> 20 hours of ACC training for teaching the student success course

Mission and Values

Community Colleges – General

The mission of community colleges is to support student access to and success in higher education. You can learn more about the goals of community colleges in general by visiting the website for the American Association of Community Colleges: http://www.aacc.nche.edu/AboutCC/Pages/default.aspx

Austin Community College – Mission and Values

Austin Community College has a clear focus on student success. Our goal is to provide central Texans with high-quality educational opportunities that prepare students for transfer or employment and increase equity for all. You can learn more about our mission, values, and goals here: http://www.austincc.edu/board/policies/a1.php

Accreditation and Governing Bodies

ACC's policies are guided by the work of several groups. To help you understand some of the abbreviations in the checklist below, you may be interested in learning more about these groups.

AUSTIN COMMUNITY COLLEGE DISTRICT

ACC's accrediting body is SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). ACC must adhere to the requirements set forth by this agency. You can learn more about SACSCOC, including its mission and values here: http://www.sacscoc.org/

THECB (Texas Higher Education Coordinating Board) guides the efforts of public colleges and universities in Texas. You can learn more about this organization here: http://www.thecb.state.tx.us/

ACC has a service area designated by the State Legislature consisting of most of six counties in Central Texas and 26 public school districts. Within the service area, ACC has a taxing district that is comprised of Austin, Round Rock, Leander, Hays, Elgin, Del Valle and Manor school districts as well as the parts of other districts that are in the City of Austin. Residents vote themselves into the taxing district. As tax-paying residents, students who attend ACC pay lower tuition and fees than residents from out-of-district areas. Tuition and fee rates, as all ACC policies, are approved by the elected ACC Board of Trustees.

Coursework Expectations

Course Content

High School	College*
Content is determined by the TEKS (Texas Essential Knowledge and Skills).	Content is guided by THECB and the ACC department guidelines. Focus is on meeting learning outcomes through content that is chosen by the faculty member and approved by the department. The faculty member has high levels of control of the specific content that is covered. ACC supports the idea that across every level of education, expectations for student learning should increase. As such, courses taught at the College level should require students to meet even higher standards than those same courses taught in high school. See comparative expectations for various educational levels from the Degree Qualifications Profile (DQP) here: http://www.degreeprofile.org/press_four/wp-content/uploads/2014/09/DQP-grid-download.pdf

Academic Freedom

High School	College*
Standards and expectations are guided by the TEKS. Faculty must meet all standards.	Standards are part of accreditation, but so is a high degree of academic freedom.
Freedom is in how you teach content.	There is more flexibility in what content is taught, and how it is taught in covering department and college-approved learning outcomes.

Grading Policies

High School	College*
Determined by campus and/or ISD policies.	Guided by departmental requirements. Some departments have explicit requirements, others provide more flexibility in grading to the instructor.
Policies may require reteach and retest.	Faculty may choose to, but are not required to allow multiple attempts on assignments or exams.
Consequences for attendance are determined by State law and district policies.	Consequences for attendance and adherence to course deadlines are determined by the instructor.

AUSTIN
COMMUNITY
COLLEGE
DISTRICT

Learning Outcomes and Competencies

High School	College*
Must meet TEKS guidelines. Additional outcomes can be required by campus and/or district. See details here: http://tea.texas.gov/curriculum/teks/	Must meet SACSCOC guidelines, THECB core curriculum requirements, ACC general education competencies, course SLOs (student learning outcomes), and PSLOs (program-level student learning outcomes). See more information here: http://www.austincc.edu/offices/academic-outcomes-assessment/general-education-and-core-curriculum/assessments http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm Assessment of student achievement of learning outcomes at ACC is done through the framework of the Discipline Assessment Cycle (DAC). Every department develops its own assessment plan, which is communicated to faculty teaching courses in that discipline. Additional general information about the DAC can be found at: http://www.austincc.edu/offices/academic-outcomes-assessment/discipline-assessment-cycle

Regulations of Privacy

High School	College*
Follow FERPA - parents and guardians have access to student information.	Follow FERPA - only student has access to information, regardless of their age. Students may choose to fill out paperwork to allow parents to have access. See further information here: http://www.austincc.edu/ferpa

Disability Services

High School	College*
Follow ARD paperwork. All accommodations and modifications must be provided.	In the college setting, course and curriculum modifications are not required for students with

AUSTIN
COMMUNITY
COLLEGE
DISTRICT

	disabilities. However, accommodations will be approved by college Student Accessibility Services (SAS) office on a course by course, case by case basis. Approved accommodations must be implemented by faculty.

Students must provide a Notice of Approved Accommodations signed by an SAS Coordinator to faculty before any accommodations can be provided. Accommodations may not be provided before faculty receive a Notice of Approved Accommodations. The provision of accommodations is not retroactive.

Learn more here: http://www.austincc.edu/support-and-services/services-for-students/student-accessibility-services-and-assistive-technology |

Classroom Details

Syllabus

High School	College*
Syllabus requirements are guided by district and/or campus procedures. Students may or may not be given a syllabus for each class.	All faculty are required to provide a syllabus on the first day of class, and to post the syllabus online (see details about online submission below under Administrative Requirements / Other Requirements - lighthouse).

There are specific requirements for syllabus content guided by departments.

Master syllabi for courses are available online: http://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/master-syllabi-repository |

Contact Hour Requirements

High School	College*
None for faculty.	SACSCOC and THECB have strict requirements for instructional time per course. Courses are scheduled to fulfil these requirements, so ACC does not allow faculty to end class early, or cancel class.

AUSTIN COMMUNITY COLLEGE DISTRICT

Calendar

High School	College*
Calendar is more flexible to account for student schedules and school activities.	Due to contact hour requirements, there is very little flexibility in the calendar. You may need to work with your ISD to adjust class meeting days to maintain required contact hours as necessary. The ACC calendar, including withdrawal deadlines and other important dates can be found here: http://www.austincc.edu/calendars/important-dates-and-deadlines

Administrative Requirements

Evaluation Process

High School	College*
School district evaluation policies will be followed.	Evaluated by Department. Faculty must complete portfolios each year, and input forms each semester (FIF). Each department will share their process with faculty. Student evaluations must be completed every semester. See evaluation details here: http://www.austincc.edu/hr/eval/faculty.php

Attendance Certification

High School	College*
Daily attendance is required and must be posted for all courses.	Faculty are not required to take daily attendance, however course attendance certification is required by census date. See details here: http://www.austincc.edu/facstaff/attendance-certification-questions-and-answers

AUSTIN COMMUNITY COLLEGE DISTRICT

Grade Submission

High School	College*
Guided by district policy in HS only classes.	Grades are submitted online (http://www.austincc.edu/online-services) and deadlines are specified each semester by the academic calendar.

Required Training

High School*	College*
Many required trainings, guided by district and/or campus.	ADA and Sexual Harassment (online – every two years) Dual Credit Adjunct Academy inclusive of Departmental Training as required (four hours in total); all new faculty must be assigned a mentor.

Professional Development

High School*	College*
District and SBEC rules apply.	ACC requires 12 clock hours for Full-Time faculty and 4 clock hours for Adjunct faculty each fiscal year. Selections must be approved by your department chair.

Departmental Meetings

High School*	College*
Mandatory as determined by campus procedures.	Departments determine meeting frequency. New high school adjuncts are expected to attend at least one generally at the beginning of the Fall or Spring semester.

