



2019-2021 P-TECH and ICIA Success Grant Program
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

NOGA ID

Authorizing legislation **GAA, Article III, Rider 67 & 49, 85th TX Leg, and TEC 29.551-29.556 & 29.908**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division, Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from **June 1, 2019 - June 15, 2021**



Required Attachments

Four (4) attachments are required to be submitted with this application:

1. A completed "Crosswalk" template.
2. A completed "Work-Based Education Matrix" template.
3. A signed and dated MOU with an IHE partner - 3 pages max.
4. A signed and dated MOU with a business/industry partner - 3 pages max.

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

2019-019501

701-19-108-004

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to the Bureau of Labor Statistics, employment in the renewable energy industry will grow by 108% by 2024. FWISD students interested in energy careers do not have a clearly articulated pathway into this burgeoning field.	Develop a PTECH program in renewable energy that provides FWISD students with rigorous coursework, opportunities for work-based experience, marketable credentialing, and seamless transition into a competitive job market.
In the 2016-2017 academic year, 0.0% of TCCSFW Collegiate High School students earned dual credit in science related coursework (2017-2018 – TAPR).	Providing opportunities for dual credit in science is essential for well-rounded students in an early college environment. Campus will increase dual credit completion in science by introducing a PTECH: Renewable Energy pathway.
There are currently no professional development offerings in the North-Central Texas region specifically designed to support the needs of a renewable energy pathway.	Offer 2 professional development opportunities for teachers within the designated region to increase their knowledge of the renewable energy-related curricula, industry needs and standards, and current/emerging best practices.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In academic year 2019-2020, TCC-South/FWISD Collegiate High School (TCCSFW) will enroll 100 9th grade students and 100 10th grade students into a newly developed PTECH: Renewable Energy High School that is aligned with industry needs, provides real-world work experiences at every grade level, marketable credentialing, and seamless transition into a competitive job market.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- Develop, execute, and secure any remaining MOUs, articulation agreements, data sharing agreements, and District School Board approvals to ensure program participation and timely program launch
- Draft evaluation instruments, forms, and reporting schedule
- Complete a thorough needs assessment to determine final purchasing needs and acquisition schedule
- Continue to engage advisory council members as necessary (monthly)
- Begin the RFP and/or bid process to procure necessary equipment, and program materials in compliance with EDGAR purchasing regulations
- Select, hire and onboard remaining contract staff (curriculum specialists/writers)
- Continue to draft curricula, as well as work and project-based activities/assignments in collaboration with industry partners
- Plan, provide, and assess College Industry Orientation events (incl. Energy Industry Summer Bridge and TSI workshops)
- Provide and assess PD

Measurable Progress (Cont.)

Second-Quarter Benchmark

- (Re)assess campus needs, outstanding purchase orders and RFP
- Continue to offer targeted PD for PTECH teachers and staff
- Continue Leadership Team and Advisory Council meetings as scheduled
- Begin coursework and campus-based observations (Cohort 1)
- Collect baseline program data and demographics
- Update recruitment materials, calendar, and processes
- Begin recruitment/lottery process for Cohort 2 students
- Host/Attend recruitment events including District-wide EXPO, campus visits, and Information Nights

Third-Quarter Benchmark

- Continue to offer targeted PD for PTECH teachers and staff
- Begin budget closeout, 65% of purchases allocated and received
- Review student achievement, benchmark assessment, and course progression
- (Re)assess campus needs, outstanding purchase orders and RFP
- Students begin Spring coursework
- Draft curricula, activities, and projects-based assignments in collaboration with industry partners (Years 3 & 4)
- Solicit stakeholder feedback regarding campus climate
- Lottery selection for Cohort 2 students; notify applicants
- Finalize planning/logistics for summer bridge (Cohort 2); notify students

