



BOARD BUSINESS MEETING A

Monday, December 6, 2021

5:45 PM

Board Room

**514 W. Quincy Street
San Antonio, TX 78212**

AGENDA

1. Call to Order

A. Meeting Called to Order

1. Roll Call of Board Members Present and Declaration of Quorum

Present _____ Absent _____

- a. Mrs. Christina Martinez
- b. Ms. Alicia Sebastian
- c. Mr. Arthur Valdez
- d. Mr. Ed Garza
- e. Ms. Leticia Ozuna
- f. Mrs. Patti Radle
- g. Mrs. Sarah Sorensen

2. Recording of Interim Superintendent Present

- a. Dr. Robert Jaklich

3. Pledge of Allegiance to the U. S. Flag

4. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

B. Citizens' Presentations - 60-minute total time limit for this item

2. Recognitions

A. Recognition of the Financial Services Department for National Awards Received 4

B. Recognition of AmeriCorp Alumna Nuria A. Diallo Padro for Her Work at Tafolla Middle School 12

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

1 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Robert Jaklich, Interim Superintendent



C.	Recognition of Cooperating Teachers for Participation in Mentoring Clinical (Student) Teachers	13
3.	Governance	
A.	Update on Academic Recovery	15
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C.	Update on Equity Centered Educator Pipeline Initiatives-New Teacher Induction	18
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E.	Approval of the Appointment of a Member to the SAISD Bond 2020 Citizens Advisory Committee (CAC)	20
F.	Approval of the Selected Superintendent Search Firms for Interviews on December 11, 2021	21
4.	Consent Agenda	
A.	Approval of the Renewal of the Memorandum of Understanding (MOU) Between SAISD and the Trinity University College Advising Corps for College Advising Services	22
B.	Approval of the Memorandum of Understanding (MOU) Between SAISD and ESC-Region 20 for the Teacher Orientation and Preparation Program	38
C.	Approval of the Memorandum of Understanding (MOU) Between SAISD and National Alliance of Mental Illness (NAMI) – San Antonio Affiliate	42
D.	Approval of the Memorandum of Understanding (MOU) Between SAISD and The Consulate General of Mexico in San Antonio, Texas Through the Program Plazas Comunitarias	47
E.	Approval of the Memorandum of Understanding Between SAISD and Project STAY for Postsecondary Advising Services	54
F.	Approval of the Adult Education and Literacy Contract Between SAISD (sub-recipient) and Education Service Center, Region 20 (grant recipient)	64
G.	Approval for the Implementation of Innovative Courses	76
H.	Approval to Submit Application to the Texas Education Agency (TEA) for Attendance Waiver for Low Attendance Days for the 2021-2022 School Year	104
I.	Approval of Monthly Budget Reports and Amendments for December 2021	106
5.	Closed Session	
A.	The Board will convene in Closed Session as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, and TGC 551.074)	

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Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Robert Jaklich, Interim Superintendent



1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)
 2. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification and dismissal of an employee. (TGC 551.071 and TGC 551.074)
 3. Consultation with attorney and discussion of status of case and possible resolution in CIVIL ACTION NO. 5:21-CV-00270-XR; Jose L. Flores v. SAISD; in the U.S. District Court for the Western District of Texas, San Antonio Division. (TGC 551.071 and TGC 551.074)
 4. Consultation with legal counsel regarding pending litigation related to face covering and vaccination requirements. (TGC 551.071)
 5. Consultation with legal counsel regarding legal issues related to Superintendent Search. (TGC 551.071)
 6. Consultation with Superintendent and discussion of reclassification of position, duties, and salary of Chief of Staff. (TGC 551.074)
- B. The Board will reconvene in Open Session and take appropriate action on items discussed in Closed Session.

6. Adjournment

- A. Adjournment

NOTICE:

1. The Board may go into executive session at any time during the meeting for personnel, real estate, security, school children, negotiated contracts for prospective gifts or donations, consultation and/or legal issues, or as otherwise permitted under the Open Meetings Act, as set out in Subchapter 551 of Title 5 of the Texas Government Code.
2. Recess: The Board of Trustees may recess the meeting at any time and reconvene the meeting within 24 hours. The reconvened meeting will occur at the same location as the original meeting and will address the original agenda without the need for reposting.

Any individual in need of services for the visually-impaired, the hearing-impaired, and/or non-English speakers should call the Board Services Office at 554-2289 by 12:00 p.m. on the date of the meeting.

BOARD OF TRUSTEES



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Ed Garza, Trustee

3 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Robert Jaklich, Interim Superintendent

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of the Financial Services Department for National Awards Received

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent, Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize the Financial Services Department for the following national awards that have been received.

- Certificate of Achievement for Excellence in Financial Reporting presented by the Government Finance Officers Association (GFOA) for the FYE 6-30-20
- Certificate of Excellence in Financial Reporting presented by the Association of School Business Officials (ASBO) for the FYE 6-30-20
- Meritorious Budget Award presented by the Association of School Business Officials (ASBO) for Budget Year 2020-2021
- Government Finance Officers Association (GFOA) Award for Best Practices in School Budgeting for the FYE 6-30-2018, 6-30-2019, 6-30-2020, 6-30-2021

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Government Finance Officers Association

Certificate of
Achievement
for Excellence
in Financial
Reporting

Presented to

**San Antonio Independent School District
Texas**

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2020

Christopher P. Morill

Executive Director/CEO



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

**The Certificate of Excellence in Financial Reporting
is presented to**

San Antonio Independent School District

**for its Comprehensive Annual Financial Report
for the Fiscal Year Ended June 30, 2020.**

The district report meets the criteria established for
ASBO International's Certificate of Excellence.



A handwritten signature in black ink, reading 'W. Edward Chabal'.

W. Edward Chabal
President

A handwritten signature in black ink, reading 'David J. Lewis'.

David J. Lewis
Executive Director



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2020–2021.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, reading 'W. Edward Chabal'. The signature is written in a cursive style and is positioned above a horizontal line.

W. Edward Chabal
President

A handwritten signature in black ink, reading 'David J. Lewis'. The signature is written in a cursive style and is positioned above a horizontal line.

David J. Lewis
Executive Director



Government Finance Officers Association

**AWARD FOR BEST PRACTICES
IN SCHOOL BUDGETING**

Presented to:

**San Antonio Independent School District
Texas**

For Fiscal Year Ending
June 30, 2018

Christopher P. Morill

EXECUTIVE DIRECTOR/CEO

The Award for Best Practices in School Budgeting is presented by the Government Finance Officers Association (GFOA) annually to school districts demonstrating a budget process aligned with GFOAs' best practice recommendations. Budget processes are evaluated based on a number of criteria that focus on alignment of resources towards student achievement focusing on collaboration, communication, and rigorous development, evaluation, and prioritization of strategies to achieve a district's goals and objectives. In addition, the award includes criteria for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.



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For Fiscal Year Ending
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For Fiscal Year Ending
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GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

**San Antonio Independent School District
Texas**

For the Fiscal Year Beginning

July 01, 2020

Christopher P. Morill

Executive Director

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of AmeriCorp Alumna Nuria A. Diallo Padro for Her Work at Tafolla Middle School

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director of Student & Academic Support Services

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize Nuria A. Diallo Padro, an AmeriCorps alumna with Communities In Schools (CIS) of San Antonio, for her work during the Spring of 2021. Nuria was innovative in the programming and outreach she provided to empower students at Tafolla Middle School to excel academically, grow in their social-emotional learning, and explore future aspirations under the guidance of her CIS Site Supervisor, Katie Farias, MSW. Together with the Tafolla Team, Nuria was able to effectively respond to the needs of families throughout the COVID-19 pandemic and winter storm. She raised emergency funds to deliver grocery gift cards, and she partnered with the San Antonio Food Bank. She also promoted a food distribution event that engaged local community pantries and provided food support to 450 Tafolla families.

Nuria was recently awarded by First Lady of Texas, Cecilia Abbot, as a Governor’s Volunteer Award recipient.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of Cooperating Teachers for Participation in Mentoring Clinical (Student) Teachers

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Leanne Hernandez, Director for Organizational Learning

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize teachers for their outstanding service demonstrated through their mentoring of future teachers. SAISD partners with local universities and other preparation programs in placing clinical teachers in classrooms with a veteran SAISD teacher who is dedicated to supporting an aspiring teacher. Cooperating Teachers volunteer their time and expertise to give back to their profession and to assist SAISD in identifying and developing clinical teachers who become the next generation of SAISD educators. The cooperating teachers' service is especially admirable and appreciated in the current reality of recovering from a pandemic where time is valuable, and the potential to secure a qualified and prepared teacher can be the difference in a student's success. Clinical teachers go on to serve as substitutes, instructional assistants, and full-time teachers. SAISD hosts approximately 50-90 clinical teachers throughout the District which means that 50-90 SAISD teachers are serving as Cooperating Teachers each year.

SAISD would like to recognize 57 cooperating teachers from across the District who hosted a clinical teacher for the fall semester. The District is pleased to share that because of their support and dedication to these aspiring teachers, 70% of the clinical teachers in a critical shortage area have either been hired or pre-hired to fill a vacancy in those areas.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on Academic Recovery

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Patti Salzman

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will be provided with an overview of strategies the Office of Academics is currently implementing to mitigate learning loss due to COVID-19 and what is being done to improve academic outcomes. An update of the second semester goals for targeting a stronger academic recovery will also be provided to the Board.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Modifications to the 2021-2022 SAISD Instructional Calendar

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dr. Robert Jaklich, Interim Superintendent

PRESENTER: Patti Salzmann, Deputy Superintendent

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve modifications to the 2021-2022 SAISD Instructional Calendar as a result of stakeholder feedback. The modifications include increasing the number of professional development days and reducing the number of intersession days.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the modifications to the 2021-2022 SAISD Instructional Calendar.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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2021-2022

INSTRUCTIONAL CALENDAR

San Antonio Independent School District
 514 W. Quincy St. | San Antonio, Texas 78212
 210-554-2200 (phone) | www.saisd.net



Proposed Changes 12/6/2021

Intercession Dates (Extended Breaks)

'21 JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	31

AUGUST						
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29	30	31				

SEPTEMBER						
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26	27	28	29	30		

LEGEND

- Regular Instructional Day
- Intercession Dates (Extended Breaks)
- Staff Development | Teacher Workday
- Holiday
- Inclement Weather Makeup Day
- Start of Grading Period | End of Grading Period
- Student Holiday | Staff Development | Tchr Pro Time (Max 2 Hrs)
- Teacher Workday

OCTOBER						
S	M	T	W	T	F	S
					1	2
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31						

NOVEMBER						
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DECEMBER						
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'22 JANUARY						
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30	31					

FEBRUARY						
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MARCH						
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26	27	28	29	30	31	

IMPORTANT DATES

2021

- July 5 - July 9 - District Closed; Holiday - Independence Day
- July 19 - July 30 - Intercession
- August 2 - 6 - Staff Development | Teacher Workday
- August 9 - First Day of School | Start of 1st Grading Period | Start of 1st Semester
- September 6 - Holiday - Labor Day
- October 8 - End of 1st Grading Period
- October 11 - Holiday - Columbus Day | Indigenous Peoples' Day
- October 12 - Start of 2nd Grading Period
- November 22 - 26 - Holiday - Thanksgiving Break
- December 17 - End of 2nd Grading Period | End of the 1st Semester
- December 20 - December 31 - Holiday - Winter Break

2022

- January 3 - 7 - Intercession
- January 10 - Student Holiday | Staff Dev. | Teacher Pro. Time (Max 2 Hrs.)
- January 11 - Start of 3rd Grading Period | Start of the 2nd Semester
- January 17 - Holiday - Martin Luther King Jr. Day
- January 28 - Student Holiday | Staff Dev. | Teacher Pro. Time (Max 2 Hrs.)
- February 18 - Student Holiday | Staff Dev. | Teacher Pro. Time (Max 2 Hrs.)
- February 21 - Presidents Day | Inclement Weather Makeup Day
- March 3 - End of 3rd Grading Period
- March 4 - Inclement Weather Makeup Day
- March 4 - March 11 - Holiday - Spring Break
- March 14 - Start of 4th Grading Period
- April 8 - Holiday
- April 15 - Holiday - Easter Break
- April 18 - Student Holiday | Staff Dev. | Teacher Pro. Time (Max 2 Hrs.)
- May 30 - Holiday - Memorial Day
- June 2 - Last Day of School | End of 4th Grading Period | End of the 2nd Semester
- June 3 - Teacher Workday
- July 4 - 8 - District Closed; Holiday - Independence Day

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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MAY						
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27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
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26	27	28	29	30		

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



435 minutes per day Calendar includes at least 75,600 minutes.
Total = 76,995 minutes (without the waiver)
Grading Periods:
 1st = 44 days | 2nd = 44 days | 3rd = 34 days | 4th = 55 days 177 = student days
 187 teacher days

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on Equity Centered Educator Pipeline Initiatives-New Teacher Induction

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Leanne Hernandez, Director, Organizational Learning
 Carrie Culpepper, Director, New Teacher Initiatives

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will be provided an update on equity centered educator pipeline initiatives with an emphasis on new teacher induction. When fully realized, the initiative will provide a robust career development pathway that supports pre-service, novice, and experienced educators with professional learning, mentorship, and advanced degree and certification opportunities. The SAISD Induction Program is one part of a multifaceted approach to develop an equity-centered educator pipeline. Included in the presentation are details regarding the redesign of the Teacher Induction and Retention Office within Organizational Learning. Creating and sustaining an aligned induction culture that proactively addresses the professional and social emotional needs of new teachers includes programs and activities that welcome them into the SAISD community. These include activities such as New Teacher Orientation, mentorships, ongoing professional learning, and curriculum and instructional support.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

TCLAS grant, Teacher and School Leader (TSL) grant, locally budgeted funds

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on Intersession and Extended Learning

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Becky Landa, Sr. Executive Director Educational Technology and
 Extended Learning Department

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will be provided with an update on January intersession and extended learning.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Appointment of a Member to the SAISD Bond 2020 Citizens Advisory Committee (CAC)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Christina Martinez, Board President

PRESENTER: Sonia Quirino Canales, Community Relations Director
 Willie Burroughs, Chief Operations Officer

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the appointment of a member to the SAISD Bond 2020 Citizens Advisory Committee (CAC) to fill the committee member vacancy for Single Member District 6. The seat is vacant. John Burnam applied to fill the CAC vacancy and is available to serve and represent District 6.

The Board approved the initial listing of 15 individuals to serve on the CAC on August 16, 2021. During the September 13th Board meeting, Trustees appointed six additional representatives to the CAC. Per the charter, the CAC will consist of a maximum of 24 members. Each Board member may name up to three individuals to serve on the CAC. The Superintendent may also name up to three at-large members. The CAC will advise the Board of Trustees on the progress and status of Bond 2020 updates.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the appointment of John Burnam to serve as a member of the SAISD's Bond 2020 Citizens Advisory Committee (CAC) representing District 6.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Selected Superintendent Search Firms for Interviews on December 11, 2021

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Christina Martinez, Board President

PRESENTER: Christina Martinez

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the selected superintendent search firms for interviews.

A request for proposal (RFP) for Superintendent Services Search was solicited during October 25, 2021, through November 30, 2021. SAISD received 7 responses. Only 6 of the following qualified search firms will be interviewed on December 11, 2021:

- Edigit Consulting
- Greenwood/Asher & Associates, LLC
- JG Consulting
- McPherson & Jacobson LLC
- TASB Executive Search
- Walsh Gallegos Treviño Kyle & Robinson P.C.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the selected superintendent search firms for interviews, as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Local funds

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Renewal of the Memorandum of Understanding (MOU) Between SAISD and the Trinity University College Advising Corps for College Advising Services

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Liz Ozuna, Executive Director for College Readiness and Postsecondary Initiatives

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the renewal of the Memorandum of Understanding (MOU) between SAISD and the Trinity University College Advising Corps (TUCAC) for College Advising Services.

The Trinity University College Advising Corps (TUCAC) has provided college advising services since 2012 in the comprehensive high schools and Fox Tech. This renewal continues TUCAC's commitment to ensure that in collaboration with College Bound Advisors, students receive advising services on post-secondary pathways, specifically for college, to guide 9th and 11th graders to build college lists by the end of 11th grade.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the renewal of the MOU between SAISD and the Trinity University College Advising Corps as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

199-31-6299-95-XXX-199-878	\$80,000
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IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



**Memorandum of Understanding
Trinity University College Advising Corps & San Antonio Independent School District**

The Trinity University College Advising Corps is housed in the Department of Education at Trinity University. The program places its recent college graduates as college advisers in San Antonio area high schools. Advisers work in collaboration with school counselors, teachers, and administrators to increase college-going enrollment rates in schools that they serve. Advisers primarily provide admissions and financial aid advising to students and their families through one-on-one and group sessions that help students identify colleges that will serve them well; complete their admissions and financial aid applications; and enroll successfully at the schools they eventually choose. The College Advising Corps has three main aims: to increase the college-going rate at partner schools; to expand the range of colleges and universities to which students apply and in which they enroll; and to assist in fostering principals, counselors, and teachers in a college-going culture.