Other Requirements

High School	College*
Varies by District.	Syllabus, Curriculum Vita (Resume), and office hours must be posted on lighthouse. (http://www5.austincc.edu/lighthouse/)

	ACCmail (email) is the primary form of communication between the college and faculty members as well as between students and faculty members. All faculty are expected to access their ACCmail regularly. (http://www.austincc.edu/accmail)

How ACC will support you in your teaching

ACCeID

All online resources at ACC are accessed through a secure system. You will need a login and password known as the ACCeID. (http://www.austincc.edu/acceid)

Online Learning Management System

High School	College*
Determined by campus and or district.	Blackboard is the LMS. Training is available online through Instructional Resources and Technology: http://irt.austincc.edu/blackboard/

Contact person

High School*	College*
High school liaison varies across each campus (i.e. Counselor, Administrator, Coordinator)	Dual Credit / Early College High School liaison. Mison Zuniga (mzuniga@austincc.edu) - Dual Credit Melissa Biegert (melissa.biegert@austincc.edu) - Early College High School Shasta Buchanan (shasta.buchanan@austincc.edu) – Executive Director, High School Relations

Support for Students and Faculty

ACC provides many services to support students. Faculty should be aware of these, to ensure that students are given the assistance they need. Learn more about ACC support services here:
http://www.austincc.edu/support-and-services

Students and faculty can both benefit from ACC Library Services. Learn more about resources here:
http://library.austincc.edu/

ACC also has employee associations to support faculty. If you are selected as an adjunct, you may wish to consider taking an active role in the Adjunct Faculty Association: http://sites.austincc.edu/afa/

The Texas Community College Teachers Association is an organization devoted to all community college teachers. Here, you can learn about teacher's issues and get legal support. http://www.tccta.org/

Additional Resources

This checklist is just the beginning. There is more to learn about becoming a part of the ACC faculty. We encourage you to explore more by reviewing the ACC Faculty Handbook here:
http://www.austincc.edu/offices/human-resources/faculty-handbook

You will also find helpful information on the ACC website for Faculty and Staff:
http://www.austincc.edu/facstaff2

ACCTech Consortium
ARTICULATION AGREEMENT

PROGRAM AREA

Name of ACCTech Program to be Articulated	Date
Computer Studies	10/30/13

EDUCATIONAL PARTNERS

Name of College	Name of ISD/CISD
Austin Community College	Austin ISD

Conditions of this ACCTech Articulation Agreement were formulated through meetings with representatives of the educational partners, as well as relevant employers, during which agreement was reached on student evaluation criteria, course content, and appropriate exit competencies. Under this agreement, the following conditions of articulation are hereby set forth.

1.0 Credit-in-Escrow

1.01 Course(s) that can be held as "credit-in-escrow" under this agreement are listed as follows.

Secondary Course Name and Number	Credit Awarded	Post-Secondary Equivalent Name And Number	Credit-in-Escrow Which can be Awarded
Business Information Management I 13011400 (BUSIMI) OR Principles of Information Tech. 13027200 (PRINIT)	1 1	ITSC 1309 Integrated Software Applications I	3
Virtual Business 13012000 (VIRTBUS)	1	ITNW 1337 Intro to the Internet	3
Internetworking Technologies I N1302803 (ITNET1) OR Telecommunications & Networking 13027400 (TELECOMN)	1 1	ITNW 1325 Fundamentals of Networking Technologies	3
Computer Maintenance 13027300 (COMPMTN)	1	ITSC 1425 Personal Computer Hardware	4
Web Technologies 13027900 (WEBTECH) (Lanier HS only)	1	ITSE 1401 Web Design Tools AND ITSE 1411 Beg. Web Page Prog.	4
Web Technologies 13027900 (WEBTECH)	1	ITSE 1401 Web Design Tools	4
Computer Programming PEIMS # 13027600 (COMPPROG)	1	ITSE 1411 Beg. Web Page Programming	4
Computer Science 03580200 (TACSI) (Ann Richards) Or AP Computer Science A A3580100 (APTACSA) Or IB Computer Science, Standard Level I3580200 (IBTACSSL)	1 1 1	ITSE 2321 Object-Oriented Programming	3

	Total Credits
Special Note: High school work transported to the college level is called "Credit-in-Escrow." This means high school work in ACCTech courses can be claimed as "Credit-in-Escrow" at Austin Community College (after successful enrollment) for the amount of credit shown at the right.	24

2.0 Transfer

2.01 Upon entry to Austin Community College (ACC), the student must meet all of the ACC admission requirements to be eligible for program continuation or credit via articulation.

2.02 The student must enroll in ACC within 24 months of high school graduation. Credit for high school courses taken beyond the 24-month limit may be granted through a petition to the appropriate ACC Dean. Students may be required to take an ACC challenge exam if courses in question are beyond the 24-month time limit.

2.03 Students must successfully complete, at least one ACC credit course before "Credits-in-Escrow" will be applied to their ACC Transcript.

2.04 The school district will ensure that students in articulated courses are enrolled in the Career and Technology Education Management Application (CATEMA) and/or that a Credit-in-Escrow Request form is submitted to the ACCTech office.

2.05 Students must have successfully completed each specified high school course with an end-of-course overall average of 85 or better in order for Credit-in-Escrow to be awarded.

2.06 The ACC Admissions and Records Office will be responsible for evaluating the official high school transcript and awarding articulated credit based on the conditions outlined in the ACCTech Articulation Agreement.

2.07 All ACCTech Articulation Agreements must be kept on file with the ISD/CISD, the appropriate ACC Department, and the ACCTech Office of ACC.

2.08 Students will not be charged tuition or fees for Credits-in-Escrow earned under this agreement.

3.0. Other/General

3.01 The ISD/CISD agrees to incorporate all course outcome objectives, TEA Texas Essential Knowledge and Skills (TEKS), Workforce Education Course Manual (WECM) requirements, and course competencies developed and approved under this articulation agreement as part of the high school articulated courses.

3.02 The ACC agrees to support the ACCTech six-year curriculum plan for the designated discipline to be offered from Grade 9 through the Associate Degree.

3.03 The ISD/CISD and the ACC will participate in an annual review of this Articulation Agreement and the courses included therein to assist in the continued refinement of the ACCTech education plan.

3.04 ISD/CISD faculty who teach the ACC courses at the high school for articulated credit granted under this agreement should have the same teaching credentials as required of the ACC faculty.

3.05 Implementation of ACCTech courses under this agreement must follow ACCTech guidelines and procedures.

3.06 Parties involved in this agreement pledge to make every effort possible to support successful completion of education plans for all ACCTech enrolled students.

4.0 Special Conditions

4.01 Special conditions related to this agreement are as follows: N/A

5.0 Effective Dates/Termination

5.01 This agreement becomes effective when all parties agree, by their signatures, to accept the conditions set forth in this document and until such time as notice is made to terminate.

5.02 Notification to end this agreement must be submitted no less than six months prior to the intended date of termination. This petition must be submitted in writing, by the authorized representative of the respective institution making the petition, and delivered to the second party to the agreement. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination after six months following the date of delivery. Upon termination of the agreement, any currently enrolled students with an approved ACCTech education plan on file with the ISD/CISD will be permitted to complete their respective programs.

Signatures of Commitment

With the signatures below, each partner acknowledges a commitment to accommodate effectively the conditions of this agreement as stated above.

Austin ISD/CISD

Pamela B. Fett 5/20/14
College and Career Preparatory Programs   Date
Program Development Manager, Curriculum

signature 5/22/14
College & Career Preparatory Program   Date
Executive Director

signature 5/27/14
Chief Academic Officer   Date

signature 5/29/14
Superintendent or Designee   Date

Austin Community College District

PA blott 2/13/14
Executive Director, School Relations   Date

Mary Kohls 4/16/2014
Department Chair   Date

signature 5/1/14
Dean   Date

signature 5-1-14
Vice President Instruction   Date

AUSTIN COMMUNITY COLLEGE/
TEXAS STATE UNIVERSITY
ROUND ROCK CAMPUS

TRANSFER PLANNING GUIDE
2014-2016 CATALOG

AUSTIN
COMMUNITY
COLLEGE

Bachelor of Science
Major in Computer Science
Minor in Mathematics
Minimum required: 120 semester hours

TEXAS★STATE
UNIVERSITY
ROUND ROCK CAMPUS
The rising STAR *of Texas*

LOWER-LEVEL COURSES TO BE COMPLETED AT ACC and/or TXST Correspondence*

	Hours
ENGL 1301 (ENG 1310[C]) (w/C)	3
ENGL 1302 (ENG 1320[C])	3
MATH 2413 (MATH 2471)	4
Life & Physical Science[2]	4
Life & Physical Science[2]	4
PHIL 1301 or 2306 (PHIL 1305[C] or 1320[C]) (w/C)	3
Creative Arts[3, C]	3
HIST 1301 (HIST 1310[C])	3
HIST 1302 (HIST 1320[C])	3
GOVT 2306 (POSI 2310[C])	3
GOVT 2305 (POSI 2320[C])	3