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goal do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program evaluation of the PTECH: Renewable Energy High School Program will be coordinated through the Fort Worth ISD Grant Compliance and Monitoring Department. Staff members in this office are trained evaluators with experience evaluating both newly formed and established initiatives, as well as conducting applied research studies. Periodic feedback will be provided during in-person and discussed with program managers at least quarterly. Regular meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects to implementing project components. Recommendations and modification will be reported and discussed during all meetings. The following points of information will be assessed as part of the proposed project: Planning, implementation, and evaluation of project activities: Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Both products and systemic processes will be implemented as the project becomes more developed. Student and stakeholder engagement be collected through qualitative data. These qualitative data will be cataloged and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported quarterly. Stakeholders' Engagement: Involvement in planning activities by industry partners, parents, principals, teachers, and students will be gathered through the district on-line surveying tool to determine the extent of engagement indicators. Additionally, participation and activity logs will be collected to determine level of participation. These data will be reported during planning meetings. Provided services: Data for provided services will be collected through the Budget Office, Advisory board committee meetings, and TCCSFW planning documentation. The extent of product success will be assessed through focus groups, observations, and/or surveys. Feedback will be provided during planning meetings. Curriculum Development: The extent of curriculum implementation will be collected at the student level through the observation, local assessment/benchmark data meeting instructional objectives. Additionally, data such as learning minutes, training logs, and professional development will be reported to the campus management team. Data will be used in various campus ways to evaluate the implementation of the grant and the improvement of program planning success.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate acceptance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 P-TECH and ICIA Success Grant Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures as noted in the 2019-2021 P-TECH/ICIA Success Grant Program Guidelines and shall provide TEA, upon request, any performance data necessary to assess the success of the program.
- P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic monitoring.
- The P-TECH/ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
- P-TECH and ICIA programs will be provided at no cost to participating students.
- LEA will submit an action plan based on blueprint initial self-assessment and needs assessment.
- LEA will submit confirmation of a) the campus/program as a designated Texas Success Initiative (TSI) assessment site and, b) timeline for testing students to ensure that passing rates meet outcome based measures on the P-TECH and ICIA Blueprint.

Statutory Requirements

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

Tarrant County College South/FWISD Collegiate High School (TCCSFWS) is currently in its fourth year with ECHS cohorts in 9th through 12th grade and completing the 2018-2019. According to the 2017-2018 Texas Academic Performance Report, 62% of TCCS students were Hispanic, 26.7% African American, 7.1% White, 3.1% Asian, and .8% Two or More Races. Of those students, 61.6% were Economically Disadvantaged, 49.8% were At-Risk of Dropping Out, and 3.1% were English Language Learners. Admission is based on a computer-generated selection process. Parents and students are notified in February of the year prior to enrollment. Students are given the following weighted ranking order during the lottery process as determined through Board Policy: Gold Seal Programs of Choice • Students living in the school's attendance zone • Siblings of resident students who are concurrently enrolled in the school's Program of Choice • Children of resident District employees • Students living in the District but outside the attendance zone • Children of non-resident District employees • Students living outside of the District The proposed TCCSFWS lottery system will be a weighted lottery to meet the needs of the Texas Education agency PTECH/ECHS Blueprint Outcome Based Measure's. The process will include recruitment through the Tarrant County College (TCC) TexPrep and GenHope programs, as well as middle school career cruising reports for students who are interested in the energy technology fields. We will continue our POC marketing program with mini-expos and the district expo. TIMELINE: September: Counselor & AVID Coordinator Training; October: Middle School Mini Expos & Tours, AT RISK MS AVID & CTE Class Visits, Targeted Breakthrough Event; November: Info Night, District EXPOs, Begin Application Process, Community Outreach & Neighborhood Open House; December: Lottery for Applicants Begins; February: Notification of Selections, Acceptance Confirmation Begins, Summer Bridge Notifications, 2nd Choice Applicants and Waiting List Processing Begins, TCC Enrollment; June: Summer Bridge Program; August: New Cohort Complete.

Statutory Requirements (Cont.)