To achieve the goals of the program, the Trinity University College Advising Corps seeks to foster strong and mutually rewarding partnerships with school districts, high schools, and their administrators, faculty, and staff. This memorandum of understanding has been developed to foster such a partnership by clarifying the expectations and responsibility of the Trinity University College Advising Corps (“the Advising Corps”), the San Antonio Independent School District (“the District”), and the following District High Schools (“the School”): **Brackenridge High School, Burbank High School, Edison High School, Fox Tech High School, Highlands High School, Jefferson High School, Lanier High School, and Sam Houston High School.**

Collectively hereinafter the parties to this MOU will be referred to as “Parties” or, individually, as “Party.”

The Advising Corps, the District, and the School agree to:

- Work collaboratively to develop and implement programs and services that (a) foster access to postsecondary education and (b) include all students who wish to participate and who work in good faith to do so.
- Work collaboratively to (a) outline current school-based efforts to foster access to postsecondary education; (b) review Advising Corps programs and services to ensure that they complement and do not duplicate these existing efforts; and (c) establish clear and mutually agreeable timelines for the implementation of Advising Corps programs and services.
- See the adviser as a professional, well-trained resource for students regarding college access.
- To meet with the adviser and project director before the 2021-2022 academic year to discuss the program expectations.

The Advising Corps agrees to:

- Identify, recruit, and hire a full-time adviser to serve the School for an average of 40 hours per week. The adviser will report to the school on September 3, 2021 through June 2, 2022 upon receipt of a fully executed MOU.
- Provide necessary and ongoing training, support, and professional development that will allow the adviser to fulfill his or her responsibilities to the School and its students including to ensure that the adviser complies with the FERPA provisions in this MOU.
- Provide assurance that all employees of the Advising Corps who have contact with students have passed a criminal history background check current within the last year.
- Employ a program director who will (a) supervise the adviser and meet with him or her regularly to discuss job performance and develop strategies for improvement; (b) work closely with the on-site liaison assigned by the School to ensure that the relationship between the adviser and the School remains strong and that

the adviser is effectively serving students and advancing the three main aims of the Advising Corps; (c) meet with school-level post-secondary leadership teams; (d) engage in frequent dialogue with school teams around strategic collaboration and to assess progress towards the goals; (e) re-evaluate the work plan and make adjustments as needed, but at least on an annual basis; (f) serve as the main liaison between the principal of the School and the Advising Corps, meeting at least once per year to review the partnership and ensure that its goals are being met; (g) work with the on-site supervisor to establish a mutually agreeable work schedule for the adviser; (h) visit the school at least twice per academic year and (i) will remain open and available to address any issues or concerns that may arise.

- Share relevant data and research with the District and School officials.
- Manage the program's administration and pay the full salary and benefits of each adviser assigned to the District.
- Work in good faith to develop funding that will sustain the partnership between the Advising Corps and the District beyond the current term
- Keep any and all student-level data provided by the School strictly confidential, in accordance with applicable local, state, and federal law, including FERPA regulations, except as may be required by law or regulation or under subpoena.
- Require the participation of the adviser in Advising Corps activities (for example: ongoing training, the development of funding, or programming activities at other schools) for no more than 10 days that the School is in session during the term of service specified above.

The District and School agree to:

- Welcome the adviser, work actively to facilitate their entry into the school community by treating them as a professional member of the school and facilitate the collaboration among the Advising Corps and any other college access, admissions, or financial-aid advising already present at the School.
- Provide a comprehensive high school orientation, with introductions to key staff, teachers, and administrators.
- Establish and maintain clear lines of communication with the adviser and project director in regards to staff policies, procedures, and expectations with which the adviser is expected to comply.
- Designate a school administrator/staff member to serve as the adviser's onsite liaison who will (a) serve as the adviser's primary resource and advocate within the school, facilitating the adviser's integration into the life of the school and providing appropriate advice and counsel; (b) work closely with the project director to ensure that the relationship between the adviser and the school remains strong and that the adviser is effectively serving students and advancing the three main aims of the College Advising Corps; (c) work with the project director to establish a mutually agreeable work schedule for the adviser; (d) participate in the adviser's evaluation process; (e) meet with and engage in frequent dialogue with the Advising Corps project director around strategic collaboration and to assess progress towards the goals; (f) re-evaluate the work plan and make adjustments as needed but at least annually; (g) serve as the main liaison between the principal of the School and the Advising Corps, meeting at least once per year to review the collaboration and ensure that its goals are being met; and (h) report all issues concerning the adviser's performance to the Advising Corps project director.
- Supply access (within a reasonable amount of time) to student-level data (name, date of birth, year of graduation) for the purposes of advising, grant reporting, and program evaluation. The data collected falls within FERPA regulations and will be treated as confidential, except as may be required by law or regulation or under subpoena.
- Provide access (within a reasonable amount of time) to student transcripts and schedules, either electronically or in hard copy, for the purposes of effectively advising students as consistent with FERPA regulations. Adviser access to the District or School's mainframe to retrieve such information is preferred.
- Provide access to College Board's Online Reporting Portal to each TUCAC College Adviser to intentionally engage students in college and career readiness activities.

- Ensure that the adviser is not arbitrarily assigned duties unrelated to their work plan such as clerical or manual labor or expected to fill temporary voids in your school's workload or assume ad hoc assignments (such as hall or cafeteria monitoring, supervising classrooms, monitoring testing, etc).
- Ensure that the adviser does not serve as a facilitator or proctor of TSI or college-readiness testing.
- Provide the adviser with a reasonable working/meeting space with a computer, internet access, and daily access to phone and voicemail, including access to a photocopier/scanner, printer, and fax machine.
- Allow the adviser to disseminate and collect the annual College Advising Corps student surveys (if applicable).
- Ensure that the adviser has access to and can utilize the program's data collection tool (via Dropbox), email, and a wireless internet connection on the adviser's laptop (if necessary).
- Provide the adviser with an overview of the mission and culture of the School, and assist the adviser with obtaining a parking pass and School/District badge/identification.
- Maintain the existing staffing level of the guidance/counseling department and not make any staffing modifications suggesting the replacement of a counselor or counseling position with a college adviser.
- Ensure that the adviser does not serve as the liaison to and/or provide direct supervision to other external partner college-access programs on behalf of the District or School.
- Comply with applicable Family Educational Rights and Privacy Act (FERPA) provisions and agrees to protect any confidential adviser information it receives or accesses that could make a student's identity traceable.

Local Match

- The District agrees to provide matching funds, in the amount of \$80,000 annually, to support the costs associated with providing one (1) full-time Advising Corps college adviser at each of the following District High Schools: Brackenridge High School, Burbank High School, Edison High School, Fox Tech High School, Highlands High School, Jefferson High School, Lanier High School, and Sam Houston High School during the term of this agreement.
- The District agrees to submit a monthly fixed payment to Trinity University per month beginning in September 2021 and ending June 2022, on behalf of the Trinity University College Advising Corps.

Program Evaluation

- Funding for the Trinity University College Advising Corps program is provided by the National College Advising Corps (CAC), The Higher Education Coordinating Board (THECB), and external funders. As a condition of external funding, the program will be evaluated on an ongoing basis.
- Data will be collected and managed through an evaluation team affiliated with Stanford University and contracted by the CAC. The District/School is expected to provide all necessary data requested by the evaluation team and CAC. Data will be used for program evaluation and educational purposes only and treated as confidential, except as may be required by law. All results of data analysis will be reported in aggregate and no individual student will be identified.
- Data to be collected will include, but not necessarily be limited to: baseline information on the school, including college matriculation rates and student attainment of intermediary college enrollment goals (such as percent taking college entrance exams and FAFSA applications); information on enrolled students during program implementation, including identifying information, intermediary goals, and college enrollment; and information on services provided to students. At the school level, the adviser will collect data to help target and track services and evaluate the program's success.
- The Advising Corps will comply with applicable Family Educational Rights and Privacy Act (FERPA) provisions and agrees to protect any confidential student information it receives or accesses that could make a student's identity traceable.

Duration of Agreement

- This agreement applies exclusively to the 2021-2022 academic school year and shall commence on August 2, 2021, and shall terminate on June 30, 2022, unless earlier termination or extension shall occur pursuant to any provision hereof.
- Costs associated with District/School participation in future years will be determined annually.

Sovereign Immunity

The Parties stipulate and agree that no provision of, or any part of this MOU or any subsequent amendment shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the Laws of the State of Texas; (2) to extend liability beyond such liability provided for in the Texas Constitution and the Laws of the State of Texas; or (3) as a waiver of any immunity provided by the 11th Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the United States.

Applicable Law

This MOU shall be governed by the laws of the State of Texas. The exclusive venue of any suit brought concerning the Contract and any incorporated documents is fixed in any Court of competent jurisdiction in Bexar County, Texas, and all payments under the Contract shall be due and payable in Bexar County, Texas.

Dispute Resolution

The Parties shall work together in good faith and in a timely manner to resolve disputes that might develop pursuant to the program under this MOU.

Amendments

- Modifications to the MOU shall only be made by written amendment and executed by the College Advising Corps and the District. Fully executed amendments will then become part of the MOU agreement.

Termination

- This MOU will automatically terminate at the end of the agreement on June 30, 2022, as noted above.
- Any party may terminate this MOU (for cause) by giving ninety days' written notice to the other party.
- The College Advising Corps may also terminate this MOU immediately if project funding should become reduced, depleted, or otherwise unavailable during the term of the MOU and to the extent that the Advising Corps is unable to obtain additional funds for such purpose.

Non-Discrimination: Provider may be deemed a federal contractor subject to the requirements of 41 CFR 60-1.4(a), 60-300.5(a), and 60-741.5(a). These regulations prohibit discrimination against qualified individuals on the basis of their status as protected veterans or individuals with disabilities, and prohibits discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability.

Tele-Service

In the event in person services are suspended by either party due to the COVID-19 pandemic and following Trinity University and College Advising Corps guidelines, San Antonio Independent School District and Trinity University agree that the placement may be performed remotely if and when policies of entities change based on local health guidelines and restriction until said guidelines are lifted from both entities. All terms and conditions of the placement will adhere to CDC and local health guidelines and restrictions. The school acknowledges that by hosting Trinity University advisers on-site, they may be exposed to the risks associated with COVID-19. The school voluntarily assumes these risks. When guidelines are lifted from both entities, advisers are expected to resume in person training on campuses.

Written authorization of teleservice in advance: To fulfill their obligation to serve full-time while tele-serving and ensure the accuracy of time and attendance reporting, the Adviser will:

- Remain accessible during the telecommute work schedule;
- Check in with the Project Director daily and On-site Liaison weekly to discuss status and open issues;
- Be available for teleconferences, scheduled on an as-needed basis;
- To mitigate any increased risk of time and attendance abuse;
 - Request Project Director approval in advance of working any service hours beyond the schedule time indicated above.
 - Request Project Director's approval to use vacation, sick, or other leave in the same manner as when working at Adviser's regular work location.
 - Advisers will upload the following products to their High School folder: Daily Work Log completed for their scheduled work day. Weekly GRACE report, Adviser designed Presentations and other outputs utilized for their outreach to students.
 - If Advisers are unable to do so, they will email the Project Director with the date and time of when daily or weekly service outputs will be uploaded to their high school folder.
- Finally, Adviser's duties, obligations, responsibilities, and conditions of service with the program remain unchanged except those obligations and responsibilities specifically addressed in this agreement. Position responsibilities, standards of performance, and performance appraisals remain the same as when serving at the regular school site.

While Advisers are tele-serving, Program Director will:

- Remain accessible during the telecommute work schedule;
- Check in with the Advisers to discuss status and open issues on their 3 pm call daily as needed;
- Be available for teleconferences, scheduled on an as-needed basis;
- To mitigate any increased risk of time and attendance abuse;
 - Approve or deny adviser approval in advance of working any service hours beyond the schedule time indicated above.
 - Approve or deny adviser approval to use vacation, sick, or other leave in the same manner as when working at Adviser's regular work location.
- All online service logs, teleservice agreements and service outputs are shared with College Advising Corps, AmeriCorps, and The Higher Education Coordinating Board.
- Will conduct one spot-check on Adviser work logs for each Adviser monthly, totaling 11 spot checks. Program Director will review work logs to see alignment between service time logged and outputs. Program Director will provide feedback to Advisers to correct action within 48 hours if inconsistencies are identified.
- Will conduct bi weekly Adviser district check-ins to review work plans, outputs, and discuss issues throughout the service term.

- Will conduct one Program Team check in once a day for 45 minutes to review teleservice expectations, service products, protocols and /or discuss issues.

Section 3: Alternative & Remote Work Site Examples

- Video conferencing with students – Advisers can continue to assist students through online teleconferencing platforms such as Google Meet, Zoom, or San Antonio Independent School District authorized Google Classrooms. Due to safety concerns advisers will always be required to have another TUCAC Adviser serving as an online monitor in the Zoom or Google Meet video conferences therefore no Zoom or Google Meet video conferences will be recorded unless mutually agreed to by both parties in writing.
- Concerning issues viewed or disclosed- Any concerning issues viewed or disclosed on a teleservice conference by an adviser with a student should be reported immediately to their On-Site Liaison and handled as they would on campus which may require a written statement by the adviser for the campus records.
- GRACE Data Entry – Timestamps from GRACE can be used to verify work time and work performed. SMS texting through GRACE can also provide a transcript for review for the Project Director or District if needed. Records of these files will remain on GRACE and can only be accessed by the adviser, GRACE’s administrator, and the Project Director.
- Small Group Work – Advisers can work together in small groups via zoom or google hangout and verify each other’s time and place this group work on the TUCAC calendar.
- Regular communication with On-site Liaison – Advisers can check in via email at the beginning, end and periodically during their work day to stay in communication with students and the high school campus. Advisers are expected to send details about their work performed every Friday by 5 pm to their On-Site Liaison and Project Director.
- A daily narrative is required by each adviser to document their daily work along with a pdf of their monthly calendar that mirrors their work schedule indicated daily.
- Work at another site – Advisers can only work at another home site if reasonable and necessary due to the current circumstances but all request must be approved prior by the Project Director and must follow any university policies regarding remote work to verify their time.

Notice of AmeriCorps funding

The Trinity University College Advising Corps receives partial funding for the college adviser position through the Corporation for National and Community Service (CNCS). Therefore, all college advisers should be identified as AmeriCorps members and should be referred to as “members”. As a result of the CNCS funding, TUCAC advisers and their partners are required to adhere to the following policies in accordance with federal regulations.

Nondisplacement.

- (1) An employer may not displace an employee, volunteer or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
- (2) A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.

(3) A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any—

- (i) Presently employed worker;
- (ii) Employee who recently resigned or was discharged;
- (iii) Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
- (iv) Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
- (v) Employee who is on strike or who is being locked out.

Prohibited Activities. Members are prohibited from engaging in any of the activities listed below while charging time to the AmeriCorps program; accumulating service or training hours; or otherwise performing activities supported by the AmeriCorps program or the Corporation:

- (1) Attempting to influence legislation;
- (2) Organizing or engaging in protests, petitions, boycotts, or strikes;
- (3) Assisting, promoting, or deterring union organizing;
- (4) Impairing existing contracts for services or collective bargaining agreements;
- (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- (8) Providing a direct benefit to—
 - (i) A business organized for profit;
 - (ii) A labor union;
 - (iii) A partisan political organization;
 - (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - (v) An organization engaged in the religious activities described above in prohibited activity 7, unless CNCS assistance is not used to support the religious activities;
- (9) Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- (10) Providing abortion services or referrals for receipt of such services; and
- (11) Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.

B. The member is expected to, at all times while acting in an official capacity as an AmeriCorps member:

- 1. Comply with the rules and standards of the host agency.
- 2. Demonstrate mutual respect toward others.
- 3. Follow directions.
- 4. Wear the AmeriCorps logo daily.

5. Direct concerns, problems, and suggestions to the Trinity University College Advising Corps program director.

C. The member understands that the following acts also constitute a violation of the program's rules of conduct:

- Unauthorized tardiness.
- Unauthorized absences.
- Repeated use of inappropriate language (i.e., profanity) at a service site.
- Failure to wear appropriate clothing to service assignments.
- Stealing or lying.
- Engaging in any activity that may physically or emotionally damage other members of the program or people in the community.
- Unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance or illegal drugs during the term of service.
- Consuming alcoholic beverages during the performance of service activities.
- Being under the influence of alcohol or any illegal drugs during the performance of service activities.
- Failure to notify the program of any criminal arrest or conviction that occurs during the term of service.