	Hours
Social and Behavioral Science[4, C]	3
SPCH 1311 or 1315 (COMM 1310) (w/C)	3
ENGL Literature[5, C]	3
COSC 1337 (CS ELNA; TxState will sub for CS 1428)	3
(Prerequisite: COSC 1336 at ACC)	
COSC 2436 (CS 2308 / CS ELNA 1.0)	4
COSC 2425 (CS 2318 / CS ELNA)	4
MATH 2414 (MATH 2472)	4
Life & Physical Science[2]	4
Life & Physical Science[2]	4
Total	**68**

UPPER-LEVEL COURSES TO BE COMPLETED AT TEXAS STATE ROUND ROCK

Courses Required for Major	Hours
CS 2315 (WI) (spg only) (see pre-reqs in catalog w/C)	3
CS 2420 (fall & spg) (Saturday only) (pre-req 1428 w/C)	4
CS 3358 (fall & spg) (pre-req 2308 & MATH 2358 w/C)	3
CS 3398 (WI) (fall/sum) (pre-req 2315 & 3358 w/C)	3
CS 3339 (fall only) (pre-req 2315, 2318, & 2420 w/C)	3
CS 4354 (spring only) (pre-req 3398 w/C)	3
CS 4398 (Project) (spring/sum) (pre-req 3398 w/C)	3
CS advanced elective[7]	3
CS advanced elective[7]	3
CS advanced elective[7]	3
CS elective	3

Courses Required for Mathematics Minor	Hours
MATH 2358 (fall only) (pre-req MATH 2471 w/C)	3
MATH 3305 (fall only) (pre-req MATH 2472 w/C)	3
MATH 3398 (spring only) (pre-req MATH 2358 w/C)	3
MATH advanced elective[6] (spring only)	3
MATH advanced elective[6] (spring only)	3

Additional Courses Required	Hours
ENG 3303 (WI) (Online/Hybrid) (w/C)	3

Total Hours	**52**

[1] If two years of the same foreign language or two years of American Sign Language were not completed in high school, students must take 6-8 hours of the same language in college.

[2] Computer Science majors must take 16 hours (4 courses) from: BIOL 1406 & 1407; CHEM 1311/1111 & 1312/1112; GEOL 1403 & 1404; PHYS 1401 & 1402 [or PHYS 2425 & 2426]. Eight hours (2 courses) must be from the same science (BIOL, CHEM, GEOL, or PHYS) as listed above. No more than 8 hours of PHYS courses can apply towards the 16 hour science requirement. Student may not complete both PHYS 1401 & 2425 from ACC to satisfy this requirement.

[3] Select one course from the Creative Arts component area (050) of ACC's Core Curriculum.

[4] Select one course from the Social & Behavioral Sciences component area (080) of ACC's Core Curriculum.

[5] Select one ENGL course from the Component area (090) of ACC's Core Curriculum.

[6] A total of 18 hours in mathematics are required for the B.S. degree. The mathematics requirements, plus six advanced hours of select mathematics courses satisfy the Mathematics minor. Minors should be chosen in consultation with the Texas State academic advisor.

[7] Not all CS Advanced Electives listed in the catalog are offered at the RRC. Consult your academic advisor for course options and rotation at the RRC.

[C] Courses designated with a "C" are also available through Correspondence Studies (www.correspondence.txstate.edu). You may take up to a total of 18 hours via Texas State Correspondence.

[w/C] Courses labeled 'w/C' require a grade of 'C' or higher.

NOTES:
*Texas State Round Rock only offers the upper-level courses. All lower-level course work must be completed at ACC, in San Marcos or via Texas State Correspondence. The lower-level core courses should be completed before applying to Texas State Round Rock.

1. A minimum 120 semester hours are required to graduate from Texas State. Some students may need to enroll in additional free elective hours to reach the required 120 hour minimum.

2. Students must earn a grade of 'C' or higher in all computer science in order to continue into the next CS course(s) in the major sequence. Students failing to satisfy prerequisite courses will be dropped from courses for which they do not satisfy prerequisites.

3. In addition to satisfying the University graduation requirements, students must earn a grade of 'C' or higher in all computer science, additional English, and mathematics courses used to satisfy the requirements of the computer science major.

4. Texas State will apply **up to 66 hours** from an accredited two-year college to a degree. (6-8 hours may be added with college dean approval). For students completing this degree at the Round Rock Campus, Texas State will apply up to 72 hours.

5. Students must complete a total of 36 advanced hours, (12 hours advanced hours in the major), 9 writing intensive (WI) hours, and 24 of the last 30 hours at Texas State.
6. Upon completion of certain course requirements at Texas State, students may elect to send these hours back to ACC to be applied toward an associate's degree. This is commonly referred to as "reverse transfer."
7. To be eligible to graduate with honors, transfer students must complete a minimum of 54 hours through Texas State and earn a 3.40 or higher Texas State GPA.

TEXAS STATE UNIVERSITY

UNIVERSITY TRANSFER ADMISSION:

1. Submit Transfer Admission Application online at www.ApplyTexas.org, pay application fee, and all credentials to the Texas State Office of Undergraduate Admissions by the stated deadline: www.admissions.txstate.edu/future/deadlines.
2. Submit an official transcript from each institution attended to the Office of Undergraduate Admissions. Students must be eligible to return (e.g., free of suspension, dismissal, or enforced withdrawal) to all previous institutions regardless of grade point average (GPA) or degrees received.
3. A minimum 2.25 grade point average (GPA) in all transferable courses (minimum of 30 hours) is required. In computing the GPA, grades of A, B, C, D, and F are computed as recorded. Grades of W, P, Q, and X are disregarded and grades of WF and I are averaged as F. Grades in non-transferable and technical/vocational courses are disregarded.
4. Visit the Round Rock Campus website to ensure you complete the appropriate steps for Getting Started since the procedures to follow after being admitted are different from the main campus: www.rrc.txstate.edu/prospective/starting.

Send official paperwork to:
Texas State University
Office of Undergraduate Admissions
429 N. Guadalupe
San Marcos, Texas 78666
512/245-2364
www.admissions.txstate.edu

For more information, contact:
Texas State University Round Rock Campus
One Stop Center, Room 201
1555 University Blvd.
Round Rock, Texas 78665
512/716-4001
www.rrc.txstate.edu

Students transferring directly to Texas State University from a community college may elect to follow the Texas State catalog in effect at the time they entered the community college, or any subsequent catalog upon approval of the Dean of their College. Students are reminded to refer to their designated catalog for information relating to University, College, and/or Departmental requirements for curriculum, graduation, probation/suspension, and other general information.

College of Science & Engineering
Academic Advising Center
Centennial Hall, Room 202
Texas State University
San Marcos, Texas 78666
512/245-1315
www.science.txstate.edu/advising
www.cs.txstate.edu

Texas State University reserves the right to withdraw courses at any time, to change its fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever authorities determine and will apply to both prospective students and those already enrolled.

ARTICULATED TRANSFER AGREEMENT
BETWEEN
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
AND
THE AUSTIN COMMUNITY COLLEGE DISTRICT

Introduction

This Articulated Transfer Agreement ("Agreement") formally recognizes that the University of Texas at San Antonio, hereinafter referred to as "UTSA," and the Austin Community College District, hereinafter referred to as "ACC," are active educational partners in providing educational opportunities for currently enrolled and potential students of both institutions. Agreement to this partnership requires a commitment by both institutions to enhance the transfer of degree-seeking students between institutions without jeopardizing the intended mission and stated goals of either institution.

Purpose of the Agreement

This Agreement sets forth the major principles of mutual cooperation and expectations of this collaboration between UTSA and ACC.

Provisions

A. Transfer Plans/Guides - A transfer plan for each degree program is available for students to complete a minimum of 60 credit hours at the community college and, upon admission to UTSA, progress into the major and support work courses for completion of the degree program.

1) UTSA will prepare and publish in a timely manner via the UTSA web site transfer plans for degree programs contained in its Undergraduate Catalog and in each subsequent catalog. These transfer plans guarantee the acceptance of credits applicable to the plan's degree program as long as grades of "D" or better are earned, college/department admission requirements are met, and university admission requirements are met (See Section D 1.). Some programs require higher grades, which will be specified on the transfer plan.