2. P-TECH and ICIA schools must provide for a program/course of study that enables a participating student in grade levels 9 -12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

The TCCSFW Renewable Energy Program will provide students the ability to take college and CTE courses in a full service, stand-alone P-TECH Early College High School. TCCSFW partnered with the Tarrant Workforce Board to identify local areas of need within the Renewable Energy field. Students will work directly with Energy experts within ONCOR, TCC, and The Fort Worth Water Department to ensure their employability. Students will attend The Energy Industry Summer Bridge program and Texas Success Initiative summer workshop with ECHS pathway students. Together with TCC Faculty and our Industry Partners, we will provide students with a well-rounded College Industry Orientation. TCCSFW prides itself on the social emotional and academic supports provided each student during high, and growth opportunities for College, Career and Military Readiness. Programs of study will include, Renewable Energy, Energy Technology, Electrical Lineman, and Energy Related Business, expanding later to include a Water Operator and Waste Water Collections degree pathway. Each student will engage in work-based learning at each grade level, earn a diploma with endorsements, and have opportunities to earn industry certifications and credentials and associate degrees that can lead to a 4-year university program. Year1: All students will the Energy Foundations course in their first year, paired with the Environmental Science course to begin the industry exploratory portion of their grade level work-based learning and will engage in co-curricular experiences to solidify their energy industry foundation. Year 2: Students will gain industry experience while they take their first-year specialized college coursework with co-curricular opportunities to evaluate career pathways and have hands on access to industry equipment. Year 3: Students will have access to hands on training with industry mentors while continuing their college course work. Year 4: Students will have the opportunity to work with partners as interns, apprentices, or problem solvers of major global, regional, and local issues.

3. P-TECH and ICIA schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

TCCSFW will work in partnership with an Institute of Higher Education (IHE), TCC, through the use of a memorandum of understanding (MOU). The MOU outlines the partners' relationship and responsibilities with regard to curriculum alignment, instructional materials, instructional calendar, student enrollment and attendance, grading periods and policies and administration of statewide assessments and establishes courses of study that combine high school and postsecondary courses. A credit articulation guide adopted by the local school board will outline which courses qualify for dual credit. In addition, the MOU outlines embedded industry certification opportunities provided within the coursework. TCC is accredited to award associate degrees by the Southern Association of Colleges and Schools Commission on Colleges. Programs and courses are approved by the Texas Higher Education Coordinating Board. Additional memberships are held in the Texas Association of Community Colleges, the Association of Texas Colleges and Universities, and the American Association of Community Colleges. Classes will be scheduled in conjunction with the IHE's calendar to support the courses of studied outlined in the MOU. Instructors for the courses will be provided by each institution to meet the needs of the ECHS student course requests. Students will be provided course outlines in their courses of study under the advisement of both the high school counselor and IHE college advisor. Students who complete the course of study will earn both a high school diploma and a two-year Associate's Degree, and have the opportunity to complete industry certifications. Through the proposed project, students will have access to a new Career Exploration Interactive System to evolve their current paper tracker system to an online system with PTECH specific elements. Included in the system would be an academic and program tracker, renewable resources career interest survey, online portfolio builder, electronic collaboration space, parent and partner interaction learning modules, and Career Pathway Information describing specific careers and the certification, credential, and degree requirements.

Statutory Requirements (Cont.)

4. P-TECH and ICIA schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program and be reviewed at least every two years and updated as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

TCCSFW will enter into MOUs with its workplace partners (Oncor and Fort Worth Water Department) to:

- Provide 100% of participating students access to appropriate work-based education at every grade level.
- Give to a student who receives work-based training or education from the partner under the P-TECH program first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program.
- Review the agreement at least every two years and update as necessary.

Oncor: Headquartered in Dallas, Oncor Electric Delivery Company LLC is a regulated electric transmission and distribution service provider that serves nearly 10 million customers across Texas. Using cutting edge technology, more than 4,000 employees work to safely maintain reliable electric delivery service with the largest distribution and transmission system in Texas; made up of approximately 134,000 miles of lines and more than 3.45 million meters across the state.