By signing, I certify that I have read and agree with the terms of the Memorandum of Understanding and officially authorized to sign and execute on behalf of my institution:

San Antonio Independent School District

Signature

Date

Print Name and Title

Signature

Date

Print Name and Title

Trinity University

Signature

Date

Print Name and Title

ADDENDUM TO MEMORANDUM OF UNDERSTANDING AGREEMENT
BETWEEN SAN ANTONIO INDEPENDENT SCHOOL DISTRICT AND TRINITY UNIVERSITY

This Addendum between San Antonio Independent School District (hereinafter the “Affiliation”) and Trinity University is hereby incorporated by reference into the Memorandum of Understanding Agreement between the Affiliation and Trinity University dated _____.

The Affiliation and Trinity University have mutually agreed that placement of Trinity University students or staff at the Affiliation site is mutually beneficial to both parties, that this addendum is supported by the consideration of the continuation of the placement during the COVID-19 pandemic, and both parties hereby agree to the responsibilities enumerated herein related to COVID-19.

In response to the COVID-19 pandemic and following Trinity University guidelines, the Affiliation and Trinity University agree that the placement may be performed remotely to the extent possible if and when changes are made to either parties policies based on CDC and local health guidelines and restrictions until said guidelines are lifted from both entities. All terms and conditions of the placement will adhere to CDC and local health guidelines and restrictions. The Affiliation acknowledges that by hosting Trinity University students or staff on-site that the Affiliation may be exposed to the risks associated with COVID-19. The Affiliation voluntarily assumes these risks.

The Affiliation understands and agrees that Trinity University is not responsible for monitoring the conditions of Trinity University students or staff or for providing support or medical care.

Each party agrees to notify the other party if it becomes aware of any exposure or outbreaks that may pose a risk to the other party. In addition, the Affiliation agrees that either party reserves the right to withdraw students from the site at any time should they pose a risk to the Affiliation or Trinity University.

By signing below, each party agrees to be bound by the terms of this Addendum which is hereby incorporated to the Agreement between the parties by reference.

San Antonio Independent School District

TRINITY UNIVERSITY

Signature

Signature

Name

Name

Date

Date

DISTRICT CONTACTS:

School District Central Point of Contact (Superintendent, District Administrator, or Principal)

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Brackenridge High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Burbank High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Edison High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Fox Tech High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Highlands High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Jefferson High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Lanier High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

On-Site Liaison (Designated by District or School) – Lead Counselor @ Sam Houston High School

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

Data Contact

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

Human Resources Contact

NAME: _____
TITLE: _____
ADDRESS: _____
PHONE: _____
E-MAIL: _____

TRINITY UNIVERSITY COLLEGE ADVISING CORPS CONTACTS:

ADDRESS : Trinity University
Education Department
1 Trinity Place
San Antonio, TX 78212

Trinity University Contact :

NAME : Dr. Angela Breidenstein
TITLE : Chair, Education Department
PHONE : (210) 999-7587
EMAIL : abreiden@trinity.edu

Program Contact :

NAME : Sarah Ramos
TITLE : Project Director, College Advising Corps
PHONE : (210) 999-7589
EMAIL : sramos2@trinity.edu

Financial Contact :

NAME : Sheila Brell
TITLE : Sponsored Projects Accounting Manager, Business Office
PHONE : (210) 999-7331
EMAIL : sbrell@trinity.edu



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	December 6, 2021
Agenda Title:	Approval of the Renewal of the Memorandum of Understanding (MOU) Between SAISD and the Trinity University College Advising Corps for College Advising Services
Presenter:	Liz Ozuna, Executive Director for College Readiness & Postsecondary Initiatives
Cost:	\$80,000
Board Goal:	Goal 10 – Increase the percent of graduates attending college

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
8,313	8	8	\$9.62	\$10,000	\$10,000

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The TUCAC program has been approved through an RFP conducted in 2019 on Student Instruction & Training that runs through September 2022. Trinity University and the College Advising Corps organization, however, require that an MOU is signed between parties.</p> <p>Prior to instituting College Bound Advisors at our high schools, TUCAC advisors were SAISD’s sole full-time college advising service at our comprehensive high schools. As a near-peer model, the College Advising Corps recruits recent college graduates from Trinity University and our office of Postsecondary Initiatives provides training that aligns with our college bound advising framework as well as our measurable outcomes on college enrollment.</p>
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On average and up to the class of 2020, TUCAC advisors met with at least 80% of 12th graders, 26% of 12th grade parents, and assisted 75% of seniors in submitting a college application or a FAFSA. As a result, between 2012 and 2018, our four-year college enrollment rate went up from 21% to 25%.

Now that College Bound Advisors are an established allocation at our high schools, the leadership at the College Advising Corps and SAISD agreed that the focus of the work needed to shift elsewhere. Starting with the class of 2021, TUCAC Advisors shifted their focus to predominantly work with 11th graders to solidify careers and colleges of interest so that ultimately 11th graders would end the year with a college list of at least 5 colleges.

The result of this shift was that TUCAC advisors were able to meet with 45% of juniors, 43% of juniors completed a career matching assessment, and 15% of juniors created a college list of 5+ colleges. While we aim for much higher numbers, this past year was the first time we have started tracking these outcomes and it just happened to be in the middle of the pandemic. We will continue to monitor these three percentages as well the percentage of 9th and 10th graders that are meeting with an advisor at their grade level.

This renewal will allow us to improve upon our outcomes for this past year and establish a better baseline of 11th grade outcomes tied to our college, career, and military readiness scope and sequence in order to increase the percent of graduates attending college.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and ESC-Region 20 for the Teacher Orientation and Preparation Program

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: LeAnne Hernandez, Director, Organizational Learning

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding between SAISD and ESC-Region 20. This Grow Your Own opportunity is for paraprofessionals who hold a bachelor's degree to become certified teachers, thus creating a teacher pipeline for the upcoming school year(s). Paraprofessionals who successfully complete the required coursework will be eligible to teach the following school year.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the Memorandum of Understanding between SAISD and ESC-Region 20 as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

ESSER funds, TCLAS Grant, Local

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Memorandum of Understanding
Between Education Service Center, Region 20 (ESC-20)
and San Antonio Independent School District (SAISD)
Teacher Alternative Certification Partnership
Effective Fall 2021 through Fall 2023

Description:

As a TEA approved teacher alternative certification program, and in partnership with SAISD, ESC-20 Teacher Orientation and Preparation Program (TOPP) will design, implement, and support qualifying SAISD Instructional Assistants (IA) through the alternative teacher certification process as per TOPP program and State Board for Educator Certification requirements.

ESC-20 agrees to:

- Designate a point of contact (POC);
- Maintain consistent and effective communication with SAISD POC;
- Coordinate scheduling of SAISD IA information sessions in either a face-to-face or virtual format as designated by SAISD POC;
- Provide the following reduced fees for SAISD IA cohort candidates meeting program and state admission requirements:
 - Waive \$50 application fee per participant;
 - Reduce total program fees by \$500 per participant.

SAISD agrees to:

- Designate a point of contact (POC).
- Maintain consistent and effective communication with ESC-20 POC.
- Provide a district employed liaison to facilitate the IA screening process to ensure those attending information sessions are individuals who have a bachelor's degree, or are in the final semester of bachelor's degree coursework.
- Coordinate TOPP SAISD IA information session dates with ESC-20 POC.
- Communicate district timelines and post-certification expectations with IA cohort candidates.
- Remit payment for services rendered within 30 days of receipt of invoice.

Termination:

This MOU may be terminated by either party at any time for good reason upon 30 days written notice to the other party.

Teacher Alternative Certification Partnership MOU

San Antonio Independent School District

SAISD Contact: Hope De Leon, Program Manager, University Partnerships and Career Pathways

Contact E-mail: HDELEON2@saisd.net

Contact Phone Number: 210-554-2242

Signature: _____ Date: _____
Robert Jaklich, Interim Superintendent

Education Service Center, Region 20

ESC Contact: Leslie Cooper, Coordinator-Certifications Programs

Contact E-mail: leslie.cooper@esc20.net

Contact Phone number: 210-370-5408

Signature:  _____ Date: 10/28/2021
Jeffrey Goldhorn (Oct 28, 2021 11:25 CDT)
Jeff Goldhorn, Ph.D., Executive Director

Please return the signed MOU via email at your earliest convenience to leslie.cooper@esc20.net and retain a copy for your records.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Organizational Learning
Board Meeting Date:	December 6, 2021
Agenda Title:	Approval of the Memorandum of Understanding Between SAISD and ESC-Region 20 for the Teacher Orientation and Preparation Program
Presenter:	LeAnne Hernandez, Director, Organizational Learning
Cost:	\$7,500 per person
Board Goal:	Increase the District's overall grade under state accountability and the percent of campuses rated accomplished or higher on the SAISD school performance framework (SPF)

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Total Cost
	Up to 15			\$7,500	\$112,500

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>A cohort of paraprofessionals who hold bachelor's degrees will enroll in an alternative preparation course at ESC 20 to earn a teaching certification. This cohort will be eligible to teach in SAISD beginning in SY 22-23.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and National Alliance of Mental Illness (NAMI) – San Antonio Affiliate

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director of Student & Academic Support Services

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and National Alliance of Mental Illness (NAMI) – San Antonio affiliate. In conjunction with Student Support Services, NAMI will establish Mental Health Awareness and Leadership Clubs at the comprehensive high schools; three of the high schools will begin in the 2021-2022 academic school year. These student-led and centered clubs will support and educate others on mental health and wellness topics while cultivating student leaders. Outcomes of this partnership include training club members to become mental health and wellness ambassadors and working toward creating a mental health supportive school environment as evidenced by student attendance and student-led wellness events.

NAMI is a national organization that provides advocacy, education, support, and public awareness so that all individuals and families affected by mental illness can build better lives. The Mental Health Awareness Clubs will be supported by the local San Antonio NAMI affiliate.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with NAMI as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.

- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



National Alliance on Mental Illness

NAMI San Antonio

Memorandum of Understanding Mental Health Awareness and Leadership Development Clubs Program Agreement

National Alliance on Mental Illness (NAMI) - San Antonio Affiliate mission is to provide advocacy, education, support and public awareness so that all individuals and families affected by mental illness can build better lives.

National Alliance on Mental Illness (NAMI) - San Antonio Affiliate and San Antonio Independent School District (SAISD) agree to the following:

1. **Purpose of Agreement:** This collaboration is between National Alliance on Mental Illness, NAMI - San Antonio Affiliate and San Antonio ISD is to coordinate efforts to establish Mental Health Awareness and Leadership Development Clubs (hereafter "Clubs") on campuses. These Clubs are student lead and student centered groups where students can talk openly about mental health and wellness, learn ways to support friends or family members who have mental health conditions, and educate others on campus about mental health and wellness. Club members will be trained to become advocates and NAMI - San Antonio Mental Health and Wellness Youth Ambassadors within their school and local communities, and work toward creating a more positive and mental health supportive school environment.

2. **Plan of Service:** National Alliance on Mental Illness (NAMI) - San Antonio Affiliate will provide mental health advocates to conduct sessions on methods of breaking the stigma surrounding mental health, and Leadership Development activities in group settings.

3. **NAMI San Antonio Responsibilities:** To provide NAMI instructors for the following programs under guideline established by NAMI national's Education Dept.:

Ending the Silence, In Our Own Voice, NAMI Basics, NAMI Family-to-Family, NAMI Peer-to-Peer, NAMI Homefront, NAMI Family Support Groups, NAMI Connections, and Bridges to Care Youth.

NAMI San Antonio will:

- a) maintain the confidentiality of program participants unless information requiring further action is disclosed during program facilitation in accordance with San Antonio ISD board policies and as otherwise required by state and federal law.
- b) maintain communication with club sponsor.
- c) provide Ending the Silence interactive presentations to help the audience learn about the warning signs of mental health conditions and what steps to take if you or a loved one has symptoms.
- d) provide In Our Own Voice presentations to help provide a personal perspective as leaders with lived experience talk openly about what it is like to have a mental health condition
- e) provide Bridges to Care San Antonio Youth program, a 20 hour program teaching companionship, suicide prevention and trauma informed care.
- f) obtain Certificates of Completion from the district's volunteer orientation program.

NAMI San Antonio will also make the following programs available for families and individuals under guidelines established by NAMI national education programs:

- NAMI Basics: six session program for family & friends of those 22 and younger who are experiencing symptoms of a mental health condition.

- NAMI Family-to-Family: eight session program for family members of adults living with mental health conditions.
- NAMI Peer-to-Peer: eight session program for adults with mental health conditions looking to better understand themselves and their recovery.
- NAMI Homefront: six session program for families, caregivers, and friends of military service members and veterans with mental health conditions.
- NAMI Family Support Group: A support group for people who are caregivers for other people in their family who have a mental health diagnosis.
- NAMI Connections: A peer led support group program to help people with a mental health diagnosis manage their mental wellness program.

4. **San Antonio ISD Responsibilities:** To assist the National Alliance on Mental Illness (NAMI) - San Antonio Affiliate club sponsors with the completion of any necessary documentation that complies with district and state guidelines to include:

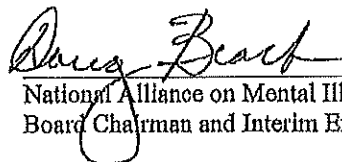
- a) providing a signed memorandum of understanding.
- b) retrieving parent/guardian consent forms which allows the National Alliance on Mental Illness (NAMI) - San Antonio Affiliate to forge parent-student relationships and future field trip experiences.
- c) identifying students eligible to participate in the partnership.
- d) providing appropriate, accessible classroom space and seating for National Alliance on Mental Illness (NAMI) - San Antonio Affiliate representatives to conduct their meetings.
- e) assigning appropriate staff members, at the district's or campus' discretion, to assist with locating students and escorting them to meeting place, if sessions are held during instructional time.
- f) permitting National Alliance on Mental Illness (NAMI) - San Antonio Affiliate representatives to distribute announcements intended for parents i.e., flyers and other materials that are limited and directly related to the curriculum, and mental health programs being offered.
- g) assisting National Alliance on Mental Illness (NAMI) - San Antonio Affiliate representatives with the duplication of any needed forms and materials to be used for the purpose of this agreement.
- h) maintaining communication with the National Alliance on Mental Illness (NAMI) - San Antonio Affiliate Mental Health Awareness and Leadership Development Club coordinator and representatives to address issues or concerns.
- i) transportation as needed for Club field trips.
- j) support community drum circles.

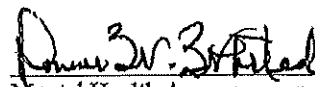
Group cycle will begin:

- 2021-2022 School Year and will automatically renew until either party chooses to terminate services. This MOU may be terminated by either party by providing written notice to the other party of a decision to terminate.

 Superintendent

Date _____

 Date 10/14/21
 National Alliance on Mental Illness (NAMI) - San Antonio
 Board Chairman and Interim Executive Director

 Date 10/14/21
 Mental Health Awareness and Leadership Development Club
 Program Coordinator



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Student and Academic Support Services
Board Meeting Date:	December 06, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and National Alliance of Mental Illness (NAMI) – San Antonio Affiliate
Presenter:	Victoria Bustos, Executive Director of Student & Academic Support Services
Cost:	-0-
Board Goal:	Increase the percent of on-time, 4-year Graduation and decrease Dropout Rates

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
50	7	7	N/A	0	0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>With the support of the counseling team and Communities in Schools, each campus will identify a faculty or staff member to sponsor the club. Three campuses have been identified for the 21-22 school year, with the goal of expansion to at least seven comprehensive high schools. The goals of the club are to support student leaders who will promote and support wellness and speak openly and educate others on mental health conditions as trained NAMI advocates. Outcomes of this partnership include working toward creating a mental health supportive school environment, as evidenced by student attendance and student-led wellness events.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and The Consulate General of Mexico in San Antonio, Texas Through the Program Plazas Comunitarias**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Assistant Superintendent for College, Career and Military Readiness

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and the Consulate General of Mexico in San Antonio, Texas through the program Plazas Comunitarias. The goal of this initiative is to provide adult education courses, so participants can learn English, become digitally literate, obtain their GED certification, and obtain U.S. Citizenship.

Referrals will be provided by the Mexican Consulate via Plaza Comunitarias. SAISD will be responsible for the recruitment instructors and staff who will facilitate and oversee the technical and administrative operation of the course offerings.