2) ACC will make the web-published transfer plans available to its faculty, staff, and students and will advise prospective UTSA students in accordance with the appropriate transfer plans.

3) UTSA will construct the transfer plans, in general, to provide a minimum of 60 semester credit hours up to a maximum of 70 credit hours, accounting for differences in the transfer of lab hours that may or may not be incorporated into the total UTSA degree program hours. (Plans stating less than 60 semester credit hours may occur due to the lack of TCCNS courses or any other comparable courses being offered by

1

ACC.) The structure of the transfer plans will be based upon the Texas Common Core Curriculum components and the Texas Common Course Numbering System (TCCNS) as translated for the UTSA core curriculum requirements of the published catalog. The plans will also identify courses beyond the core curriculum by TCCNS that apply toward the UTSA degree program major, support work, and/or electives. This includes any applicable field of study curriculum as defined by the Texas Higher Education Coordinating Board. Some courses may not have a TCCN, so ACC may request that UTSA review such courses for inclusion in specific transfer plans. The ACC representative identified herein should contact the UTSA Articulation Officer to request the review of such courses, and UTSA will then review the courses and make the final decision to approve or to disapprove the inclusion of these courses in specific transfer plans.

4) ACC will strive to offer a reasonable number of class sections per the courses listed by TCCNS, field of study curriculum, or other institutionally agreed-upon courses in the transfer plans to facilitate the movement of students through their initial degree hours so they may transfer in a timely manner.

B. Duration of Transfer Plans and Changes Impacting Published Transfer Plans

1) UTSA publishes transfer plans that correspond to a specific UTSA Undergraduate Catalog. Students have six years from the date they enter under such catalog to complete a catalog's degree program. Therefore, each published transfer plan will remain valid for the same length of time as its corresponding catalog. Typically, UTSA publishes its Undergraduate Catalog on a one-year cycle, and after its Catalog is published, UTSA will make no revisions to the transfer plans except to correct any inadvertent errors.

   a) UTSA will publish any such correction to a transfer plan on the UTSA web site with a notation indicating the date of the correction and will provide ACC written notification of such correction.

   b) Every effort will be made to prevent students from being penalized by any errors made by UTSA on the published plans.

2) ACC typically publishes its catalog on a one-year cycle. The institution representative will apprise the UTSA Articulation Officer of any catalog/curriculum changes impacting the transfer plans so revisions may be addressed in the corresponding transfer plans within the next UTSA catalog-cycle.

3) UTSA will notify ACC should there be changes brought about by program accreditation agencies, which are not governed by the published UTSA undergraduate catalog. These entities include, but are not limited to, the Texas Education Agency (TEA), the Association to Advance Collegiate Schools of Business (AACSB International), and the Accreditation Board for Engineering and Technology (ABET).

4) ACC will distribute all changes to transfer plans in a timely manner to its faculty, students, and staff.

C. Institutional Collaborations

UTSA recognizes that not all Texas public two-year institutions will offer the same TCCNS designated courses or other applicable courses due to the varying missions of the institutions. Therefore, collaborations may occur among or between comparable disciplines in order to develop appropriate transfer plans.

1) The UTSA Articulation Officer named in Section G of this Agreement or her/his successor will be the liaison for the development of collaborations between faculties to accomplish the provisions of this Agreement. The Articulation Officer will be the primary liaison for transfer practices with ACC.

2) Likewise, the ACC Articulation Director or her/his successor will keep the UTSA Articulation Officer apprised of any program changes or needs impacting or being impacted by the transfer plans. The Articulation Director will be the primary liaison for transfer practices with UTSA.

D. Admissions and Recruiting

1) UTSA will publish its admission criteria in its annual Information Bulletin, which is available online via the UTSA web site. ACC students must meet all entrance requirements per the UTSA annual Information Bulletin for admission to UTSA. Admission to the university does not guarantee admission to all degree programs. Some programs may require students to meet additional established criteria for admission to the degree program. This information shall be stated on the appropriate transfer plan and in the UTSA Undergraduate Catalog.

2) UTSA will evaluate credits based upon the official transcripts submitted for admission by ACC students.

3) ACC will provide official and accurately coded transcripts (paper or electronic) per the student's request pursuant to the policies and procedures adopted by ACC.

4) UTSA will provide recruiting visits and participate in prospective transfer student advising events/fairs, as possible, throughout the academic year. This shall be coordinated through the Undergraduate Admissions Office.

5) ACC will collaborate with UTSA on scheduling events and visits and will provide space, equipment, and materials as needed for the use of UTSA representatives while on the campus for these events.

E. Completion of an Associate Degree via the Reverse Transfer Process

1) UTSA understands ACC's mission of educating the community members of its service area and of awarding associate degrees. Therefore, UTSA will assist ACC in its mission by providing the following services:

   a) Upon request of the ACC, UTSA will notify its matriculated students of the ACC reverse transfer opportunity by the UTSA official email account.

b) For purposes of this Agreement, pursuant to FERPA, UTSA hereby designates authorized employees of ACC who are working under this Agreement as a school official with a legitimate educational interest in the educational records of UTSA students who receive or who are eligible for reverse articulation of credit. ACC agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA. ACC acknowledges and agrees that it is not allowed to share such educational records, or any part thereof, with any third party.

c) For purposes of this Agreement, pursuant to FERPA, ACC hereby designates authorized employees of UTSA who are working under this Agreement as a school official with a legitimate educational interest in the educational records of ACC students who receive or who are eligible for reverse articulation of credit. UTSA agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA. UTSA acknowledges and agrees that it is not allowed to share such educational records, or any part thereof, with any third party.

d) UTSA will provide data concerning the performance of ACC students matriculated at UTSA as compared with native UTSA students per an established UTSA reporting format. Separate academic records for students will be maintained at each institution. Authorized employees of ACC and UTSA will have access to personally identifiable information about the students who receive or who are eligible for reverse articulation of credit. ACC and UTSA will ensure their institutional compliance with FERPA regulations.

e) Each October or at other appropriate intervals agreed upon by both parties, UTSA will review its student records and determine which students are eligible for the reverse articulation of credit pursuant to the following criteria: (i) the UTSA student previously transferred coursework from ACC, (ii) the student has indicated an interest in earning an associate degree via reverse articulation of credit and (iii) the student completed at least 30 semester credit hours at ACC and additional semester credit hours at UTSA to total 66 semester hours. UTSA will securely transmit official electronic copies (SPEEDE) of these students' transcripts to ACC.

f) Upon receipt of UTSA transcript information, ACC will conduct a degree audit of each eligible student and evaluate all coursework that may apply to the completion of the student's associate degree at ACC. Students who meet all ACC degree requirements are eligible to receive an ACC degree at no additional cost to the student. ACC will notify each student that he or she is eligible to receive an associate degree and eligible to participate in ACC's graduation ceremony.

2) ACC will collaborate with UTSA on the services listed above, provide the necessary contact information for students, and report any problems or challenges to the UTSA Articulation Officer in a timely manner.

3) ACC agrees to request student information from the UTSA Office of Institutional Research for the purpose of monitoring and enhancing student academic success. The information may also be used to enhance curricular offerings. UTSA and ACC

4

acknowledge that educational records maintained by each institution are subject to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) and the regulations promulgated under its authority. Both institutions agree to comply with FERPA regulations, and implement appropriate procedures to ensure that confidential information is not disclosed or distributed.

F. Duration of this Agreement

1) This Agreement will become effective upon the approval by and signature of the President of UTSA and the signatures of ACC's President (or his/her designee), Provost/Executive Vice President for Academic Affairs and Vice President of Instruction.

2) Unless earlier terminated as provided below, this Agreement will remain in effect for a period of five years, at which time it may be renewed or modified by mutual consent in writing by both parties.

3) Either party may terminate this Agreement upon 180 days written notice to the other party.

    a) Upon termination, the applicable transfer plans will be removed from the UTSA web site.

    b) ACC students who matriculated before the termination of this Agreement may continue to follow the transfer plans as long as the stated UTSA catalog is valid, which is seven years from the date that the student matriculated at ACC under such UTSA catalog and its corresponding transfer plan.

    c) Should this Agreement be terminated, ACC students who are in the process of seeking admission to UTSA at the time of termination shall be allowed to complete the application process.