Fort Worth Water Department: The Water Department is responsible for providing safe and reliable water and wastewater service with environmental integrity. Fort Worth has a total treatment capacity of 500 million gallons per day for drinking water and 166 million gallons per day for wastewater; with five water treatment plants and one reclamation facility. There are more than 3,336 miles of pipe in the water distribution system and 3,266 miles in the collection system. The system serves more than 1.2 million people in Fort Worth and surrounding areas, which include 30 water wholesale customers, 23 wastewater wholesale wastewater customers and three wholesale reclaimed water customers.

The Project Implementation Committee will work to design a flexible schedule of both secondary and post-secondary courses to allow students to arrive at high school graduation with both a high school diploma and an Associate Degree from Tarrant County College. One of the facets of this ECHS program that sets it apart from others is a working partnership with an Energy Industry Leader, ONCOR, as well as relationships with the Fort Worth Water Department and non-MOU partner Microsoft.

Through flexible scheduling and creative course-design, students in the TCCSFW P-TECH program will participate in regularly-scheduled real-world work experiences that will give them an edge in their post-secondary careers. The Project Development Committee will meet regularly with both its IHE and Industry partners to continue to cultivate these relationships and to maintain scheduling that will meet the needs of all three entities, and most importantly, the students enrolled in the program.

ECHS staff will work with students to ensure that they are put on a rigorous, yet reasonable track to their ECHS graduations. Ninth graders will begin by taking college level elective courses. In tenth grade, students will be enrolled in their first text-based college courses to prepare them for more advanced text-based courses in the eleventh and twelfth grades.

At the end of their time at TCCSFW, students will have earned a distinguished high school diploma and a Renewable Energy/Electrical Technology AAS Degree, Electrical Lineman Degree, or General AA degree with a business specialization. All degrees will have stackable Level1 certifications, and possible level 2 certifications.

TEA Program Requirements

1. Grantee must establish a Leadership Team. Describe the current Leadership Team. Include a list of the individuals and their titles, along with how often the Leadership Team will meet, the dates of meetings that have already been held, any upcoming meetings and agenda topics.

Under the umbrella of the P-TECH Advisory Board will be the Program Implementation Committee consisting of District leaders from the campus, Leadership, CTE, Curriculum, and Advanced Academics. The Committee will include: Lisa Castillo – TCCSFW Principal; Master's Degree in Counseling with extensive graduate coursework in Educational Administration, Currently working on Ed. D., certified as Principal and Superintendent, experience leading and managing a ECHS program in a large urban setting, proven track record of student success, experience with managing multiple CTE programs in a CTE center, CTE program development and growth, and student success. Ronald Rhone – TCCSFW Assistant Principal; Master's Degree in Educational Administration, Master's Degree in Curriculum Design and Instruction, currently working on Ed. D., and administrative experience within a ECHS program in a large urban setting. Amy Draper – TCCSFW College and Career Readiness Coordinator; Master's Degree in Education, currently working on Ed. D., experience managing specialized programs within an ECHS program in a large urban setting. David Saenz – Senior Innovation Officer; Master's Degree in Educational Administration, currently working on Ed. D., experience leading and managing a CTE program in a large urban setting, proven track record of managing federal, state, and local budgets and resources, experience with managing a high performing team of CTE professionals. Daphne Rickard – CTE Coordinator – Master's Degree certified in educational administration, proven track record of CTE program development and growth. Dr. Stacy Burrell, Director of Grant Compliance and Monitoring will oversee program evaluation. Throughout the planning phase, the team met monthly to discuss topics such as partnerships, internships, budget, compliance, evaluation, curriculum, campus needs, local workforce needs, industry advancements, and certifications. These meetings will continue to be held on a monthly schedule throughout the implementation process. High School Administrative Personnel work year round, and the monthly meetings will continue throughout the summer, ensuring uninterrupted planning and monitoring for the project.

2. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills and support necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH.