Participants will take an initial baseline assessment and will be placed in the instructional program based on the assessment results. Progress will be assessed every 40-60 hours of instruction, depending on the course the student is attending.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with The Consulate General of Mexico in San Antonio, Texas through Plazas Comunitarias as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the District. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.

- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

MEMORANDUM OF UNDERSTANDING BETWEEN SAN ANTONIO INDEPENDENT SCHOOL DISTRICT “SAISD”, THROUGH THE COMMUNITY EDUCATION PROGRAM “THE PROGRAM”; AND THE CONSULATE GENERAL OF MEXICO IN SAN ANTONIO, TEXAS “THE CONSULATE” THROUGH THE PROGRAM PLAZAS COMUNITARIAS; ON COOPERATION IN MATTER OF EDUCATION FOR ADULTS HEREBY “THE PARTIES”.

CONSIDERING that one of the priorities of the Mexican Government is provide care to nationals that live outside Mexico through Consulates; including contributing to empowerment, insertion and a better development of nationals in the country where they reside, with educational programs such as Plazas Comunitarias.

RECOGNIZING that the San Antonio Independent School District, has as a main purpose, to provide high quality education and through the Adult Community Education Program provides literacy and services related to adult education, including Digital Learning, English as a Second Language, school equivalency High School Education and Civic Literacy Instruction.

CONSIDERING that “**THE PROGRAM**” is subject to Federal and State grant funding and the availability of such budgeted funds, “**THE SAISD**” receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

RECOGNIZING that the Plazas Comunitarias Program, aims to promote, encourage and operate education services for Mexican youth and adults; and that “**THE PROGRAM**” is interested in offering and facilitating educational services to Mexican community members.

INTERESTED in working together to encourage and promote educational services that facilitate the development and continuity of education of Mexican community members and generate more educational services for this population.

THEREFORE, based on mutual promises and what is agreed herein, “**THE PARTIES**” mutually agree as follows:

FIRST

The purpose of this Memorandum of Understanding is to establish cooperation between “**THE PARTIES**” to inform, promote and facilitate access of Mexican community members to the services offered by “**THE PROGRAM**”.

SECOND

For the purposes of this Memorandum of Understanding, the adult education services of “**THE PROGRAM**” are as follows:

- a) Remote instruction leading to a digital learning environment for adult learners who require English as a second language.
- b) Adult high school equivalency.
- c) Civic literacy.
- d) Any other service that **“THE PROGRAM”** may incorporate, in terms of this Memorandum of Understanding.

THIRD

Responsibilities of **“THE PARTIES”**:

During the term of this agreement Adult and Community Education Program will provide:

- a) Remote instruction conducive to an adult digital learning environment for referred students in need of English as a Second Language, Adult Secondary High School Equivalency, civic literacy, computer literacy and self-paced distance learning instruction.
- b) Coordination and guidance for the adult education program.
- c) Track participant attendance and progress.
- d) Online assessment and learning materials to participants.
- e) Staff development opportunities for those providing instruction under this agreement.
- f) Student access to related transition services and amenities, as warranted by specific class.
- g) Student access to SAISD distance learning for students preferring or in need of self paced instruction.
- h) Regular communication with the Consulate General of Mexico, through the Plazas Comunitarias on the status of students.
- i) Ensure performance measures compliance as directed by Texas Workforce Commission.

During the term of this agreement **“THE CONSULATE”** through the Plazas Comunitarias program will:

- a) Promote the Adult and Community Education Program outreach through referrals, of no less than 10 students annually.
- b) Assist in retention efforts to maintain the attendance of students in the program.
- c) Coordinate program activities with existing organizations that provide additional services to individuals involved in literacy and adult education services.
- d) Collaborate program delivery to enhance success of enrollment strategies, messaging, and capacity building.

- e) Provide regular communication with **“THE PROGRAM”** regarding the student’s status.

FOURTH

This Memorandum of Understanding does not entail financial obligations for **“THE PARTIES”**.

“THE PARTIES” will finance the expenses and costs they incur as a result of their participation in the activities of this agreement, with the resources assigned in their respective budgets, in accordance with their availability, budget allocation and the provisions of their legislation.

FIFTH

For coordination and follow-up of the execution of this Memorandum of Understanding, **“THE PARTIES”** designate the following areas:

- On behalf of **“THE PROGRAM”**: *[Director]*
- On behalf of **“THE CONSULATE”**: *[Community Affairs Department]*

SIXTH

The Staff designated by each of **“THE PARTIES”** to carry out cooperation activities provided for in this Memorandum, will continue to be under the direction and dependence of the institution to which they belong, so no labor relations will be created with the other, which will not be considered a substitute or supportive employer.

SEVENTH

“THE PARTIES” will protect all information supplied or exchanged in accordance with this Memorandum of Understanding. It will be used exclusively for the purposes for which it was provided and may not transfer it to third parties without the prior consent of the party that supplied it.

The data protection containing personal data will be subject to the provisions of the legislation on the matter applicable to each of **“THE PARTIES”**.

EIGHTH

Any difference arising from the application or interpretation of this Memorandum of Understanding will be resolved through mutual agreement between **“THE PARTIES”**.

TENTH

This Memorandum of Understanding shall be effective upon signature by "THE PARTIES" and remains in effect unless or until cancelled by either party. A party hereto may cancel this agreement upon written 30-day notice the other party.

<p align="center">SAN ANTONIO INDEPENDENT SCHOOL DISTRICT ADULT AND COMMUNITY EDUCATION PROGRAM</p>	<p align="center">THE CONSULATE GENERAL OF MEXICO IN SAN ANTONIO TEXAS</p>
<p>Signature:</p>	<p>Signature:</p>
<p>Name: <i>Dr. Robert A. Jaklich.</i></p>	<p>Name: Rubén Minutti Zannatta</p>
<p>Title: Interim Superintendent</p>	<p>Title: Consul General of México in San Antonio</p>
<p>Date:</p>	<p>Date:</p>



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Adult & Community Education
Board Meeting Date:	December 6, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and The Consulate General of Mexico in San Antonio, Texas Through the Program Plazas Comunitarias
Presenter:	Johnny Vahalik, Assistant Superintendent for College, Career and Military Readiness
Cost:	TWC Grant Funded. No cost to SAISD.
Board Goal:	Targeted focus on post-secondary success.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	4	1	0	0	0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>This referral partnership with Plazas Comunitarias will increase the number of students served in our community by providing an opportunity to complete unfinished schooling. We will also recruit parents and families to continue their education through coursework offered by the SAISD Adult and Community Education Department.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding Between SAISD and Project STAY for Postsecondary Advising Services

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Johnny Vahalik, Assistant Superintendent for College, Career, and Military Readiness

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Project STAY for Postsecondary Advising Services.

Project STAY is a private, non-profit corporation established in 1968 to assist individuals in securing a postsecondary education. Their goals are to provide students with information on postsecondary educational opportunities, to assist students in applying for college admission, scholarships, and other financial aid.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU between SAISD and the Project STAY as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding by and between the San Antonio Independent School District (hereinafter referred to as "SAISD"), and Project STAY, Inc. (hereinafter referred to as "Project STAY"), a nonprofit corporation located at 700 S. Zarzamora Street, #103, San Antonio, Texas 78207, sets out to establish the relationships and responsibilities of both parties in the implementation of Project STAY activities at the following eight SAISD high schools listed below. This Memorandum is based on the mutual agreement of the provision of services and activities by Project STAY to SAISD students at no-cost to or from either party.

Brackenridge High School
400 Eagleland Dr, San Antonio, TX 78210

Burbank High School
1002 Edwards, San Antonio, TX 78204

Edison High School
701 Santa Monica, San Antonio, TX 78212

Fox Tech High School
637 N. Main Avenue, San Antonio, TX 78205

Highlands High School
3118 Elgin Avenue, San Antonio, TX 78210

Houston High School
4635 E. Houston, San Antonio, TX 78220

Jefferson High School
723 Donaldson Avenue, San Antonio, TX 78201

Lanier High School
1514 W. Cesar E. Chavez Blvd., San Antonio, TX 78207

The Board of Trustees and Superintendent of schools for SAISD, ratifies and affirms the provisions, relationships and responsibilities set out herein by the execution of this Memorandum of Understanding (MOU).

WHEREAS it is the intent of all parties hereto to bring the Project STAY approved services and resources into the identified campus settings to attempt to facilitate the academic and personal success of students in achieving their goal and the goals of the District to increase the number of students to successfully complete and persist from one grade to the next, to graduate from high school and to enrolled in college after graduation; and

WHEREAS it is the intent of all parties hereto to maintain a cooperative, interactive and supportive relationship among and between the parties for the benefit of the students served.

NOW THEREFORE, in consideration of the mutual covenants provided for herein, the receipt and sufficiency of which is hereby acknowledged, the parties to this Memorandum of Understanding agree to the following:

A. All parties hereto mutually agree as follows:

1. The term of this MOU shall be from January 1, 2022 through July 31, 2026. This Memorandum of Understanding may be terminated by either party at any time with 30 days written notice.
2. Project STAY, Inc. is a U.S. Department of Education TRIO Talent Search grantee and is contractually bound by Federal Rules and Regulations. These include the federal regulation that only students meeting all eligibility requirements may enroll in Project STAY's Talent Search program and receive services at no cost to the District, students or their families. Services provided to SAISD and its students shall not conflict with any Federal Rules or Regulations governing the TRIO Talent Search programs under the terms of this agreement.
3. Project STAY shall follow national, state, and local policies and ethical standards for service provision, applicable state and local laws, as well as written SAISD policies and regulations, with the condition that more restrictive SAISD policies and regulations (Legal and Local) have priority application under the terms of this agreement. Project STAY services shall not conflict with SAISD policies. Project STAY, Inc. services are free to all participants and SAISD and not offered for sale.
4. The Project STAY site staff, the school principal, the school's counselors, and the school college bound advisors shall proceed in a joint collaboration of services between the SAISD program and Project STAY. Communication between these entities will be ongoing to address any and all programmatic issues.
5. SAISD reserves the right to work with any Project STAY student to complete all processes to meet application and district internal deadlines.

B. Project STAY agrees to undertake the following:

1. Place an Advisor on the campus of each of the eight high schools one to two days a week, depending on the size of the senior class and/or total school enrollment and availability of resources.
2. Project STAY Advisors will update SAISD student information by routinely providing updates to the SAISD College Bound Advisors (CBA) for all commonly held indicators including but limited to college application completion, FAFSA process confirmation list with dates, scholarship application and earnings, college acceptance, and college registration as available.

3. Meet with campus principals/leadership teams/counselors/college bound advisors, if requested, upon approval by the Project STAY administration.
4. Make staff available to eligible, college-ready students attending the District's non-traditional campuses at the Project STAY office by appointment.
5. Provide SAISD with a list of 7th through 11th grade students that are participating in Project STAY's Talent Search early college awareness component by providing the information to the Postsecondary Initiatives Department.
6. Work with school counselors/college-bound advisors to identify eligible students who would benefit from the services provided by Project STAY.
7. Work in coordination with the school counselors and college bound advisors to facilitate the college enrollment and financial aid process for those seniors enrolled with Project STAY's Talent Search program.
8. Provide information and assistance to Talent Search participants with registering for the SAT and/or ACT college entrance exams. Additionally, provide information on access test preparation services and assist with interpreting test scores.
9. Assist each Talent Search participant with up to ten (10) college admission applications to colleges and universities, anywhere in the country.
10. If necessary, follow up with colleges and universities on the Talent Search participant's behalf on issues of admission and/or financial aid.
11. Collect copies of Talent Search participants' college acceptance letters and share copies with the school counselors or college bound advisors, as available.
12. Assist Talent Search participants in completing scholarship applications.
13. Collect from each Talent Search participant the financial documents required to complete the Free Application for Federal Student Aid (FAFSA).
14. Prepare and electronically transmit a FAFSA for each Talent Search participant on or before internal district deadlines.
15. Review the Student Aid Report (SAR) with each Talent Search participant and explain the Expected Family Contribution (EFC).
16. If required, complete verification paperwork for student to submit to the college they will attend.
17. Collect copies of all financial aid offers received by Talent Search participants and help them and their parents evaluate each one.

18. Assist Talent Search participants with completing and submitting college loan, on-campus housing applications, and a CSS/Financial Aid PROFILE®, if required.
19. Provide information and assist Talent Search participants in registering for the college placement exams, as applicable.
20. Provide interim progress reports to the Board of Trustees, Superintendent, Principals, and school Counselors.
21. Provide two mail-outs to students and their parents, once each semester, with information about Project STAY services.
22. Assign Advisors, as available, to the annual district-wide College Night and any other appropriate activities.
23. If appropriate, make evening financial aid presentations at select high schools open to all students and parents.
24. Be available to Talent Search, or prospective participants and their parents at the Project STAY office after school and during the summer, by appointment.
25. Provide, upon completion, the end-of-year performance/outcomes report to the Board of Trustees, Superintendent, Principals, and School Counselors. This district-wide report will include accomplishments toward the goals listed in the following approved federal objectives:
 - a. Secondary school persistence: 75%
 - b. Secondary school graduation (regular secondary school diploma): 75%
 - c. Secondary school graduation (rigorous secondary school program of study): 75%
 - d. Postsecondary education enrollment: 60%

The quantitative values above represent the projected outcome in each area to which the program is accountable and auditable to the Department of Education, the Office of Management and Budget and the Office of Inspector General.

26. Maintain confidentiality of all student records in accordance with federal, state, and local laws, rules and regulations.
27. Periodically review Talent Search participants' grades and refer them to academic tutoring provided on campus, as needed.
28. Review Talent Search participants' graduation plans/transcripts and provide advice and counsel, as needed, on course selection.
29. In conjunction with school counselors, provide guidance and assistance, in compliance with school district policies and procedures and applicable state laws, to students seeking alternative education programs that lead to a high school diploma.

30. In conjunction with school counselors, provide guidance and assistance to dropouts, or students at risk of dropping out, to pursue their secondary education or to seek entry to a general educational development program (GED).
31. Contact Talent Search participants in early fall to determine their college enrollment status and request a copy of their financial aid notice and class schedule as proof of matriculation, as required by federal regulations.

C. SAISD agrees to undertake the following:

1. As available, provide senior class GPA/rank lists in early fall, in order to identify those students most likely to attend four-year institutions and to assist them in meeting those institutions' earlier deadlines.
2. Provide class schedules of students in grades 9-12, through the counselors or college bound advisors, to send for students to inform and discuss enrollment requirements with Project STAY and their post-graduation plans.
3. Provide opportunities to address senior classes as approved by the campus principal (i.e., Government, Economics or English) at least three times a year to explain Project STAY services and enrollment requirements such as those found at 34 CFR §643.3, postsecondary opportunities and the availability of financial aid; college admission application deadlines; and the financial documents required to complete a FAFSA.
4. Arrange a campus system to call for students throughout the day as approved by campus principal.
5. Provide mailing lists for students in grades 9 through 12 in early fall so that all students and parents receive pertinent and timely information, as allowed through open records.
6. Provide opportunities to address high school students in grades 9 through 11 to discuss Project STAY Talent Search enrollment requirements and services.
7. Provide access to Talent Search participants in grades 9 through 11 in order to conduct college awareness and skills development workshops throughout the year, during times the campus principal allows.
8. Provide adequate work space, as available at the campus, with proximity access to the school counselors or college bound advisors, for Project STAY staff to conduct private, individual, or group discussions with students and, if requested, with their parents. (Completion of the FAFSA and other sensitive documents may require discretion.)
9. Provide convenient access to a telephone, computer, fax machine, and copier with paper to reproduce student documents.

10. Provide copies of Talent Search participants' ACT and SAT score reports, as they are received by the school counselors or college bound advisors, in accordance with parent authorization obtained during the enrollment process, and in accordance with federal FERPA regulations.
11. Provide access to the College and Career Hub or computer lab, as available, to work with Talent Search participants on career interest inventory, college and major searches, and resume building, as needed.
12. Provide access to Project STAY Talent Search participants' records for the purpose of reviewing their grades and four-year plan in order to provide academic advice in partnership with their school counselor, in accordance with parent authorization obtained during the enrollment process, and in accordance with federal FERPA regulations.
13. Use of campus facilities, as outlined by the campus principal, for evening programs, including financial aid presentations, and promoting these events to parents and students in accordance with District administrative procedures.
14. Provide information on Talent Search participants who did not graduate and the reason for not graduating (did not pass STAAR EOC, lacked credits, transferred to another campus, dropped out, etc.).
15. Provide Project STAY with copies of acceptance and scholarship award letters for each Talent Search participant received by the school counselors along with the end-of-the-year official scholarship report, as available.