G. Institutional Representatives

UTSA Articulation Officer
Dr. Nancy K. Martin, Associate Vice Provost
University College
One UTSA Circle
San Antonio, TX 78249
Phone: (210) 458-5191; Fax: (210) 458-5189
E-mail address: Nancy.Martin@utsa.edu

ACC Articulation & Transfer Resources
Dr. Mary Jane McReynolds, Director
Office of Articulation and Transfer Resources
5930 Middle Fiskville Road
Austin, Texas 78752
Phone: (512) 223-7677
E-mail address: mmcreyno@austincc.edu

If any of the information relating to a party's institutional representative changes during the term of this Agreement, then such party will provide written notification of such changes to the other party.

H. General Provisions

1) Force Majeure. Neither party shall be liable for any delays resulting from acts of nature, strikes, and riots, acts of war, epidemics, or governmental regulations.

2) Binding Agreement. This Agreement shall be binding upon and inure to the benefit of the parties and their legal representatives, successors and assigns.

3) Governing Law. Bexar County, Texas shall be the proper place of venue for suit on or in respect of the Agreement. The Agreement and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas.

4) Severability. If any of the provisions or portions of this Agreement are invalid under any applicable statute or rule of law, they are to that extent to be deemed omitted.

5) Assignment. Except as otherwise provided in this Agreement, neither party shall assign or transfer any of its rights or obligations hereunder without the prior written consent of the other party hereto, which assignment shall not be unreasonably withheld, and any such attempted assignment without such consent shall be void.

6) Entire Agreement. This Agreement embodies the entire Agreement and understanding between the parties and supersedes all prior Agreements, whether oral or written between the parties relating to the subject matter hereof.

7) Amendment. This Agreement may not be amended or modified except by a written instrument executed by both parties.

8) No Financial Implication. No financial implications concerning the transfer or exchange of cash, equipment, or real estate is intended or implied by this Agreement. UTSA and ACC are separate and independent institutions of higher education and intend to remain so. The administrators of UTSA and ACC are authorized to prepare and implement plans of action and procedures necessary to effect this Agreement

9) Exclusivity. This instrument in no way prohibits either party from participating in similar activities with other public or private agencies, organizations, and individuals.

10) Exemptions, Privileges, and Immunities. It is expressly agreed and understood between the parties that nothing contained herein shall be construed to constitute a waiver by ACC or UTSA of its right to claim such exemptions, privileges, and immunities as may be provided by law.

11) <u>Mutual Understanding.</u> Each party has read this Agreement, fully understands the contents of it, has had the opportunity to obtain independent legal advice regarding the Agreement's legal effect, and is under no duress regarding its execution.

12) <u>Counterparts.</u> This Agreement may be executed and delivered in any number of counterparts, each of which when executed and delivered shall be deemed to be an original, but all such counterparts shall together constitute one and the same Agreement.

13) <u>Notice Language.</u> Any notice to either party under this Agreement must be in writing and acknowledged by the party receiving it, and shall be deemed received when: confirmed by email; actually delivered by hand delivery; sent by confirmed facsimile transmission; actually delivered by overnight carrier; or three (3) days after it is deposited in the United States mail, postage prepaid, certified mail, return receipt requested and property addressed as follows.
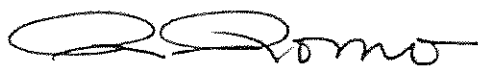
UTSA:	ACC :
Name: Dr. Nancy K. Martin	Name: Dr. Mary Jane McReynolds
Title: Associate Vice Provost	Title: Director
	Office of Articulation & Transfer Resources
Address: One UTSA Circle San Antonio, TX 78249	Address: 5930 Middle Fiskville Road Austin, Texas 78752
Fax: 210.458.5189	Phone: 512.223.7677

14) Waiver. None of the terms of this Agreement shall be deemed to be waived, in whole or in part, by either party unless such waiver is in writing and executed by authorized representatives of both parties. No waiver of any provision of this Agreement shall be deemed a waiver of, or render unenforceable, any other provision of this Agreement.

15) Headings. The headings of the Sections of this Agreement are for convenience only and shall not be a part of or affect the meaning or interpretation of this Agreement.

16) Compliance with Laws and Policies. Each party and its directors, officers, shareholders, members, principals, participants, employees, and agents shall comply with applicable laws, ordinances, regulations, and codes, including the identification and procurement of required permits, certificates, approvals, and inspections, if any, related to the performance of this Agreement.

17) University Marks. The Board of Regents of the University of Texas System owns all rights to the name, logos, and symbols of UTSA ("University Marks"), and any use of University Marks by ACC must have prior written approval of UTSA. Any materials produced and distributed by ACC and/or UTSA which uses the name, image, likeness or specifically references this Agreement or makes any general representation regarding each other's institution must be approved by the respective party in writing prior to its use. Each party remains the sole owner of all of its respective intellectual property rights.

7

EXECUTED by The University of Texas at San Antonio and the Austin Community College District by their authorized representatives, in duplicate copies, each of which shall be deemed an original.

APPROVED:

THE UNIVERSITY OF TEXAS AT
SAN ANTONIO

Dr. Ricardo Romo
President

5-31-16.

Date

APPROVED:*

AUSTIN COMMUNITY COLLEGE
DISTRICT

Richard M. Rhodes, Ph.D.
President/CEO

5/11/16

Date

Charles M. Cook, Ed.D.
Provost/Executive Vice President for
  Academic Affairs

5/9/16

Date

Mike Midgley
Vice President for Instruction

5-6-(1

Date

AUSTIN
Independent School District

Memorandum of Understanding
between
Austin Independent School District,
and
Dell, Inc.

The Austin Independent School District ("AISD" or "District") and Dell, Inc. ("Dell"), collectively referred to as "Partners," are entering into this Memorandum of Understanding ("MOU" or "Agreement") for the purpose of collaborating with the implementation of an IT Academy in AISD. This MOU is effective from execution through May 31, 2018, and may be extended by mutual agreement.

PROJECT SUMMARY / PURPOSE

AISD will partner with Dell to improve postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. In particular, the Academy will provide students with early and engaging experiences with the world of work, which in turn makes the academic work in high school and college meaningful and better prepares students with the workplace skills required by employers.

AGREEMENT:

Dell agrees to:

- Commit to the full implementation of the Overall School Model as outlined in the TEA grant application to the ICN Innovative Academy – the Next Generation of Early College High Schools and materials provided by the Associate Superintendent of High Schools.
- Ensure that every participating student receives mentoring from an industry professional, including an opportunity to communicate in writing or online and face-to-face interaction on at least two occasions per year.
- Make available line supervisors and Human Resources managers to identify the appropriate entry-level positions students at the School may qualify for upon graduation, work with the other Parties to map the key skills needed to succeed in those positions, and strongly consider students at the School for those employment opportunities.
- Identify a dedicated point of contact to manage Dell's responsibilities and other appropriate staff to participate in the Leadership Team. This staff person will, among other duties, coordinate site visits to Dell facilities, recruit and match mentors to students, identify appropriate job shadowing opportunities, and support teachers and faculty in developing appropriate curricula.
- Help define and provide opportunities for appropriate workplace experiences (e.g., design projects, visits, speakers, and mentorships) to prepare students for the world of work based on the curriculum Scope & Sequence plan. Dell will provide work-related opportunities each year to students from the School who meet Dell's program requirements. Dell will assist the School's staff in identifying additional organizations in the IT field to ensure that each student has multiple opportunities for participation during the course of the program.

- Work with the School's staff and other parties to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. Dell will help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program.
- To support program activities, Dell will invite Austin Community College (and/or other university partners), AISD and the School's staff and students to Dell facilities to participate in the following, including, but not limited to, job shadowing, mentoring, and other "real-life" work experiences for students.