TCCSFW works closely with the students to stay abreast of the successes and struggles students face as they transition from middle school to high school and then throughout their high school career, taking both high school and college level courses. TCCSFW utilizes a daily advisory period ("Power Hour") for teachers to visit individually with a set group of assigned students. Through this method, most academic and social/emotional difficulties are discovered early on and solutions are determined. Should students require academic assistance, TCCSFW partners with TCC and the Student Development Services department to increase dual-credit course success, e.g. Writing Center, Math Lab, Library, and Student Services. If the course is a high-school course, students have the opportunity to meet with the instructor to receive additional support and assistance. Every student placed in a work-based site will have a detailed training plan created by a teacher/advisor and signed by the student, parent, teacher, and employer. The teacher of record will regularly visit work-based sites to ensure that student needs are being met by the placement. All students in work-based learning courses will have regular contact with the teacher in the classroom setting throughout the year. TCCSFW and TCC will design and implement a referral mechanism for teachers to use for students that require more intensive support and interventions. TCCSFW will partner with TCC and their Student Development Services department to increase TCCSFW dual-credit course success, including additional support for underrepresented students.

Additionally, TCCSFW is slated to receive a College & Career Readiness Coach (CCR) to use interventions focusing on proven, researched-based methods of increasing student and family understanding of the connection between school completion and long-term success in life. CCRs constantly monitor their students through the district's Dropout Early Warning System and refers students to services as identified.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS - 6100 (include direct program and direct admin costs)	BUDGET
Project Development Specialist	10,000

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)	
FWISD Program Evaluation	10,000
Career Exploration Interactive System Development	50,000
Curriculum Professional Development	6,500

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)	
Instructional Supplies & Tools/ Curriculum and Classroom STEM Kits for two Labs	116,519

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

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

Total Direct Costs 193,019

Indirect Costs 6,981

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs) 200,000

REQUIRED MATCH AMOUNT (total budget request x 20%) 40,000

ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM Crosswalk Template

Program of Study	IHE Partner	Program Offered In 2018-2019? (Y/N)	Expected Program Student Outcomes
Renewable Resources/Electrical Technology	Tarrant County College District	N	Certifications, Credentials, AAS, Pathway to BAAS
Electrical Lineman	Tarrant County College District	N	Certifications, Credentials, AAS, Pathway to BAAS
Business with Electric Industry Specialization	Tarrant County College District	N	Certifications, Credentials, AA, Pathway to BAAS