This Memorandum of Understanding constitutes the full and total understanding and agreement of the parties, and any modification, amendment or alteration hereof must be agreed in writing by all parties hereto.

No party to this MOU waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

To the extent permitted by Texas statute or constitution, but not otherwise and without waiver or expansion of any immunities, defenses or limits established by the Texas Tort Claims Act, each party to this MOU will indemnify and hold harmless the other parties and their trustees, officers, employees and agents, from and against any and all claims proximately caused under this MOU by negligence, breach, or other act or omission by the indemnifying party or its trustees, officers, employees, or agents. The foregoing notwithstanding, SAISD will not indemnify for anything not permitted by Texas law.

In the event any term, covenant, or condition herein contained shall be held to be invalid by any court of competent jurisdiction, such invalidity shall not affect any other term, covenant, or condition herein contained, provided that such invalidity does not materially prejudice either the SAISD or Project STAY in their respective rights and obligations contained in the valid terms, covenants, or conditions hereof.

This Memorandum of Understanding is and will be governed by the laws of the State of Texas.

Board of Trustees President and/or Superintendent of Schools San Antonio Independent School District	Date
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 Oscar G. Hernandez Executive Director Project STAY, Inc.	Nov. 1, 2021 Date
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BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	December 6, 2021
Agenda Title:	Approval of the Memorandum of Understanding between SAISD and Project STAY for Postsecondary Advising Services
Presenter:	Johnny Vahalik, Assistant Superintendent for College, Career, and Military Readiness
Cost:	N/A
Board Goal:	Goal 10 – Increase the percent of graduates attending college

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
1,052	0	8	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>For SAISD, Project STAY receives a Talent Search grant from the Department of Education to support our 7 comprehensive high schools as well as Fox Tech (grandfathered in) to achieve their postsecondary goals. Project STAY assigns advisors to our eight high schools and work closely with counselors and advisors as well as other staff in our high schools' College & Career Hub to mobilize students towards postsecondary education.</p> <p>In the 2019-2020 school year, Project STAY served a total of 1,052 (10% of high school population):</p> <ul style="list-style-type: none"> • 100% of Project STAY's underclassman persisted and were promoted to the next grade (in collaboration with counselors) • 99% of Project STAY's senior participants received their high school diploma (in collaboration with counselors) • 71% of Project STAY's graduates who graduated college-ready enrolled in a program of postsecondary studies (in collaboration with college bound advisors)
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- 94% of Project STAY's 12th graders completed a FAFSA (in collaboration with college bound advisors)
- \$3,729,758.00 total financial aid was awarded to Project STAY's 12th graders (in collaboration with college bound advisors)

Many of these metrics are done in collaboration with school staff members, like Counselors and College Bound Advisors, who are serving all students plus the students served through the Project STAY program. Project STAY has been one essential component in the broader postsecondary advising infrastructure that includes college bound advisors, P-TECH coordinators, counselors, AVID teachers, CTE teachers, and other partners like Project STAY who provide us with staff members that also help students secure a postsecondary education.

This approval will allow us to rebound back to the positive trajectory we had in increasing the percent of graduates attending college by providing students the chance to enroll in this program.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Adult Education and Literacy Contract Between SAISD (sub-recipient) and Education Service Center, Region 20 (grant recipient)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Johnny Vahalik, Assistant Superintendent for College, Career and Military Readiness

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Adult Education and Literacy Contract between SAISD and Education Service Center, Region 20. The goal of this initiative is to provide free adult education certification courses so that participants can learn in-demand job skills, become digitally literate, and obtain industry-recognized certifications that will enable them to achieve their academic, career, and life goals.

SAISD Adult and Community Education will be responsible for the recruitment of instructors/trainers, and staff who will facilitate and oversee the technical and administrative operation of the course offerings, conduct assessments/placement, meet performance measures, and submit expenditure reports, data entry, and tracking data.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed Adult Education and Literacy Contract as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Jobs for the Future (JFF) grant funding will be utilized for adult education certification classes.

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

Adult Education and Literacy Contract

Education Service Center, Region 20 and San Antonio Independent School District

This contract serves to confirm the following roles and responsibilities in the Adult Education and Literacy (AEL) Alamo Consortium regarding the special project/grant under Jobs for the Future (JFF):

Dates: July 1, 2021 – June 30, 2022

Name and type of entity for Consortium Member:

Education Service Center, Region 20 – Local Education Agency (LEA) – Grant Recipient

San Antonio Independent School District – Subrecipient

Purpose of the Consortium:

The AEL Alamo Consortium is a group of LEAs, community-based organizations, Institutes of Higher Education (IHEs), public or private nonprofit entities, and other entities who have come together to build systems of success for Adult Education and Literacy and English Literacy and Civics at all levels. The AEL Consortium will design education services, support services, and workforce pathways across the 13 county Workforce Solutions Alamo Board area with the goal of supporting adults in achieving their academic, career, and life goals.

Provisions and Assurances:

- A. As used in these Provisions and Assurances,
- "Contract" means the entire document, whatever its name or form, of which these Provisions and Assurances and other attachments and schedule, including, but not limited to Amendment Request, Capital Outlay Request, Budget Summary, and the Final Expenditure Report.
 - "ESC-20" means the Education Service Center, Region 20.
 - "Contractor" means the party or parties to this contract other than ESC-20.
 - "Project Administrator" means the person representing ESC-20 or Contractor, as indicated by the contract, for the purposes of administering the contract project.
 - "Contract Project" means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part.
 - "Sub recipient" means the same as "Contractor."

"Grant recipient" means the same as "ESC-20."

"JFF" means Jobs for the Future.

"TWC" means the Texas Workforce Commission.

- B. This contract is executed by ESC-20 subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable.
- C. Contractor shall hold ESC-20 harmless, to the extent permitted by the Texas Constitution and section 101.05.1 of the Texas Civil Practices and Remedies Code, from and shall indemnify ESC-20 against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract period.
- D. Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this contract, without prior formal written amendment of this contract properly executed by both ESC-20 and Contractor.
- E. Except as provided in 34 CFR 76.707, all encumbrances, accounts payable, and expenditures shall occur on or between the beginning and ending dates of this contract. All goods must have been received and all services rendered during the contract period in order for the contractor to recover funds due. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures.
- F. Contractor agrees that this is a cost reimbursement contract and that ESC-20's liability hereunder is limited to making reimbursements for allowable costs incurred as a direct result of services provided by the Contractor in accordance with the terms of this contract. Allowable costs are defined as those costs, which are necessary, reasonable and allowable under applicable federal, state, and local law, including but not limited to those laws referenced in this contract, for the proper administration and performance of the services to be provided under an agreement. All requested reimbursed costs must be consistent with the terms and provisions of the approved budget line items described in the Budget Summary of this contract.
- G. Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by ESC-20 and by others authorized by law or regulation to make such an audit, for a period of not less than seven (7) years from the latter or from the date of completion of the contract project, or the date of the receipt by ESC-20 of Contractor's final claim for payment, or

final expenditure report in connection with this contract or, if an audit has been announced, the records shall be retained until such audit has been completed. Contractor will furnish ESC-20 a copy of the annual audited financial report for the period covering this grant. More information can be found in the Texas Adult Education and Literacy Program Request for Proposals 320-18-01.

- H. All materials, conceptions and products produced or conceived by Contractor, its employees, agents, consultants or subcontractors arising out of the contract project shall be the sole property of JFF, and JFF shall have the exclusive right to copyright and patent these materials, conceptions and products subject to applicable law. Contractor shall so bind all concerned.
- I. If this contract is canceled, terminated or suspended by ESC-20 prior to its expiration date, the monetary value of services properly performed by Contractor pursuant to this contract shall be determined by ESC-20 and paid to Contractor as soon as reasonably possible.
- J. If ESC-20 determines that ESC-20 is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to ESC-20 within 45 days of Contractor's receipt of written notice that such money is due to ESC-20. If Contractor fails to make timely payment, ESC-20 may obtain such money from Contractor by any means permitted by law, including but not limited to offset counterclaim, cancellation, termination, suspension, total withholding and/or disapproval of all or any subsequent applications for said funds.
- K. For federally funded projects and for those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by the contractor that will confirm the services provided within each funding source. The contractor must adjust payroll records and expenditures based on this documentation.
- L. Contractor certifies that the person signing this contract has been properly delegated this authority.
- M. Contractor should be aware that these are local funds. In the ESC-20 system, it is designated with the following budget codes: Fund 499, Org 409, Revenue Code 5729. This is for informational purposes only. Contractor will determine budget coding for local funds.
- N. Contractor shall submit expenditure reports in the time and manner requested by ESC-20 as specified in this contract. A copy of the general ledger from iTCCS budget management system will serve as expenditure report. The final report with all expenditures through June 30, 2022 should be submitted on July 10, 2022. The funds must be 100% expended.
- O. ESC-20 shall issue two equal payments of \$14,000 to Contractor: one taking place in November 2021 and the second in March 2022. Contractor shall email invoice to ESC-20 Coordinator any day in November and March.

- P. Contractor agrees to make its records pertaining to this grant available to the ESC-20 or its agent upon request by the ESC-20 for review to determine compliance with grant requirements. Contractor will furnish ESC-20 a copy of its annual audited Financial Report for the period covering this grant.
- Q. These funds shall not be used to purchase equipment.
- R. Contractor must send email to designated ESC-20 representative with budget changes in any cost category.
- S. ESC-20 will conduct data reviews throughout the year for all service providers and may amend this contract at any time based on number of students served, performance, and other available data.
- T. Abide by the ESC-20/AEL Alamo Consortium Jobs for the Future and TWC grant applications, including all TWC guidelines, rules, or resources included in ESC-20's contract with SAISD for the TWC grant.
- U. Debarment - Contractor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in any state or federal program.
Contractor shall provide immediate written notice to ESC-20, in accordance with the notice requirements of Article XXVI herein, if, at any time during the term of the contract, including any renewals hereof, Contractor learns that its certification was erroneous when made or have become erroneous by reason of changed circumstances.
- V. This certification is required by the Federal Regulations, implementing the Program Fraud and Civil Remedies Act, 31 U.S.C. § 1352, for the Department of Agriculture (7 C.F.R. Part 3018), Department of Labor (29 C.F.R. Part 93), Department of Education (34 C.F.R. Part 82), and the Department of Health and Human Services (45 C.F.R. Part 93). The undersigned certifies that: No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant award, grant, loan or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant award, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

W. This Agreement shall be construed under and in accordance with the laws of the State of Texas. Any legal action or proceeding brought or maintained, directly or indirectly, as a result of this Agreement shall be heard and determined in the City of San Antonio, Bexar County, Texas.

Responsibilities of Education Service Center, Region 20, AEL Consortium grant management team:

1. Serve as Grant Recipient: awarded a grant by JFF to deliver services and responsible for all requirements, including reporting, professional development, service provider technical assistance, and any other duties assigned by JFF.
2. Serve as Lead Organization of the Consortium: responsible for planning and leadership responsibilities including leading Consortium meetings, technical assistance, data review, service provider monitoring, and other Consortium needs. Commit to collaborate with Consortium members to carry out deliverables and timelines as submitted in this grant proposal.
 - a. Maintain regular technical assistance visits/communication with each service provider.
 - b. Respond to service provider needs, questions, and other inquiries as they arise.
 - c. Conduct data reviews as outlined in grant application and provide data updates to service providers.
 - d. Make recommendations to Consortium members on areas of improvement and provide directives as needed for compliance.
 - e. ESC-20 will conduct financial, program, and data reviews throughout the year for all service providers and impose one or more of the following remedies if needed:
 - i. A local Corrective Action Plan
 - ii. A hold placed on payments; and/or
 - iii. Contract amendment based on number of students served, performance, and other available data.
 - f. Develop and implement professional development plan for Consortium. This may include coordinating, leading, requesting, and providing professional development for Consortium.
3. Serve as Fiscal Agent: responsible for financial management duties of the Consortium.
 - a. Issue contracts for services.
 - b. Submit expenditure reports to JFF.
 - c. Monitor funding and expenditure amounts of service providers throughout contract period.
 - d. Issue stipends to service providers for individual staff participation in various events and professional development.

W. This Agreement shall be construed under and in accordance with the laws of the State of Texas. Any legal action or proceeding brought or maintained, directly or indirectly, as a result of this Agreement shall be heard and determined in the City of San Antonio, Bexar County, Texas.

Responsibilities of Education Service Center, Region 20, AEL Consortium grant management team:

1. Serve as Grant Recipient: awarded a grant by JFF to deliver services and responsible for all requirements, including reporting, professional development, service provider technical assistance, and any other duties assigned by JFF.
2. Serve as Lead Organization of the Consortium: responsible for planning and leadership responsibilities including leading Consortium meetings, technical assistance, data review, service provider monitoring, and other Consortium needs. Commit to collaborate with Consortium members to carry out deliverables and timelines as submitted in this grant proposal.
 - a. Maintain regular technical assistance visits/communication with each service provider.
 - b. Respond to service provider needs, questions, and other inquiries as they arise.
 - c. Conduct data reviews as outlined in grant application and provide data updates to service providers.
 - d. Make recommendations to Consortium members on areas of improvement and provide directives as needed for compliance.
 - e. ESC-20 will conduct financial, program, and data reviews throughout the year for all service providers and impose one or more of the following remedies if needed:
 - i. A local Corrective Action Plan
 - ii. A hold placed on payments; and/or
 - iii. Contract amendment based on number of students served, performance, and other available data.
 - f. Develop and implement professional development plan for Consortium. This may include coordinating, leading, requesting, and providing professional development for Consortium.
3. Serve as Fiscal Agent: responsible for financial management duties of the Consortium.
 - a. Issue contracts for services.
 - b. Submit expenditure reports to JFF.
 - c. Monitor funding and expenditure amounts of service providers throughout contract period.
 - d. Issue stipends to service providers for individual staff participation in various events and professional development.

Responsibilities of Sub Recipient:

1. Serve as Service Provider: provide AEL-eligible services as specified in the JFF grant application.
 - a. Follow all responsibilities listed in ESC-20/AEL Alamo Consortium Jobs for the Future and TWC grant applications, including all responsibilities of subrecipient in ESC-20's contract with SAISD for the TWC grant.
 - b. Enter all JFF student data in TEAMS with all other AEL data.
 - c. Complete all data according to TWC and Consortium due dates and guidelines to allow adequate time for ESC-20 to submit TWC data reports.
 - d. Obtain written approval from Consortium team before implementing new programming. This may include but is not limited to:
 - i. New partner
 - ii. New site
 - iii. New types of classes
 - iv. New syllabus and/or curriculum
 - v. New registration/intake and/or student orientation procedures/activities.
 - e. Meet or exceed student targets and other performance measures as defined in JFF grant application.
 - f. Submit expenditure reports to ESC-20 as requested.
 - g. Conduct student assessment and placement according to TWC guidelines.
 - h. Designate staff to fulfill the following roles:
 - i. Director
 - ii. Lead staff member for data collection/submission, entry, and analysis
 - iii. Career Navigator, to teach Student Development course and provide case management to students
 - iv. Career trainer
 - v. Instructor, to teach AEL Support class
 - i. Track data beyond TEAMS as needed, as directed by JFF and/or Consortium grant management team.

Funding 2021-22:

Funding Source	Available Amount	Start Date	End Date
JFF	\$28,000	July 1, 202	June 30, 2022

Student Enrollment Targets 2018-2019:

Student Enrollment Category	Target
IET (w/12+Hours in IET, as labeled in TEAMS)	30

Special Notes on Funding and Enrollment Targets:

An amendment will be offered to SAISD if there are opportunities to expand or extend the current contract, including but not limited to, end date extension, additional funding, additional students.

Amendments:

Both parties reserve the right to amend this narrative contract, funding amounts, and/or enrollment targets. Amendments must be in writing and signed by both parties.

Termination:

This contract may be terminated by ESC-20 at any time upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from ESC-20. This contract may be extended or otherwise amended only through formal written amendment properly executed by both ESC-20 and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

Notice of termination of this contract shall be made in writing thirty calendar days prior to the date of termination addressed to Jeff Goldhorn, Ph.D., ESC-20 Executive Director, sent via email, fax, or mail:

Education Service Center, Region 20
Attn: Kimberly Vinton
1314 Hines Avenue
San Antonio, Texas 78208

Attachments: None

Contract Representatives:

Kimberly B. Vinton

Darlene Volz

Coordinator, AEL Consortium

Director, Adult & Community Education

210-370-5238

210-554-2450

Kimberly.vinton@esc20.net

dvolz@saisd.net

Original signature by the authorized representative of Consortium Member:

Authorized Representative

Date

San Antonio Independent School District


Jeffrey Goldhorn (Sep 27, 2021 09:55 CDT)

09/27/2021

Jeff Goldhorn, Ph.D.