AISD agrees to:

- Commit to the full implementation of the Overall School Model as outlined in the TEA grant application to the ICN Innovative Academy – the Next Generation of Early College High Schools and materials provided by the Associate Superintendent of High Schools.
- Work with the School's staff and the other parties to develop a seamless and coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. AISD will work to develop a rigorous and engaging curriculum that prepares students for college-level coursework and workplace experiences.
- Establish a college-going culture for all students at the School, which requires engaging students in college coursework, tutoring and advising, and instruction on key "college knowledge" academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity.
- Help define appropriate workplace experiences (e.g., design projects, job shadowing, internships, and clinical practice) that will support students gaining key skills needed in the IT fields.
- Provide a space to house the School at the Reagan Early College High School campus, located at 7104 Berkman Dr., Austin, TX 78752. The facility will have sufficient space to support the activities and number of students described in the TEA grant application to the ICN Innovative Academy – the Next Generation of Early College High Schools and materials provided by the Associate Superintendent of High Schools.
- Allow Austin Community College (and/or other university partners) and Dell faculty and staff appropriate access to the School to support program activities, along with other appropriate IT industry leaders and members of leading nonprofit organizations.
- Ensure that students of all backgrounds and abilities are eligible to attend the School. AISD will ensure that prior academic performance shall not be considered during the admissions process.
- Provide regular operating funds to the School in the same manner as other district schools. AISD will identify additional funding streams that may be available to the School, including but not limited to federal Perkins program funding.
- Support the School's principal in identifying qualified staff to teach in the School.
- Provide appropriate and relevant ongoing professional development for the School's principal and staff. AISD will share best practices from other district schools that effectively serve a wide range of high school students in achieving college and career readiness.

AMENDMENTS

This MOU may be amended or modified by the consent of all Partners at any time during its term. Amendments to this MOU must be in writing and signed by authorized representatives of

AISD and Dell. No change in, addition to, or waiver of any term or condition of this MOU shall be binding for any Partner unless approved in writing by all Partners.

COMPLIANCE WITH LAWS

This Agreement shall be governed by the laws of the State of Texas. All Partners agree to abide by all district policies, directives, and guidelines, local ordinances and state and federal laws in the provision of its services, activities or programs to the District, including but not limited to, the Americans with Disabilities Act, 42 USC §12111, et seq., 29 CFR §130.1, et seq.; Section 504 of the 1973 Rehabilitation Act, 34 CFR §104.1, et seq.; the Family Educational Rights and Privacy Act, 20 USC §1232g, et. seq., 34 CFR §99.1, et seq.; Title IX of the Education Amendments of 1972, 20 USC §1681 et seq., 34 CFR §106.1 et seq.
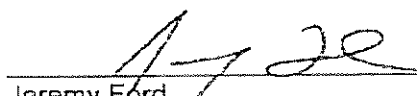
HOLD HARMLESS AGREEMENT

It is agreed that Dell is an independent contractor and shall be solely responsible for payment of its workers and shall further be solely responsible for the withholding and/or payment of any taxes or contributions imposed by any federal, state or local governmental entity by the reason of employment. Dell agrees, to the extent authorized by the Constitution and laws of the State of Texas, to hold the District harmless from any and all liability that the District may incur, including without limitation, damages of every kind and nature and out-of-pocket costs, incurred by reason of Dell's negligence or breach of this Agreement.

INDEMNIFICATION

The District and Dell agree to be solely responsible for their own acts and/or omissions for any claim, cost, liability, loss, damage or expense of any kind, including the legal defense thereof (collectively, the "Damages") that either party may incur arising out of or related to this Agreement, including, but not limited to, the acts and/or omissions of their respective officers, employees, contractors or agents in the performance of their duties and obligations hereunder. Nothing contained herein shall be construed to require either party to indemnify or otherwise assume liability for any Damages or the acts and/or omissions of the other party, its affiliated entities, shareholders, officers, employees, contractors or agents.
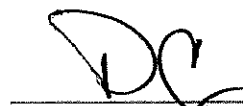
Signatures below represent each Partner's agreement to the terms of this MOU:

_____   November 1, 2016
Jeremy Ford   Date
Corporate Social Responsibility, Director
Dell, Inc.

_____   11/1/16
Craig Shapiro   Date
Associate Superintendent of High Schools
Austin Independent School District

_____   11/1/16
Dr. Paul Cruz   APPROVED AS TO LEGAL FORM   Date
Superintendent   11/1/16
Austin Independent School District

COOPERATIVE PROGRAM AGREEMENT

This Cooperative Program Agreement ("Agreement") is entered into by and between the Contracting Parties shown below.

1. Contracting Parties:

Austin Independent School District ("AISD")
(Contact Person Name, Address, Phone)

The University of Texas at Austin ("UT Austin" or "The University") on behalf of the Office of the Executive Vice President and Provost
TEXAS MicroMajor Program
(Dr. Maurie McInnis, Executive Vice President and Provost, 110 Inner Campus Drive, 512-471-4363)

2. Nature of the Cooperative Program

UT Austin, on behalf of the Office of the Executive Vice President and Provost, and AISD enter into this agreement to develop and implement the TEXAS MicroMajor Program ("TX MicroMajor"), a program to build intentional academic pathways and promote college readiness for high school students taking college-level courses. TX MicroMajor provides high school students with curated, subject-specific course pathways comprised of approved dual-credit, dual-enrollment, online, on-campus, or other college-level courses, academic support resources provided through their high schools, and the opportunity to receive a recognition from UT Austin.

3. Agreement Amount

UT Austin and AISD will provide resources to support the responsibilities described below through normal staff operations. UT Austin and AISD will cover costs for materials and program implementation incurred as part of the partner responsibilities detailed in Section 4, total amount not to exceed $15,000.

4. Program Responsibilities

Responsibilities to implement the TX MicroMajor pilot will be shared between AISD and UT Austin.

4.1. Responsibilities of UT Austin

UT Austin will:

A) Define TX MicroMajor course pathways that
    1) Consist of college-level courses developed or endorsed by UT Austin faculty.
    2) Include 2 or more UT Austin dual-credit, dual-enrollment or other college level courses courses (including OnRamps, ChemBridge, SPURS or Extended Campus) among the available options per subject-specific MicroMajor.
    3) Provide a rigorous, high-quality college academic experience in the pre-approved courses to help students be prepared for success at leading colleges and universities.
    4) Require an intentional series of subject-specific courses designed to prepare students for programs of study in higher education, beginning in three areas of concentration that are aligned with high school Endorsements specified by the state of Texas: Science, Technology, Engineering and Math (STEM); Arts and Humanities; and Multidisciplinary.
    5) Will be complemented by academic support resources to be developed and implemented by AISD in consultation with UT Austin, including a college readiness course designed to complement TX MicroMajor courses and help students build skills important for success in college.

B) Develop and provide recruitment materials to participating AISD schools.

C) Develop and provide student nomination materials to participating AISD schools.

D) Develop and provide advising materials that describe TX MicroMajor course pathways and alignment with UT Austin program requirements to participating AISD schools.

E) Create and maintain an online student application for TX MicroMajor.

F) Collect, review and approve student applications to TX MicroMajor, as outlined below.
    1) Students must complete and submit the online TX MicroMajor application.
    2) With their application, students must submit:
        i. High school transcript.
        ii. College readiness test scores, including PSAT, Advanced Placement, ACT and International Baccalaureate scores (if any).
        iii. College transcripts (if any).
        iv. A short statement of purpose describing their motivation for participating in a TX MicroMajor and their post-high school graduation goals.
        v. Sign a pledge of commitment to complete the TX MicroMajor with support from a counselor, advisor or teacher.

G) Administer and award the TX MicroMajor recognition by confirming student completion of requirements and delivering proof of program completion to eligible students.
   1) Each TX MicroMajor will consist of four college-level courses selected from an approved course list maintained by UT Austin; two or more must be courses administered by UT Austin.
   2) For non-UT college courses, students must submit official transcripts and official test scores (where applicable).
   3) Students must earn a passing grade in an approved college-level course to apply that course toward completion of their TX MicroMajor.
H) Make available one or more UT Austin staff who will assist in program coordination and act as a principal contact for AISD staff and students regarding TX MicroMajor.
I) Provide and exchange relevant program data as defined in Section 5.