Date

Executive Director, Education Service Center, Region 20

APPROVAL'S LIST

KV
KV

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CS

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AS

JS
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BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Adult & Community Education
Board Meeting Date:	December 6, 2021
Agenda Title:	Approval of the Adult Education and Literacy Contract Between SAISD (sub-recipient) and Education Service Center, Region 20 (grant recipient)
Presenter:	Johnny Vahalik, Assistant Superintendent for College, Career and Military Readiness
Cost:	TWC Grant Funded. No cost to SAISD.
Board Goal:	Targeted focus on post-secondary success.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
30+	2	0	0	0	0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The grant funds provided by Jobs for the Future will increase the number of adult education students served in our community and enhance what is currently offered by the SAISD Adult and Community Education program by providing in-demand and industry-recognized certification courses for free.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval for the Implementation of Innovative Courses

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Assistant Superintendent for College, Career, and Military Readiness

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the following TEA Approved Innovative Courses to be utilized and implemented by Career and Technical Education for the 2022-2023 school year. The approved innovative courses were adopted per TEA rules. These courses will be used to continue to grow the District P-Tech programs and provide innovative options for an ever-changing technological world. Students enrolled in these courses will have the opportunity to earn one CTE credit.

Requested courses include:

- Entrepreneurship II
- Advanced Cloud Computing
- Basic Fluid Power
- Introduction to Computer Aided Design and Drafting

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the implementation of TEA approved Innovative Courses requested.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Currently, there is no expectation for funding for instructional materials that cannot be addressed via current funding sources. No additional staff are required to implement these courses.

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.

- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Entrepreneurship II

PEIMS Code: N1303423

Abbreviation: ENTPRNR2

Grade Level(s): 11–12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events. The recommended participants are students in the CTE Entrepreneurship program of study, students in grades 11-12, and those interested in starting a business.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 11-12. Prerequisite: Entrepreneurship. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) In Entrepreneurship II, students will gain the knowledge and skills needed to become an entrepreneur. Students will practice the principles necessary to begin,

launch, and operate a business. The primary focus of the course is to help students learn and initiate the process of taking a business plan from idea to implementation. Students will understand the importance of networking, branding, fundraising, and a marketing strategy for the digital online environment as well as community marketing. Students are expected to have a basic understanding of the capital required, the return on investment desired, and the potential for profit.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, meetings with designers, programmers, developers and other experts to create their product, service or app.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate professional business communication skills such as the construction of email in a professional manner to include a subject line, a salutation, the email body, closing, and the signature;
 - (B) simulate professional interaction skills of scheduling a meeting with professionals, including using a personal calendar to avoid scheduling conflicts, confirming meetings 48 hours or more prior to the meeting, and sending an agenda to all parties prior to the meeting;
 - (C) identify how to conduct a meeting with professionals, including the importance of punctual attendance, wearing attire appropriate for the meeting, introduction of all parties to one another, using the meeting agenda as a guide for the meeting, taking notes during the meeting and sending meeting outcomes to each participant after the conclusion of the meeting;
 - (D) communicate effectively with others using speaking, listening, and writing skills;
 - (E) demonstrate collaboration skills through teamwork;
 - (F) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (G) demonstrate a positive, productive work ethic by performing assigned tasks and meeting deadlines set by the student team;
 - (H) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (I) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (J) demonstrate leadership skills by participating in career and technical student organizations.
 - (2) The student demonstrates an in-depth understanding of entrepreneurship and

- how to grow a business. The student is expected to:
- (A) develop concepts based on the terms entrepreneurship and entrepreneur;
 - (B) define small, medium, and large-sized businesses; and
 - (C) analyze a small business compared to a corporate business structure.
- (3) The student will research local businesses, corporations, franchises, limited liability partnerships, and sole proprietorships to study business opportunities from inception to growth. The student is expected to:
- (A) evaluate the challenges involved with the growth of each business structure; and
 - (B) appraise the tools to facilitate the growth of a business.
- (4) The student utilizes case study training to develop knowledge of problem-based learning (PBL) for case study evaluation. The student is expected to:
- (A) analyze business case-studies as related to entrepreneurship;
 - (B) review real-world current market trends; and
 - (C) develop case conclusions and reports in written and oral presentation formats.
- (5) The student defines entrepreneurial problems and solutions. The student is expected to:
- (A) analyze and identify problems in the marketplace;
 - (B) evaluate market research to synthesize possible solutions;
 - (C) describe the impact on the population identified;
 - (D) identify the customer segment affected by the problems; and
 - (E) describe possible solutions for the problems identified.
- (6) The student explains and creates each section of the business model canvas. The student is expected to:
- (A) visualize and communicate a business model;
 - (B) utilize the canvas business model to explore new business models whether a start-up or an existing business; and
 - (C) utilize a virtual medium to collaborate with a team on a project.
- (7) The student knows and completes the process for development, implementation, and evaluation of a marketing plan and a financial forecast. The student is expected to:
- (A) identify and explain the target market;
 - (B) create and conduct a customer survey;
 - (C) analyze the survey results;
 - (D) structure modification recommendations based on survey results;
 - (E) complete a detailed market analysis;
 - (F) analyze and explain the different types of marketing strategies;

Entrepreneurship II

- (G) identify and explain the basics of search engine optimization and digital advertising;
 - (H) direct a social media marketing campaign;
 - (I) create an analysis of strengths, weaknesses, opportunities, and threats (SWOT);
 - (J) devise a go-to-market strategy;
 - (K) assess the effectiveness of a promotional campaign;
 - (L) identify and explain each component of a financial forecast;
 - (M) develop and explain a projected income statement, cash budget, projected, balance sheet, projected sources and uses of funds statement;
 - (N) identify different types of revenue streams;
 - (O) identify the financial plan, including financial requirements and sources of financing;
 - (P) investigate, compare, and analyze competitors;
 - (Q) describe the unique value proposition of the proposed product or service to give it a competitive edge against existing competitors; and
 - (R) create a growth strategy, including horizontal and vertical growth plans.
- (8) The student develops, schedules, and delivers a formal pitch deck presentation. The student is expected to:
- (A) identify and explain all components of a pitch deck;
 - (B) create a pitch deck;
 - (C) align presentation strategies to the intended audience;
 - (D) identify potential investors to schedule and deliver a pitch deck presentation;
 - (E) prepare an oral presentation to provide information for specific purposes and audiences;
 - (F) identify and prepare support materials that will enhance an oral presentation;
 - (G) deliver an oral presentation that sustains listeners' attention;
 - (H) implement multimedia strategies for presentations;
 - (I) use online presentation management technologies to create, edit, transport, and share documents; and
 - (J) develop the idea of an exit strategy, including selling a business, taking the company public through an initial public offering (IPO), and liquidating a business.
- (9) The student will connect and work closely with local industry leaders and community members. The student is expected to:
- (A) discuss and present a business model;
 - (B) meet with mentors to gain strategic and tactical guidance;

Entrepreneurship II

- (C) collaborate with mentors to identify and correct gaps in business knowledge;
- (D) collaborate with mentors for insight on networking opportunities, local business organizations and network building connections for strategic partners; and
- (E) analyze feedback from mentors to determine next steps in completing updates to business model, pitch deck, and marketing strategy.

Recommended Resources and Materials:

- Students should have access to the internet through a laptop or desktop computer and should have web conferencing capability.

Greene, Cynthia L. (2009). *Entrepreneurship: Ideas Action*. Mason, OH: Cengage.

Maurya, Ash. (2012). *Running Lean*. Sebastopol, CA: O'Reilly Media, Inc.

Ries, Eric. (2011). *The Lean Startup*. New York, NY: Crown Publishing Group.

Osterwalder, Alex and Yves Pigneur. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Hoboken, NJ: John Wiley and Sons.

Blank, Steve. (2013). *Why the Lean Startup Changes Everything*. R1305C. Boston, MA: Harvard Business School Publishing.

Uncharted Learning ACCEleratoredu curriculum.

<https://www.unchartedlearning.org/student-programs/incubatoredu>

Blank, Steve. (adjunct professor at Stanford University) YouTube videos (100 videos).
<https://www.youtube.com/playlist?list=PLAwxTw4SYaPnxzSuovATBMrNowGaaEBmW>.

Recommended Course Activities:

- Students may be assigned to articulate the purpose of each of the sections of the business model canvas and complete a business model canvas for their business idea.
- Students may be assigned to prepare customer surveys, conduct surveys, and demonstrate the ability to process how to process the survey results to adapt the business model, as needed.
- Students may be assigned to research competitors and assess the unique value proposition of their product, service or app to give it a competitive edge against existing competitors.
- Students may be assigned to evaluate the financial plan, including financial requirements and sources of financing.
- Students may be assigned to articulate the idea of a growth strategy, including horizontal and vertical growth strategies; and explain the idea of an exit strategy, including selling a business, going public and liquidating a business.

Suggested methods for evaluating student outcomes:

- Student performance may be evaluated after each update to their business

Entrepreneurship II

model canvas at the end of each unit.

- Student performance may be evaluated on the changes made due to the content mastered in each unit.
- Student performance may be evaluated on a reflection piece to present orally reflecting on the changes made to their business model canvas and why each change was made.
- Students may work in groups, with specific areas of business responsibility assigned to each group member. Students may evaluate the performance of other group members in peer review fashion throughout the year.

Teacher qualifications:

An assignment for Entrepreneurship II is allowed with any current vocational or career and technical education classroom teaching certificate.

Additional information:



Advanced Cloud Computing

PEIMS Code: N1302813

Abbreviation: ADCLDCMP

Grade Level(s): 10–12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

The *Advanced Cloud Computing* course is an exploration of cloud computing. Upon completion of the course, students are prepared to sit for cloud computing professional certifications. In this course, students explore cloud computing services, applications, and use cases. Students dive deeply into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and inventing innovative technologies.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 10-12. Recommended prerequisite: one computer science, computer programming, or information technology course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.
 - (3) The Advanced Cloud Computing course is an exploration of cloud computing. In this course, students explore cloud computing services, applications, and use cases. Students dive deep into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and inventing innovative technologies.

Advanced Cloud Computing

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:
 - (A) demonstrate positive workplace behaviors that enhance employability and job advancement such as regular attendance, promptness, attention to proper attire, maintenance of a clean and safe work environment, appropriate voice, and pride in work;
 - (B) demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, and willingness to learn new knowledge and skills;
 - (C) employ effective reading and writing skills;
 - (D) solve problems and think critically; and
 - (E) demonstrate leadership skills and function effectively as a team member.
 - (2) The student defines cloud computing and its impacts and benefits and compares the major services offered by cloud computing providers. The student is expected to:
 - (A) describe the benefits of cloud computing and the reasons companies have started to switch from on-premise computing to cloud computing;
 - (B) demonstrate knowledge of the three major types of cloud computing;
 - (C) generate sample cloud usage plans for a business case study, describing how each of the four services can be used to improve the business; and
 - (D) explain the purpose of a region, availability zone, and edge location.
 - (3) The student demonstrates how to store and share content in the cloud. The student is expected to:
 - (A) identify features and functions of commonly used cloud services;
 - (B) access and navigate to commonly used services in cloud computing consoles;
 - (C) analyze how cloud services are used in real-world industries;
 - (D) explain the functions of a domain name system (DNS);
 - (E) create an object storage bucket;
 - (F) explain benefits and uses of a content delivery network;
 - (G) configure web content distribution via edge locations and attach it to a website;
 - (H) identify the benefits, features, and use cases of different types of block storage;

- (I) analyze a use case and recommend the best type of virtual storage for the particular situation;
 - (J) create a block storage volume or physical record;
 - (K) attach a block storage volume to a virtual computing instance; and
 - (L) create a virtual computing instance that hosts a simple website.
- (4) The student applies cloud security best practices in relation to identity and access management (IAM) and knows how to use the top cloud monitoring services. The student is expected to:
- (A) identify best practices for IAM;
 - (B) analyze the cultural and societal impacts of cloud security;
 - (C) differentiate among a role, user, and policy in cloud security;
 - (D) use a process to resolve vulnerabilities in a web server;
 - (E) determine whether security best practices are being followed and recommend steps to fix any security lapses;
 - (F) identify the best cloud security service for a given scenario;
 - (G) use an IAM system to set up a text alert event; and
 - (H) compare monitoring and logging services.
- (5) The student understands when to use various databases, the benefits of caching data, and how to build a virtual private cloud (VPC). The student is expected to:
- (A) compare online transactional processing and online analytical processing;
 - (B) describe the benefits of caching data;
 - (C) attach a load balancer to a webpage;
 - (D) evaluate the performance of a load balancer;
 - (E) describe features and benefits of load balancing;
 - (F) create an application using a Platform as a Service (PaaS); and
 - (G) use a template infrastructure as code (IaC) tool to build a virtual private cloud (VPC).
- (6) The student describes the landscape of emerging technologies in the cloud. The student is expected to:
- (A) define machine learning and discuss its impacts on society, business, and technology;
 - (B) identify potential use cases for emerging technology in the cloud;
 - (C) assess value propositions of using cloud technology using calculator tools;
 - (D) identify cloud services that can analyze and protect data and manage networks;
 - (E) define blockchain technology and explain its benefits; and

- (F) explain the infrastructure of cloud development kits or services and use a software development framework to model and provision a cloud application.
- (7) The student resolves common security alerts, diagrams instance states and transitions, and explains how to choose the most cost-efficient instance type. The student is expected to:
 - (A) describe the shared responsibility security model;
 - (B) determine security responsibility for cloud resources;
 - (C) analyze how the shared security model accounts for common threats to the cloud computing model;
 - (D) list the steps required to resolve an automated security alert;
 - (E) describe the six instance states, including pending, running, stopping, stopped, shutting down, and terminated;
 - (F) diagram the transitions between instance states from launch to termination;
 - (G) explain instance usage billing for each instance state; and
 - (H) determine the most appropriate instance state for a given situation.
- (8) The student differentiates between dynamic and static websites. The student is expected to:
 - (A) recall the process for setting up a static website;
 - (B) compare static and dynamic websites;
 - (C) create a content delivery network distribution to increase the speed of a website;
 - (D) use a process to launch a dynamic web server;
 - (E) create a serverless compute function using a serverless compute console;
 - (F) describe the main functions of auto scaling;
 - (G) create a launch template and an auto scaling group; and
 - (H) develop a plan for monitoring an auto scaling instance or group.
- (9) The student demonstrates the benefits and risks of using big data. The student is expected to:
 - (A) define big data and identify use cases for it within various industries;
 - (B) evaluate the pros and cons of big data;
 - (C) explain how blockchain ensures the validity and immutability of transactions, particularly in the cloud; and
 - (D) evaluate the pros and cons of blockchain business applications.

Recommended Resources and Materials:

Provide computers for each student with access to an internet-connected device and a physical keyboard in a classroom with high-speed bandwidth

Recommended Course Activities:

Within the Advanced Cloud Computing course, it is recommended that students:

- Determine the cloud best practice for a business use case given a relevant scenario
- Determine the best cloud service to serve a business use case given a relevant scenario
- Debate the ethical implications of cloud technologies and their real-world applications
- Create a cloud storage system for objects
- Launch a virtual compute instance to host a WordPress site
- Create a service or application architectures template
- Develop a machine learning application using a cloud platform
- Develop and launch a static website using a cloud platform
- Create a virtual reality scene using a cloud platform
- Create a web content distribution to cache information at an edge location

Suggested methods for evaluating student outcomes:

Within the Advanced Cloud Computing course, the following assessment opportunities are provided for educators to use to evaluate student outcomes

- Discussion questions are provided within each module of content to facilitate a conversation and evaluate the beginning knowledge level of each student. Recommended assessment strategy for these discussions is provided within the curricula.
- Within the direct instruction portions of the curricula, students are provided with self-discovery and research activities. Student work within these activities can be used as formative assessment data to evaluate student progress toward the module outcomes. Recommended assessment strategy for these activities and assignments are provided within the curricula.
- Lab activities are provided for students to complete application-based practice. These activities evaluate a student's ability to apply their understanding of outcomes to scenario-based exercises. Recommended assessment strategy for these labs are provided within the curricula.
- At the conclusion of each module, a summative assessment is provided for teachers to track student progress toward the expected outcomes. Module assessments are a combination of multiple choice, multiple response, and essay questions.

Teacher qualifications:

An assignment for Advanced Cloud Computing is allowed with one of the following certificates.

- Business Education: Grades 6-12.
- Secondary Industrial Arts (Grades 6-12).
- Secondary Industrial Technology (Grades 6-12).
- Technology Education: Grades 6-12.
- Technology Applications: Early Childhood-Grade 12.
- Technology Applications: Grades 8-12.