4.2. Responsibilities of AISD

AISD will:
A) Make available to students sufficient courses administered by UT Austin and other approved college-level courses to allow completion of at least one TX MicroMajor at each participating high school.
B) Provide support to students by explaining TX MicroMajor requirements as defined by UT Austin and advising students on an appropriate high school graduation plan and course schedule for completing TX MicroMajor requirements before their senior year of high school.
C) Verify that students pursuing TX MicroMajor have adequate academic preparation and support and an appropriate high school graduation plan and course schedule that enables them to complete the required courses.
D) Raise awareness and recruit students for participation by disseminating information and recruitment materials about TX MicroMajor provided by UT Austin to students and families.
E) In consultation with UT Austin, develop and implement academic support resources such as a college readiness course specifically designed to complement the college-level TX MicroMajor courses and build skills important for student success in college.
F) Identify a primary contact and counselor/advisor contact for each participating high school.
G) Approve TX MicroMajor courses to qualify for relevant House Bill 5 endorsements.
H) Provide and exchange relevant program data as defined in Section 5.

5. **Data Sharing**

A) TX MicroMajor requires data for effective implementation, evaluation, and improvement of the program, including determining if students have met requirements for completion of a TX MicroMajor.

B) AISD will provide the following to UT Austin for all participating high schools in the fall of implementing year. UT Austin will provide AISD with an electronic file (Excel or CSV) listing all TX MicroMajor approved courses. AISD will return the file providing the following fields:

    1) List of all college-level courses offered through dual-enrollment, dual credit, Advanced Placement (AP), International Baccalaureate (IB) or similar at each high school.

    2) List of all TX MicroMajor approved courses offered through dual-enrollment, dual credit, Advanced Placement (AP), International Baccalaureate (IB) or similar.

    3) Aggregate enrollment counts in each of the above courses.

C) AISD will provide the following to UT Austin for all participating students upon submitted student application. UT Austin will provide AISD with an electronic file (Excel or CSV). AISD will return the file providing the following fields:

    1) Name of student participant and their selected MicroMajor.

    2) Student transcript/course history (via campus registrar).

    3) Previous end of year cumulative GPA.

    4) Prior dual-credit, AP or IB enrollment (if available).

    5) Prior dual-credit, AP, or IB grades (if available).

D) At the end of each academic year, UT Austin will provide AISD with an electronic file (Excel or CSV) with the name of each student participant and their selected MicroMajor. AISD will return the file providing the following fields:

    1) List of completed TX MicroMajor courses (including college-readiness course) for that academic year and previous years (if applicable).

    2) Grade received per completed TX MicroMajor course.

E) In consultation with AISD, UT Austin may request and obtain additional data and/or feedback about student and AISD staff experiences with TEXAS MicroMajors for the purpose of understanding and evaluating program implementation and outcomes and for program improvement.

F) Partners will obtain and retain data sharing approval records if and as required by institutional, district, state, or federal policy.

6. **Confidentiality Provision**

Both parties to this Agreement are required by law to adhere to the confidentiality of student information according to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99. FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Govt.

code 552.001 et seq.). While in possession of FERPA records and data, only persons authorized to access the student data of TX MicroMajor will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held individually liable for any and all applicable criminal and civil penalties imposed for breach of confidentiality.

7. Agreement to Hold Harmless

To the extent authorized by the Constitution and laws of the State of Texas, each party will save and hold harmless the other party and its officers and employees from all claims, demands, causes of action, and judgments for taxes, license fees, excises, fines, and penalties; for supplies, services, or merchandise purchased by the other party; for wages and fringe benefits of the other party's employees; and for injury or death of any person or damage to property that results directly or indirectly from the negligent acts or omissions of the other party or its officers, agents, employees or students in the performance of this Agreement.

8. Term of the Agreement

This Agreement is effective as of the later of November 1, 2016 (11/01/2016) or date fully executed by both parties ("Effective Date") and shall terminate on August 31, 2018 (08/31/2018). By mutual agreement, the University and AISD will have the option to renew this Agreement for additional one (1) year term.

9. Ownership of Intellectual Property

The University shall own all Intellectual Property Rights in or relating to the Project. Intellectual Property Rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, works of authorship fixed in a medium of expression, or mask works, whether or not patentable, copyrightable, eligible for registration as a trademark, or subject to mask work rights or other similar statutory rights, as well as applications for any such rights.

10. Independent Contractor

For all purposes, including but not limited to the federal, state and local laws, rules and regulations, each party hereto, including its officers, agents and employees, shall be at all times an independent contractor relative to the other party. Nothing in this agreement shall be construed to make or render either way, including any of its officers, agents or employees, an agent, servant or employee of, or a joint venture of or with the other.

11. Breach of Contract Claims

To the extent that Chapter 2260, Texas Government Code, is applicable to this Agreement and is not preempted by other applicable law, the dispute resolution process provided for in Chapter 2260 and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, will be used to attempt to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. The parties specifically agree that (i) neither the execution of this Agreement by University nor any other conduct, action, or inaction of any representative of University relating to this Agreement, constitutes, or is intended to constitute, a waiver of University's or the state's sovereign immunity to suit; and (ii) University has not waived its right to seek redress in the courts.

12. Termination

In the event of a material failure by a Contracting Party to perform its duties and obligations in accordance with the terms of this Agreement, the other party may terminate this Agreement upon thirty (30) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the 30-day period.

UT Austin may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to AISD.

13. Venue, Governing Law

Travis County, Texas, will be the proper place of venue for suit on or in respect of the Agreement. The Agreement and all of the rights and obligations of the parties hereto, and all of the terms and conditions hereof will be construed, interpreted, and applied in accordance with, and governed by, and enforced under the laws of the State of Texas.

14. Indemnification

The District will indemnify and hold harmless the University and its officers and employees from all claims, demands, causes of action, and judgments for taxes, license fees, fees and costs (including attorney fees) , excises, fines, and penalties; for supplies, services, or merchandise purchased by the District; for wages and fringe benefits of the District's students and employees; and for injury or death of any person or damage to property that results directly or indirectly from the negligent or intentional acts or omissions of the District or its officers, agents, or employees in the performance of this Agreement.

The representative of the District, in signing this Agreement, warrants that he or she signs as a properly authorized representative of the District and does not assume any personal liability for meeting the terms of this Agreement.

AGREED and ACCEPTED this _____ day of _____, 2016.

Austin Independent School District   The University of Texas At Austin

By: _____   By: _____

Name: _____   Name: Linda Shaunessy

Title: _____   Title: Business Contracts Administrator

Date: _____   Date: _____

Approved by AISD Board of Trustees on Oct. 24, 2016. Pending signatures.

ECHS Sample 6-7-Year Plan for Associate of Science in Computer Science-> BS in CS
with High School Curriculum Crosswalk

Year	Semester 1	ACC course	Semester 2	ACC course
9	Practical Writing (College Readiness)		Effective Learning Strategies	EDUC 1300
9	English I		English I	
9	Geometry		Geometry	
9	World Geography		World Geography	
9	PE		PE	
9	Biology		Biology	
9	Spanish I		Spanish I	
9	Study Hall/AVID		Theater Arts	DRAM 1310
9	Principles of Information Technology		Principles of Information Technology	
10	Computer Science I	COSC 1336	Computer Science II	COSC 1337
10	Sociology	SOCI 1301	Philosophy	PHIL 1301
10	English II		English II	
10	Alg II		Alg II	
10	World History		World History	
10	Chemistry		Chemistry	
10	Spanish II		Spanish II	
10	AVID		AVID	
10	Web Technologies		Web Technologies	
11	English III	English 1301	English III	English 1302
11	Special Topics in SS	US History 1301	US History	US History 1302
11	CS Elective	COSC 2436	CS Elective	COSC 2325
11	Pre-Cal		Pre-Cal	
11	Physics		Physics	
11	AVID		AVID	
11	Computer Programming (articulated)		Computer Programming (articulated)	
12	US Gov't	Gov't 2305	Spec Topics in SS (2d)	Gov't 2306
12	Astronomy	ASTR 1403	Environ. Systems	Envr. 1301
12	Calculus I	MATH 2413	Calculus II	MATH 2414
12	British Literature	ENGL 2322	Economics	
12	AVID		AVID	
12	Advanced Computer Programming (articulated)		Advanced Computer Programming (articulated)	

Endorsements: Business & Industry; Dual Credit: Computer Science

Upon admission to Texas State University Round Rock's Bachelor's of Science Computer Science degree:

Upper level courses required for CS major:

CS 2315	CS 4398
CS 2420	CS Advanced Elective
CS 3358	CS Advanced Elective
CS 3398	CS Advanced Elective
CS 3339	CS Elective
CS 4354	

High School Course
ACC Course
Texas State Course

Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

Re: 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of
ECHS Program

To whom it may concern:

Austin Community College (ACC) is pleased to support Austin Independent School District
(Austin ISD) in their application to the Texas Education Agency's ICN Innovative Academy –
ECHS grant program. In partnership with the school district and Dell, we have actively engaged
in the grant development process because we believe the proposed model will better prepare high
school students for the jobs of the future.