Advanced Cloud Computing

- Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- Vocational Trades and Industry. This assignment requires appropriate work approval.
- Computer Science: Grades 8-12.
- Secondary Computer Information Systems (Grades 6-12)

Additional information:

- Access to self-paced learning content through cloud providers
- Cloud Program Training – some cloud providers deliver in-person training at no cost, while others charge for in-person training. Travel and accommodations must be provided by the school/district.
- (Recommended) A Cloud Guru certification online preparation courses – Currently \$41/month for each “student”



Approved Innovative Course

- Districts must have local board approval to implement innovative courses
- Innovative courses may meet state elective credit only
- CTE Innovative courses may not be the final course in a coherent sequence for an endorsement
- Course requirements must be met without modification

Course: Basic Fluid Power
PEIMS Code: N1303683
Abbreviation: BASICFP
Grade Level(s): 11-12
Number of Credits: 1.0

Course description:

Basic Fluid Power is an overview of automated manufacturing principles. It includes coverage of the manufacturing process, control systems, and measurement theory. Students will identify terminology and fundamental concepts of manufacturing; describe the trends of manufacturing careers within the industry cluster; identify safety, health, environmental, and ergonomic issues in manufacturing; discuss quality and continuous improvement methods; describe the importance of maintenance within manufacturing; and identify processes and production steps in manufacturing.

Essential knowledge and skills:

(a) General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisites: Algebra I, Geometry, and Solid-State Electronics. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

(3) In Basic Fluid Power, students will gain knowledge and skills in automated manufacturing principles. Instruction includes coverage of manufacturing process,



Approved Innovative Course

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- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

control systems, and measurement theory. Students will identify terminology and fundamental concepts of manufacturing; describe the trends of manufacturing careers within the industry cluster; identify safety, health, environmental, and ergonomic issues in manufacturing; discuss quality and continuous improvement methods; describe the importance of maintenance within manufacturing; and identify processes and production steps in manufacturing.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) Discuss and describe the roles, responsibilities, and dynamics of teams as applied in manufacturing careers;
- (B) explain employers' work expectations;
- (C) demonstrate knowledge of the concepts and skills related to health and safety in the workplace as specified by appropriate governmental regulations such as Occupational Safety and Health Administration (OSHA);
- (D) research and describe the trends of manufacturing careers within the industry; and
- (E) identify safety, health, environmental and ergonomic issues in manufacturing.

(2) The student identifies terminology and fundamental concepts of pneumatics and hydraulics in manufacturing. The student is expected to:

- (A) identify common pneumatic symbols and their physical counterpart;
- (B) read and interpret the outputs of pneumatic pressure gages and flow meters;
- (C) read and interpret ladder diagrams;
- (D) read and interpret pressure meters and determine force applied to pneumatic and hydraulic systems;



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- (E) read and interpret hydraulic pressure gages, flow meters, and liquid levels in fluid power systems;
- (F) analyze and determine the pressure, flow, and liquid temperatures in the system reservoir;
- (G) identify and explain the uses and limitations of common pneumatic components such as conditioning units, accumulators, long tubing lines, and safety valves; and
- (H) identify the manufacturing processes and pneumatic and hydraulic components needed to complete the production process.

(3) The student demonstrates understanding of the characteristics and applications of hydraulic and pneumatic power. The student is expected to:

- (A) identify and describe situations in which hydraulic and pneumatic power is appropriate to use;
- (B) investigate applications of hydraulic and pneumatic power systems such as lifts, break systems, and compressors; and
- (C) compare and contrast the advantages and disadvantages of hydraulic and pneumatic power systems.

(4) The student applies mathematical calculations to determine the relationship between physics concepts. The student is expected to:

- (A) apply knowledge of basic physic concepts including pressure, force and volume;
- (B) calculate the Pressure and Force Relationship;
- (C) calculate the Pressure and Volume Relationship;
- (D) explain the Pressure Drop vs. Flow Relationship;
- (E) calculate the extension force of a cylinder given its size and pressure;
- (F) calculate the pressure needed to create a known output force on an extending cylinder;
- (G) measure the force output of an extending cylinder;
- (H) calculate the retraction force of a cylinder given its size and pressure;
- (I) solve problems using Boyle's Law;
- (J) convert between gage and absolute pressures;
- (K) convert air volumes at pressures to free air volumes;
- (L) convert between absolute pressure and gage hydraulic pressure;



Approved Innovative Course

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- *Course requirements must be met without modification*

- (M) calculate the extension force of a cylinder given its size and pressure;
- (N) measure the force output of an extending cylinder;
- (O) calculate the retraction force of a cylinder given its size and pressure;
- (P) calculate the extend speed, retract speed, and cylinder stroke time of a hydraulic cylinder given its size and a flow rate; and
- (Q) calculate and apply acceptable appropriate volume and pressure ranges in manufacturing.

(5) The student demonstrates knowledge in pneumatic and hydraulic operations as they relate to manufacturing. The student is expected to:

- (A) identify and apply the principles involved in a hydraulic system operation;
- (B) identify components and describe their system function using symbolic representations and placement on a schematic system;
- (C) calculate and describe the principles of pressure and flow;
- (D) analyze and describe the operating characteristics of single and double acting cylinders;
- (E) apply knowledge of directional valve control and the direction of fluid flow in a hydraulic circuit;
- (F) calculate the rate of flow in a hydraulic circuit to control the speed of hydraulic cylinders and motors;
- (G) apply the principles of general gas law to the compression and expansion of air used in pneumatic systems;
- (H) explain the operation of systems used to control the maximum air pressure obtained from compressed air;
- (I) explain the use of flow control valves in a pneumatic circuit to control actuator speed;
- (J) demonstrate the uses of cylinders in series and in parallel systems that include speed control systems;
- (K) measure the force output of a retracting cylinder;
- (L) measure the pressure drop (ΔP) across a hydraulic component; and
- (M) measure pressure drop (ΔP) across pneumatic components.

(6) The student understands the principles of motor control as applied to hydraulic and pneumatic power systems. The student is expected to:

- (A) perform basic pneumatic operations including connecting equipment;



Approved Innovative Course

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- *Course requirements must be met without modification*

- (B) describe lock-out/tag-out procedures and recognize when they are needed;
- (C) identify and explain control panel devices and their components;
- (D) identify and confirm appropriate control devices for hydraulic and pneumatic systems;
- (E) design a multiple actuator pneumatic circuit;
- (F) connect pneumatic speed control circuits;
- (G) design and construct speed control circuits;
- (H) connect and operate pneumatic Directional Control Valve (DCV) applications;
- (I) design and construct a rapid traverse-slow feed pneumatic circuit;
- (J) design and construct a pneumatic circuit to sequence two cylinders;
- (K) design and construct a pneumatic circuit that uses an externally air-piloted DCV;
- (L) examine and operate a hydraulic power unit;
- (M) connect and operate hydraulic Directional Control Valve (DCV) applications;
- (N) design and connect hydraulic speed control circuits; and
- (O) design and connect a multiple actuator hydraulic circuit, an independent speed control circuit, and a two-speed actuator circuit.

(7) The student interprets pneumatic and hydraulic schematics. The student is expected to:

- (A) construct and test a pneumatic circuit given a schematic;
- (B) draw a pneumatic schematic from the actual circuit connections on a machine;
- (C) draw a hydraulic circuit given a schematic; and
- (D) draw a hydraulic schematic from the actual circuit connections on a pictorial.

(8) The student demonstrates an understanding of vacuum systems. The student is expected to:

- (A) convert between units of mercury and units of air pressure;
- (B) connect and read a vacuum gage and manometer;
- (C) convert between units of water column and units of water pressure;
- (D) connect and operate a vacuum generator;
- (E) calculate vacuum cup lift force;
- (F) connect and operate a vacuum cup; and



Approved Innovative Course

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(G) design the vacuum cup portion of a handling rack.

(9) The student understands the importance of maintenance within manufacturing. The student is expected to:

- (A) document and implement preventive and predictive maintenance methods for manufacturing environments;
- (B) demonstrate proficiency in troubleshooting fluid power systems;
- (C) test both hydraulic and pneumatic systems;
- (D) analyze quality and continuous improvement methods in the manufacturing industry;
- (E) predict potential maintenance issues with pneumatic and hydraulic systems and determine when to inform maintenance personnel about issues;
- (F) troubleshoot, analyze, and maintain systems to ensure safe and proper function and precision;
- (G) develop and implement maintenance schedules; and
- (H) identify the most common causes of failure of equipment in order to diagnosis problems quickly.

Description of specific student needs this course is designed to meet:

This course is part of an in-depth coherent sequence of courses in the manufacturing cluster that will allow the students to enter the job market with a work-ready skill upon completion of high school. National and State Workforce data projects high growth for machinists, CNC programmers, electro-mechanical technicians and engineering technicians over the next decade.

Major resources and materials:

Festo Didactic Staff. (2015). *Pneumatics fundamentals*. Quebec, Canada: Lab Volt Ltd.
Festo Didactic Staff. (2015). *Electrical control of pneumatic systems*. Quebec Canada: Lab Volt Ltd.
Breadboards and Circuit Simulators

Recommended course activities:

Design and construct basic electro-pneumatic circuits
Design and construct sequential electro-pneumatic circuits



Approved Innovative Course

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Design and construct basic electro-hydraulic circuits
Generate basic pneumatic and electro-pneumatic circuits and schematics

Suggested methods for evaluating student outcomes:

Performance on assigned projects and teacher developed assessments will be used to determine the student's success. Students will be evaluated on skill competency, tests, daily grades and group/individual projects using rubrics.

Teacher qualifications:

Secondary Industrial Arts: Grades 6-12

Secondary Industrial Technology: Grades 6-12

Technology Education: Grades 6-12

Trade and Industrial Education:

Grades 6-12 with appropriate work approval as identified on the certificate

Grades 8-12 with appropriate work approval as identified on the certificate

Vocational Trades and Industry with appropriate work approval as identified on the certificate

Additional information:



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Course: Introduction to Computer Aided Design and Drafting
PEIMS Code: N1303769
Abbreviation: INTRCADD
Grade Level(s): 9-12
Number of Credits: 1.0

Course description:

Introduction to Computer-Aided Design and Drafting (CADD), introduces students to CADD equipment, software selection and interfaces; setting up a CADD workstation; upgrading a computer to run advanced CADD software; storage devices; storing, retrieving, back-up and sharing databases; file servers and local area networks (LANs); and transferring drawing files over the Internet.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Architectural Design. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
 - (3) Introduction to computer-aided design and drafting (CADD) allows students to acquire knowledge and skills needed to use architectural design software including an introduction to CADD equipment and software selection and interfaces. Students will gain skills in setting up a CADD workstation; upgrading a computer to run advanced CADD software; working with storage devices; storing, retrieving, backing-up and sharing databases; file servers and local area networks (LANs); and transferring drawing files over the Internet.



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- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) describe the roles, responsibilities, and dynamics of a team as applied in the manufacturing industry;
 - (B) explain employers' work expectations;
 - (C) use effective and accurate architectural and/or engineering vocabulary throughout design and drafting process;
 - (D) demonstrate knowledge of the concepts and skills related to health; and
 - (E) demonstrate safety in the workplace as specified by appropriate governmental regulations.
 - (2) The student demonstrates knowledge of the CADD software. The student is expected to:
 - (A) describe computer-aided design, drafting, and CADD applications;
 - (B) demonstrate how to start and exit CADD software without corrupting files;
 - (C) use draw files;
 - (D) save, close, and open saved files;
 - (E) determine and specify drawing units and limits;
 - (F) describe and use the Cartesian coordinate system;
 - (G) use drawing snap and grid functions; and
 - (H) demonstrate the use of dynamic input and the command line.
 - (3) The student demonstrates the use of CADD tools for basic drawing and plotting. The student is expected to:
 - (A) draw objects using the line tool;
 - (B) draw circles, arcs, ellipses, and elliptical arcs;



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- (C) draw polylines, rectangles, donuts, and filled circles;
 - (D) draw true spline curves;
 - (E) create drawing templates;
 - (F) describe basic line conventions;
 - (G) create and manage layers;
 - (H) draw objects on separate layers;
 - (I) print and plot drawings;
 - (J) demonstrate organizational skills to influence the sequential process when creating drawings;
 - (K) construct geometric figures of lines, splines, circles, and arcs;
 - (L) create and edit text using appropriate style and size to annotate drawings;
 - (M) use control accuracy enhancement tools for entity positioning methods such as snap and xyz;
 - (N) use editing commands;
 - (O) use viewing commands to perform zooming and panning;
 - (P) plot drawings on media using layout and scale;
 - (Q) use query commands to interrogate database for entity characteristics, distance, area, and status;
 - (R) move, stretch, and offset objects;
 - (S) create a radius between objects;
 - (T) trim and extend objects;
 - (U) break and join objects; and
 - (V) change object properties.
- (4) The student demonstrates the use of CADD tools display and viewpoints. The student is expected to:
- (A) create multiple viewpoints in the drawing window;
 - (B) select appropriate object snaps for various drawing tasks;
 - (C) create orthographic drawings;
 - (D) analyze challenges and identify solutions for design problems;



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- (E) investigate the use of space, scale, and environmental features to create three-dimensional form or the illusion of depth and form;
 - (F) prepare multi-view scaled drawings;
 - (G) select proper drawing scale, views, and layout;
 - (H) create drawings containing horizontal and vertical surfaces;
 - (I) create drawings containing circles and arcs;
 - (J) create removed details and conventional breaks using sectional drawing techniques;
 - (K) create assembly drawings;
 - (L) create detail drawings; and
 - (M) create technical drawings.
- (5) The student demonstrates the use of CAD software tools to properly create text within a CADD drawing. The student is expected to:
- (A) use proper text standards for technical drawings;
 - (B) calculate drawing scale and text height using a scale ratio;
 - (C) apply text styles to enhance readability of drawings;
 - (D) demonstrate the use of tools to create multiline text objects and single-line text;
 - (E) edit existing text; and
 - (F) create, insert, and modify tables.
- (6) The student demonstrates the use of CADD editing tools within drawings. The student is expected to:
- (A) draw chamfers and fillets;
 - (B) use editing tools to modify existing drawings;
 - (C) edit polylines and splines;
 - (D) move and copy objects;
 - (E) create mirror images and align objects; and
 - (F) scale and array objects.
- (7) The student demonstrates the use of grips in drawings. The student is expected to:
- (A) apply grips to stretch, move, rotate, scale, mirror, and copy objects;



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- (B) demonstrate the use of Quick Properties and the Properties palette to access CADD tools; and
 - (C) create selections by using the Quick Select dialog box.
- (8) The student demonstrates the use of scale and dimension standards and practices. The student is expected to:
- (A) apply standard dimensioning rules;
 - (B) draw scales and dimensions;
 - (C) create, edit, and manage dimension styles;
 - (D) add linear and angular dimensions to a drawing;
 - (E) draw datum and chain dimensions;
 - (F) dimension circles and arcs;
 - (G) control the appearance of existing dimensions and dimension text; and
 - (H) change dimension line spacing and alignment.
- (9) The student creates and demonstrates standard blocks using tool palettes. The student is expected to:
- (A) create and save text information blocks;
 - (B) insert blocks into a drawing;
 - (C) edit and update a block in a drawing;
 - (D) create blocks as a drawing file;
 - (E) construct and use a symbol library of blocks; and
 - (F) purge unused items from a drawing.
- (10) The student prepares surface developments. The student is expected to:
- (A) prepare developments of prisms, cylinders, cones, and pyramids;
 - (B) prepare developments of a transition piece; and
 - (C) prepare drawings involving intersecting pieces.
- (11) The student designs and prepares basic architectural drawings. The student is expected to:
- (A) solve design problems, to gain new perspectives;
 - (B) apply critical-thinking and problem-solving skills to develop creative solutions for design problems;



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- (C) draw a site plan;
- (D) draw a floor plan;
- (E) draw interior and exterior elevations;
- (F) draw a roof plan;
- (G) prepare door and window schedules;
- (H) draw wall sections;
- (I) draw a plot plan; and
- (J) draw a electrical plan.

Description of specific student needs this course is designed to meet:

Introduction to computer-aided design and drafting (CADD) allows students to acquire knowledge and skills needed to use architectural design software including an introduction to CADD equipment and software selection and interfaces. Students will gain skills in setting up a CADD workstation; upgrading a computer to run advanced CADD software; working with storage devices; storing, retrieving, backing-up and sharing databases; file servers and local area networks (LANs); and transferring drawing files over the Internet.

This course along with other courses in the series of courses will assist student to:

- Enter the job market with a work-ready skill upon completion of high school.
- Receive corporate mentorship and intern/externship opportunities.

Major resources and materials:

Morley, D. & Parker, C.S. (2017) *Understanding Computers: Today and Tomorrow*. Boston, MA: Cengage Learning

Autodesk Building Design Suite 2017 [computer software]. (2016). Retrieved from www.autodesk.com



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Solidworks Premium 2017 [computer software]. (2016).

Recommended course activities:

Create 2D drawings using design software.
Construct, annotate and plot comprehensive drawings

Suggested methods for evaluating student outcomes:

Performance on assigned projects and teacher developed assessments will be used to determine the student's success. Students will be evaluated on skill competency, written tests, daily grades and group/individual projects using rubrics.

Teacher qualifications:

- Secondary Industrial Arts (Grades 6-12).
- Secondary Industrial Technology (Grades 6-12).
- Technology Education: Grades 6-12.
- Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- Vocational Trades and Industry. This assignment requires appropriate work approval.

Additional information:

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Submit Application to the Texas Education Agency (TEA) for Attendance Waiver for Low Attendance Days for the 2021-2022 School Year

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Theresa Urrabazo, Sr. Executive Director for Accountability, Testing, Research & Evaluation

PRESENTER: Theresa Urrabazo

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve Administration's recommendation to submit one attendance waiver application to the Texas Education Agency (TEA) on behalf of District schools.

TEA permits school districts to submit attendance waivers for missed instructional days and low attendance days due to weather, health, or safety related issues. Districts may request these waivers on a district or campus by campus basis. A waived day of instruction is removed from the calendar for the requested schools and functions like a holiday, so it is not included in attendance funding calculations, but will still allow you to count up to 420 waiver minutes towards your operational calendar. Low attendance is defined as a day of attendance at least ten percentage points lower than the prior year's percent of attendance as reported to TEA in Summer PEIMS. State funding for the district is based on attendance, so low attendance days have a negative impact.

Copies of the recommended Application for Low Attendance Days for the 2021-2022 School Year are attached as follows:

1) November 5, 2021 – waiver request for SAISD campus 015907002 – Burbank High School, which reported attendance 37.22 percentage points below last year's District overall percentage of attendance. In the days leading up to November 5th, the Burbank campus was threatened with violence on November 5, 2021 on social media. Due to safety concerns by the public, many families chose to keep their children at home on that day.

If approved by the Board, the waiver request will be forwarded to TEA. Online applications for attendance waivers must be submitted to TEA no later than the end of the 2022 school year. Once approved by TEA, the District will make updates to the student attendance data for submission to TEA in the Summer PEIMS submission of student data for the 2021-2022 school year.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that Board approve Administration’s recommendation to submit one attendance waiver application to TEA on behalf of District schools.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Monthly Budget Reports and Amendments for December 2021

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent for Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: December 6, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The monthly Amended Budget report is a one page summary of the budget amendment impact on the 2021-2022 original budget adopted by the Board for the General Fund, Food Service Fund, and Debt Service Fund. Budget amendments are presented to the Board at a regularly scheduled business meeting. The original budget is amended when changes take place from one function to another function or when a request is made to increase or decrease the budget.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board of Trustees approve the budget amendments for the month of December 2021.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

As indicated on the following pages.

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 4
For DECEMBER 2021
Board Agenda
GENERAL OPERATING FUND

REVENUE	Budget		Administrative Adjustments #4	BA No.4 Changes	Budget	
	As Adopted July 1, 2021	Budget as Amended			As Amended Thru BA #4	
5700 Local	\$ 219,431,884	\$ 219,431,884	\$ -	\$ -	\$ 219,431,884	
5800 State	256,498,000	256,498,000	-	-	256,498,000	
5900 Federal	11,600,000	11,600,000	-	-	11,600,000	
Total Revenue	487,529,884	487,529,884	-	-	487,529,884	
Fm Resv. & Desig. Fund Bal	-	-	-	-	-	
Subtotal	487,529,884	487,529,884	-	-	487,529,884	
7900 Other Resources	-	-	-	-	-	
Total Revenue & Other Resources	\$ 487,529,884	\$ 487,529,884	\$ -	\$ -	\$ 487,529,884	
APPROPRIATIONS						
11 Instruction	\$ 265,209,062	\$ 265,060,743	\$ 32,668	-	\$ 265,093,411	
12 Inst Resources & Media	5,310,627	5,318,465	(2,192)	-	5,316,273	
13 Curriculum & Prof. Dev.	16,259,165	16,516,603	(142,548)	-	16,374,056	
21 Instructional Administration	11,907,127	11,972,127	(43,079)	-	11,929,048	
23 School Leadership	39,690,920	39,770,127	23,515	-	39,793,642	
31 Guidance & Counseling	16,633,286	16,569,306	(8,874)	-	16,560,432	
32 Social Work Services	2,539,446	2,539,446	9,283	-	2,548,729	
33 Health Services	9,718,084	9,740,128	(808)	-	9,739,320	
34 Student Transportation	12,281,572	12,236,769	-	-	12,236,769	
35 Food Services	157,343	157,343	-	-	157,343	
36 Cocurricular/Extracurricular	13,126,071	13,179,564	631	-	13,180,195	
41 General Administration	16,645,261	16,787,238	47,512	-	16,834,750	
51 Plant Maintenance	54,892,195	54,836,177	47,970	-	54,884,147	
52 Security & Monitoring	6,275,663	6,277,950	3,312	-	6,281,262	
53 Data Processing	10,279,323	9,779,529	(2,000)	-	9,777,529	
61 Community Services	4,556,018	4,607,618	34,610	-	4,642,228	
71 Debt Services- Principal	-	-	-	-	-	
72 Debt Services- Interest	-	-	-	-	-	
73 Debt Services- Other Costs	-	-	-	-	-	
81 Facilities Acq. & Construction	738,159	870,189	-	-	870,189	
93 Payments to Members SSA	-	-	-	-	-	
95 Payments to JJAEP	45,320	45,320	-	-	45,320	
99 Intergovernmental Charges	1,263,193	1,263,193	-	-	1,263,193	
Total Appropriations	487,527,835	487,527,835	-	-	487,527,835	
Other Uses	2,049	2,049	-	-	2,049	
Total Appropriations & Other Uses	\$ 487,529,884	\$ 487,529,884	\$ -	\$ -	\$ 487,529,884	
Beginning Fund Balance 7/01/21 ¹	\$ 106,872,221	\$ 106,872,221			\$ 106,872,221 ¹	
Net Revenue/Sources over (Appropriations) / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	
Ending Fund Balance 6/30/22	\$ 106,872,221	\$ 106,872,221		\$ -	\$ 106,872,221	

1. Preliminary Projection as of June 30, 2021

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 4
For DECEMBER 2021
Board Agenda
FOOD SERVICE FUND

REVENUE	Budget As Adopted July 1, 2021	Budget As Amended	Administrative Adjustments #4	BA No.4 Changes	Budget As Amended Thru BA #4
5700 Local	\$ 1,118,000	\$ 1,118,000	\$ -	\$ -	\$ 1,118,000
5800 State	161,000	161,000	-	-	161,000
5900 Federal	48,220,000	48,220,000	-	-	48,220,000
Total Revenue	49,499,000	49,499,000	-	-	49,499,000
7900 Other Resources	2,049	2,049	-	-	2,049
Total Revenue & Other Resources	\$ 49,501,049	\$ 49,501,049	\$ -	\$ -	\$ 49,501,049
APPROPRIATIONS					
11 Instruction	\$ -	\$ -	\$ -	\$ -	\$ -
12 Inst Resources & Media	-	-	-	-	-
13 Curriculum & Prof. Dev.	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-
23 School Leadership	-	-	-	-	-
31 Guidance & Counseling	-	-	-	-	-
32 Social Work Services	-	-	-	-	-
33 Health Services	-	-	-	-	-
34 Student Transportation	-	-	-	-	-
35 Food Services	46,436,877	46,436,877	-	-	46,436,877
36 Cocurricular/Extracurricular	-	-	-	-	-
41 General Administration	-	-	-	-	-
51 Plant Maintenance	3,064,123	3,064,123	-	-	3,064,123
52 Security & Monitoring	-	-	-	-	-
53 Data Processing	-	-	-	-	-
61 Community Services	-	-	-	-	-
71 Debt Services- Principal	-	-	-	-	-
72 Debt Services- Interest	-	-	-	-	-
73 Debt Services- Other Costs	-	-	-	-	-
81 Facilities Acq. & Construction	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-
Total Appropriations	49,501,000	49,501,000	-	-	49,501,000
Other Uses	-	-	-	-	-
Total Appropriations & Other Uses	\$ 49,501,000	\$ 49,501,000	\$ -	\$ -	\$ 49,501,000
Beginning Fund Balance 7/01/21 ¹	\$ 774,855	\$ 774,855			\$ 774,855 ¹
Net Revenue/Sources over (Appropriations) / (Uses)	\$ 49	\$ 49		\$ -	\$ 49
Ending Fund Balance 6/30/22	\$ 774,904	\$ 774,904	\$ -	\$ -	\$ 774,904

¹ Preliminary Projection as of June 30, 2021.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 4
For DECEMBER 2021
Board Agenda
DEBT SERVICE FUND

REVENUE	Budget As Adopted July 1, 2021	Budget As Amended	Administrative Adjustments #4	BA No.4 Changes	Budget As Amended Thru BA #4
5700 Local	\$ 96,434,050	\$ 96,434,050	\$ -	\$ -	\$ 96,434,050
5800 State	40,000	40,000	-	-	40,000
5900 Federal	1,650,000	1,650,000	-	-	1,650,000
Total Revenue	98,124,050	98,124,050	-	-	98,124,050
Fm Resv. & Desig. Fund Bal	-	-	-	-	-
Subtotal	98,124,050	98,124,050	-	-	98,124,050
7900 Other Resources	-	-	-	-	-
Total Revenue & Other Resources	\$ 98,124,050	\$ 98,124,050	\$ -	\$ -	\$ 98,124,050
APPROPRIATIONS					
11 Instruction	\$ -	\$ -	\$ -	\$ -	\$ -
12 Inst Resources & Media	-	-	-	-	-
13 Curriculum & Prof. Dev.	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-
23 School Leadership	-	-	-	-	-
31 Guidance & Counseling	-	-	-	-	-
32 Social Work Services	-	-	-	-	-
33 Health Services	-	-	-	-	-
34 Student Transportation	-	-	-	-	-
35 Food Services	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-
41 General Administration	-	-	-	-	-
51 Plant Maintenance	-	-	-	-	-
52 Security & Monitoring	-	-	-	-	-
53 Data Processing	-	-	-	-	-
61 Community Services	-	-	-	-	-
71 Debt Services- Principal	54,285,001	54,285,001	-	-	54,285,001
72 Debt Services- Interest	50,623,879	50,623,879	-	-	50,623,879
73 Debt Services- Other Costs	-	-	-	-	-
81 Facilities Acq. & Construction	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-
Total Appropriations	104,908,880	104,908,880	-	-	104,908,880
Other Uses	-	-	-	-	-
Total Appropriations & Other Uses	\$ 104,908,880	\$ 104,908,880	\$ -	\$ -	\$ 104,908,880
Beginning Fund Balance 7/01/21 ¹	\$ 125,968,627	\$ 125,968,627			\$ 125,968,627 ¹
Net Revenue/Sources over (Appropriations) / (Uses)	\$ (6,784,830)	\$ (6,784,830)	\$ -	\$ -	\$ (6,784,830)
Ending Fund Balance 6/30/22	<u>\$ 119,183,797</u>	<u>\$ 119,183,797</u>			<u>\$ 119,183,797</u>

¹ Preliminary Projection as of June 30, 2021.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET
For Fiscal Year Ending June 30, 2022

CODE	REVENUES	GENERAL FUND M&O Tax Rate \$1.021050	FOOD SERVICE	DEBT SERVICE I&S Tax Rate \$0.481250	TOTAL Tax Rate \$1.502300
5700	Local Revenue	\$ 219,431,884	\$ 1,118,000	\$ 96,434,050	\$ 316,983,934
5800	State Revenue	256,498,000	161,000	40,000	256,699,000
5900	Federal Revenue	11,600,000	48,220,000	1,650,000	61,470,000
	TOTAL REVENUES	\$ 487,529,884	\$ 49,499,000	\$ 98,124,050	\$ 635,152,934
	APPROPRIATIONS				
0011	Instruction	\$ 265,093,411	\$ -	\$ -	\$ 265,093,411
0012	Instructional Resources & Media Svcs.	5,316,273	-	-	5,316,273
0013	Curriculum Development & Inst Staff Dev	16,374,056	-	-	16,374,056
0021	Instructional Leadership	11,929,048	-	-	11,929,048
0023	School Leadership	39,793,642	-	-	39,793,642
0031	Guidance, Counseling & Evaluation Svc.	16,560,432	-	-	16,560,432
0032	Social Work Services	2,548,729	-	-	2,548,729
0033	Health Services	9,739,320	-	-	9,739,320
0034	Student (Pupil) Transportation	12,236,769	-	-	12,236,769
0035	Food Services	157,343	46,436,877	-	46,594,220
0036	Cocurricular /Extracurricular Activities	13,180,195	-	-	13,180,195
0041	General Administration	16,834,750	-	-	16,834,750
0051	Plant Maintenance & Operations	54,884,147	3,064,123	-	57,948,270
0052	Security & Monitoring Services	6,281,262	-	-	6,281,262
0053	Data Processing Services	9,777,529	-	-	9,777,529
0061	Community Services	4,642,228	-	-	4,642,228
0071	Debt Services- Principal	-	-	54,285,001	54,285,001
0072	Debt Services- Interest	-	-	50,623,879	50,623,879
0073	Debt Services- Other Costs	-	-	-	-
0081	Facilities Acquisition & Construction	870,189	-	-	870,189
0093	Payments to Members SSA	-	-	-	-
0095	Payments to JJAEP	45,320	-	-	45,320
0099	Other Intergovernmental Charges	1,263,193	-	-	1,263,193
	TOTAL APPROPRIATIONS	\$ 487,527,835	\$ 49,501,000	\$ 104,908,880	\$ 641,937,715
	OTHER RESOURCES & USES				
7900	Other Resources	\$ -	\$ 2,049	\$ -	\$ 2,049
8900	Other Uses	(2,049)	-	-	(2,049)
		\$ (2,049)	\$ 2,049	\$ -	\$ -
	Excess/(Deficit) Current Operations	\$ -	\$ 49	\$ (6,784,830)	\$ (6,784,781)
3000	From/(To) Fund Balance	-	(49)	6,784,830	6,784,781
	Difference	\$ -	\$ -	\$ -	\$ -



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
For Posted Data Available through October 2021

Elementary & Secondary School Emergency Relief Fund

Total Available ESSER II & III \$276.6 Million
2021-22 ESSER II & III Budget \$78.3 Million

2021-2022 Budget Priorities

	2021-2022 Budget	Actual Expenditures*
Leveraging Social & Emotional Resources to support students & families	9,253,180	490,572
Extended Instructional Calendar Initiative promoting a strong recovery	22,120,428	3,372,150
Continued Investment in Personal Protective Equipment (PPE) & safety protocols	2,438,400	289,690
Additional Supports Needed for a Strong Recovery	23,597,877	1,751,544
Retention Stipend, Revenue Shortfall, Compensation, & Other Recovery Initiatives	20,967,874	47,006
	\$ 78,377,759	\$ 5,950,961

* Actual Expenditures do not yet reflect full amounts for salary payroll transactions.

Strategic Initiatives Fund

	Fund Balance	YTD Expend. / Encumb.
Fund Balance		
Beginning of Current Fiscal Year	\$5,405,118	
Plus Additions:		
QSCB Federal Subsidy Revenues	0	
Transfers in from Other Funds	0	
Available Fund Balance before Current Year Expenditures:	\$ 5,405,118	\$ 5,405,118
Less:		
Year-to-Date Expenditures		261,311
POs Encumbered but not Paid		494,076
Budget Reserved but not Encumbered		1,695,310
Available Fund Balance:		\$ 2,954,421

Professional Services Managed by Board of Trustees

	Current Actual	Year to Date Actual
Legal Services- General Counsel (2021-22 Fiscal Year) Escamilla & Poneck, LLP	\$ 265,451	\$ 527,505
Audit Services (2020-21 Engagement Year) Garza, Gonzalez & Associates	-	-
Audit Services (2021-22 Engagement Year) Garza, Gonzalez & Associates	-	-
Legal Services- Financial Advisors (2021-22 Fiscal Year) Frost Bank	-	-
Total Professional Expenditures	\$ 265,451	\$ 527,505