ACC has been providing high-quality education and training services for decades and is excited
to be a part of this effort. We are a nationally recognized two-year college serving Central Texas,
focused on student success and providing affordable, flexible pathways to help students reach
their education goals, learn new job skills, or advance their career. The college currently enrolls
more than 43,000 credit students and serves an additional 15,000 students each year through
noncredit programs.

ACC currently partners with Austin ISD by offering dual credit courses to Austin ISD students
in all district high schools, supporting three Early College High Schools, and managing Austin
ISD's Career and Technical Education programs on a contract basis.

Upon receipt of the grant, we agree to participate with Austin ISD staff and other key partners in
the planning and implementation phases of the grant, and continue our participation into the
coming years. Specifically, we commit to:

- Serve as an active member of the Leadership Team, designating a point person to meet
  regularly with partners to address issues of curriculum, school design, and sustainability.
- Ensure a liaison that represents ACC interacts directly and frequently with the school
  staff.
- Collaborate with Austin ISD to determine the scope and sequence that students will

Cypress Creek Campus • Eastview Campus • Elgin Campus • Hays Campus • Highland Business Center • Northridge Campus •
Pinnacle Campus • Rio Grande Campus • Riverside Campus • Round Rock Campus • Service Center • South Austin Campus

austincc.edu

follow as part of the Information Technology Innovative Academy, including the integration of articulated and dual credit courses.

- Continue to offer dual credit courses at Austin ISD.
- Whenever possible, provide facility space at ACC campuses for coursework during the academic year and/or summer.
- Assist with professional development and training for teachers and staff.

Austin's Information Technology Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill nursing jobs in Austin.

On behalf of ACC, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and enthusiastically anticipate ways in which ACC will be involved as the project develops.

Sincerely,

Richard M. Rhodes, Ph.D.
President/CEO

Charles Cook, Ed.D.
Provost / Executive VP
for Academic Affairs

Cypress Creek Campus • Eastview Campus • Elgin Campus • Hays Campus • Highland Business Center • Northridge Campus •
Pinnacle Campus • Rio Grande Campus • Riverside Campus • Round Rock Campus • Service Center • South Austin Campus

austincc.edu

November 1, 2016

Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

Re: 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of ECHS Program

To whom it may concern:

Dell, Inc. is pleased to support Austin Independent School District (Austin ISD) in their application to the Texas Education Agency's ICN Innovative Academy – ECHS grant program. In partnership with the school district and Austin Community College (ACC), we have actively engaged in the grant development process because we believe the proposed model will better prepare high school students for the jobs of the future.

Technology is a powerful tool for breaking down barriers and opening up new possibilities for children in Central Texas and around the world. The key is connecting technology to those who need it most, and that's where Dell comes in. Dell's Youth Learning initiatives connect youth with more access to technology and brighter futures. Dell has awarded roughly $10 million in Youth Learning grants in North America since 2014, with more than half going to organizations in Central Texas. In addition, Dell employees have logged 190,000 hours of volunteer services since Jan 2014 (valued at $4.75 million) across Austin organizations.

Upon receipt of the grant, we agree to participate with other key partners in the planning and implementation phases of the grant, and continue our participation into the coming years. Specifically, we commit to:

- Serve as an active member of the Leadership Team, designating a point person to meet regularly with partners to address issues of curriculum, school design, and sustainability.

- Ensure a liaison that represents Dell interacts directly and frequently with the school staff.

- Actively participate in the development of curriculum to ensure that it is appropriately aligned to marketable skills in the computer science/information technology field.

- Assist in the development and implementation of industry experiences, to include the following:

  o Career awareness and exploration activities, such as guest speakers, field trips, job shadowing, and mock interviews,

  o Career preparation activities, including clinical rotations, internships or apprenticeships, and

  o Mentorship between staff and program participants.

Through these various in-kind contributions as well as potential cash contributions over the course of the grant period, we will provide at least 28% of the total grant award.

Austin's Information Technology Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill IT jobs in Austin.

On behalf of Dell, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which Dell will be involved as the project develops to continue our commitment to put our technology and expertise to work where it can do the most good.

Sincerely,

Jeremy Ford
Corporate Social Responsibility, Director

Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

October 26, 2016

Re: 2016-2018 Information and Computer Technology Industry Cluster Innovative Academy –
the Next Generation of ECHS Program

To whom it may concern:

Workforce Solutions – Capital Area Workforce Board is pleased to support Austin Independent
School District (Austin ISD) in their application to the Texas Education Agency's ICN
Innovative Academy – ECHS grant program. In partnership with the school district, Austin
Community College, and Dell, Inc., we have actively engaged in the grant development process
because we believe the proposed model will better prepare high school students for the jobs of
the future.

Workforce Solutions provides planning, coordination, and evaluation of critical workforce
development services for Austin/Travis County. It is clear to Workforce Solutions that we should
be working more closely with Austin ISD to bring greater awareness and instruction to students
and staff related to targeted industry sectors. During the proposal development process, we
collaborated with Austin ISD staff to identify high-demand occupations and programs of study
that lead to occupations in the Information (IT) and Computer Technology Industry Cluster. Our
analysis of workforce data conclusively demonstrates the current and projected need for software
developers and computer systems analysts. We are delighted to partner with Austin ISD on this
grant opportunity to build a strong future workforce that will meet our economic competitiveness
needs.

Upon receipt of the grant, we agree to participate with Austin ISD staff and other key partners in
the planning and implementation phases of the grant, and continue our participation into the
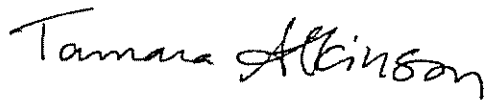coming years. Specifically, we commit to

- Serve as a member of the Leadership Team, particularly during the planning phase of the
  grant, to ensure alignment with local workforce needs.
- Assist with professional development and training for teachers and staff, including those
  who counsel students on their future educational and career plans.
- Assist in connecting students and staff with additional industry partners.

Austin's Information Technology Innovative Academy – ECHS is the right model at the right

time to strengthen the pipeline of students with the skills and knowledge to fill IT jobs in Austin.

On behalf of Workforce Solutions, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which we will be involved as the project develops.

Sincerely,

Tamara Atkinson
Executive Director

City of Austin

Steve Adler, Mayor

301 W. 2nd St., Austin, TX 78701
(512) 978-2100, Fax (512) 978-2120
steve.adler@austintexas.gov

Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

Re: 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of ECHS Program

To whom it may concern:

The City of Austin is pleased to support Austin Independent School District (Austin ISD) in its application to the Texas Education Agency's ICN Innovative Academy – ECHS grant program. We know how critical it is to build a stronger talent pipeline in the information technology (IT) fields. The partnership between Austin ISD, Austin Community College, and Dell Inc. has the potential to transform students' high school experiences and have a lasting impact on our local economy.

Austin is a critical innovation engine for the United States. Locally, nearly 1 in 8 jobs are in technology. More than one-quarter of payroll is in technology jobs. We anticipate further job creation in the coming years. In the last year, there were 1,047 job openings in software development and 606 in computer systems analysis. The projections for the next five years indicate continued demand for employees in these fields: 2,573 in software development and 1,738 in computer systems analysis. And yet, we know from employers that we have a skills mismatch that we need to reduce. To improve the opportunities for our young people, we must improve the preparation level for our high school graduates – especially in software programming.

Austin's Information Technology Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill IT jobs in Austin. On behalf of the City of Austin, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which we will be involved as the project develops.

Sincerely,

Steve Adler
Mayor, City of Austin