Year / Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8	03220100	English 1	1			
Year 0 / Grade 8	03010200	Biology	1			
Year 0 / Grade 8	03100500	Algebra 1	1			
Year 0 / Grade 8	03100700	Geometry	1			
Total Year 0 High School Credits			Up to 4	Total Year 0 College Credit Hours		
Year 1 / Grade 9	03220100 or 03220200	English 1 or English 2	1			0
Year 1 / Grade 9	03020000	Environmental Systems	1			
Year 1 / Grade 9	03100500 or 03100700 or 03100600	Algebra 1 or Geometry or Algebra 2	1			
Year 1 / Grade 9	A3360100	AP Human Geography	1			
Year 1 / Grade 9	Innovative Course or 13037100	TBD or Principals of Technology	1			
Year 1 / Grade 9	03440100 & 03440200	Spanish 1 & Spanish 2	2	SPAN 1411 & SPAN 1412	Beginning Spanish I/II	8
Year 1 / Grade 9	PES00052	Foundations of Personal Fitness	.5	KINE 1164	Foundations of Physical Fitness	1
	Depends on Course	PE	.5	Depends on course	KINE Activity	1
Year 1 / Grade 9	Depends on Course	Fine Arts	1	Depends on course	Fine Arts	3-6
Total Year 1 High School Credits			Up to 9	Total Year 1 College Credit Hours		
Year 2 / Grade 10	03220200 or 03220300	English 2 or English 3	1			
Year 2 / Grade 10	03010200 or 03040000 or 03050000	Biology or Chemistry or Physics	1			
Year 2 / Grade 10	03100700 or 03100600 or 03101100	Geometry or Algebra 2 or Pre-Calculus	1			
Year 2 / Grade 10	A3370100	AP World History	1			
Year 2 / Grade 10	03810100	Health	.5	KINE 1304	Personal & Community Health	3
Year 2 / Grade 10	13009900	Speech	.5	SPCH 1321	Professional Communication	3
Year 2 / Grade 10	Depends on Course	Electives	Up to 3	Depends on Course	ELECTIVES and CULTURE	6-17
Total Year 2 High School Credits			Up to 8	Total Year 2 College Credit Hours		
Year 3 / Grade 11	03220300 or 03220400	English 3 or English 4	1	ENGL 1301 / 1302	English Composition I/II	6
Year 3 / Grade 11	03040000 or 03050000	Chemistry or Physics	1	CHEM 1411/1412 or PHYS 1401/1401	General Chemistry I/II or College Physics I/II	8
Year 3 / Grade 11	03100600 or 03101100 or A3100101/ A3100102	Algebra 2 or Pre-Calculus I/II or Statistics	1	MATH 1314 / 2412 or MATH 1342	College Algebra / Pre-Cal or Statistics	3-7
Year 3 / Grade 11	03340100	US History	1	HIST 1301 / 1302	United States History I/II	6
Year 3 / Grade 11	03380002	Texas Government	.5	GOVT 2306	Texas Government	3
Year 3 / Grade 11	Depends on Course	Electives	Up to 4	Depends on Course	ELECTIVES	3-23
Total Year 3 High School Credits			Up to 8	Total Year 3 College Credit Hours		
Year 4 / Grade 12	03220400	English 4	1	ENGL 1301 / 1302	English Composition I/II	6
Year 4 / Grade 12	Depends on Course	Natural Science	1	Depends on Course	LAB SCIENCES	8
Year 4 / Grade 12	03101100 or A3100101/ A3100102	Pre-Calculus or Calculus I/II or Statistics	1	MATH 1314 / 2412 or MATH 1342	College Algebra / Pre-Cal or Statistics	Up to 7
Year 4 / Grade 12	03330100	United States Government	.5	GOVT 2305	US Government	3
Year 4 / Grade 12	03310300	Economics	.5	Depends on Course	BEHAVIORAL SCIENCE	3
Year 4 / Grade 12	12701300/12701400 or 12701500/12701510	Career Prep I/II or Problems and Solutions I/II	2			
Year 4 / Grade 12	Depends on Course	Electives	Up to 4	Depends on Course	ELECTIVES	3-23
Total Year 4 High School Credits			Up to 8	Total Year 4 College Credit Hours		
Total High School Credits			22+	Total College Credit Hours		
				60+		

Certification (s) to be earned by high school graduation:

Credentials: Renewable Resources Level 1, Electrical Technician Level 1, Electrical Ground Technician Level 1, Electrical Line Technician Level 2, Business Level 1
 Certifications: Microsoft Expert Word, Microsoft Expert Excel, OSHA General Industry, Water Operator, Waste Water Collections, First Aid/CPR

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

AAS Renewable Resources/Electrical Technology, AAS Electrical Lineman, AA with Business Specialization

ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX

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

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

Year / Grade Level	Work-based Education Renewable Resources/Electrical Technology			Work-based Education For Electrical Lineman			Work-based Education For Business		
	Work-based Education	Type of Activity	Business Partner	Work-based Education	Type of Activity	Business Partner	Work-based Education	Type of Activity	Business Partner
Year 1/ Grade 9 Exploratory	Safety Leadership Observation of Career Choices	Summer Bridge Business Partner Demonstrations Field Trips Introduce Equipment Guest Speakers Microsoft and OSHA Certifications Partners Field Trips	Fort Worth Water Microsoft Oncor	Safety Leadership Observation of Career Choices	Summer Bridge Business Partner Demonstrations Field Trips Introduce Equipment Guest Speakers Microsoft and OSHA Certifications Partners Field Trips	Fort Worth Water Microsoft Oncor	Safety Leadership Observation of Career Choices	Summer Bridge Business Partner Demonstrations Field Trips Introduce Equipment Guest Speakers Microsoft and OSHA Certifications Partners Field Trips	Fort Worth Water Microsoft Oncor
Year 2/ Grade 10 Introductory Industry Experiences	Analyze and Evaluate Industry Career Pathways Career Path Preparation	Resume Building Guest Speakers from Industry Partners Intermediate equipment operation	Fort Worth Water Microsoft Oncor	Analyze and Evaluate Industry Career Pathways Career Path Preparation Interviewing Skills	Resume Building Guest Speakers from Industry Partners Intermediate equipment operation	Microsoft Oncor	Analyze and Evaluate Industry Career Pathways Career Path Preparation Interviewing Skills	Resume Building Guest Speakers from Industry Partners Intermediate equipment operation	Fort Worth Water Microsoft Oncor
Year 3/Grade 11 Intermediate Industry Experiences	Interviewing Skills Industry Exposure Career Portfolio Development	Mock Interviews Mentoring Job Shadowing Create Portfolio for Internship	Fort Worth Water Microsoft Oncor	Interviewing Skills Industry Exposure Career Portfolio Development	Mock Interviews Mentoring Job Shadowing Create Portfolio for Internship	Microsoft Oncor	Interviewing Skills Industry Exposure Career Portfolio Development	Mock Interviews Mentoring Job Shadowing Create Portfolio for Internship	Fort Worth Water Microsoft Oncor
Year 4/Grade 12 Field Experience	Field Internship or Problems and Solutions Project	Field Internship Hours or Project Development and Presentations	Fort Worth Water Oncor	Field Internship or Problems and Solutions Project	Field Internship Hours or Project Development and Presentations	Oncor	Field Internship or Problems and Solutions Project	Field Internship Hours or Project Development and Presentations	Fort Worth Water Oncor

CDN:220905086

**MEMORANDUM OF UNDERSTANDING BETWEEN
TARRANT COUNTY COLLEGE DISTRICT AND
FORT WORTH INDEPENDENT SCHOOL DISTRICT FOR
EARLY COLLEGE HIGH SCHOOL**

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made and entered into by the Tarrant County College District, a Texas political subdivision of higher education, on behalf of Tarrant County College South Campus (hereinafter referred to as "College"), and the Fort Worth Independent School District ("Fort Worth ISD"), pursuant to the authority granted in compliance with Section 29.908 of the Texas Education Code;

WHEREAS, the parties to this MOU desire to establish an Early College High School (herein so called, or "ECHS") by the beginning of the 2015-2016 academic year, which will begin by serving students in grade 9 (with subsequent years serving grades 9 – 14) to provide opportunities for both workforce (i.e., technical) and academic dual credit College courses for high school students in accordance with Chapter 4 of the Texas Higher Education Coordinating Board ("THECB") Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code;

WHEREAS, services under this MOU are targeted towards traditionally underserved students (high percentage of at-risk, economically disadvantaged students, and first time college-goers), who are: (1) highly motivated but have not received the academic preparation necessary to meet high school standards; (2) may be English language learners; (3) experience difficulty in experiencing a smooth transition into postsecondary education; and/or (4) have limited financial resources, and as a result, the cost of college is prohibitive;

WHEREAS, under this MOU, Early College High Schools are small schools with enrollments of 400 or fewer students who have the potential to earn both a high school diploma and an Associate's Degree, or two years of college credit toward a Bachelor's Degree, the parties agree to follow the intent of the Guiding Principles (Section 2 below) of the ECHS, especially in providing dual credit classes with sufficient time for the students to complete an Associate's Degree; and

WHEREAS, Early College High Schools prepare high school students for successful career and educational futures through a full integration of high school, college and the world of work, improve academic performance and self-concept, and increase high

school and college/university completion rates.

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

1. Term

- a. The term of this MOU shall commence upon the execution of this MOU and will end on June 30, 2019, unless it is otherwise terminated in accordance with Section 6.
- b. The MOU shall be reviewed by the parties annually.
- c. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, the parties shall review this MOU and may renew this MOU on approval of the College and Fort Worth ISD.

2. Guiding Principles

The College and Fort Worth ISD will function on the following principles:

- a. Establishment of a mutually beneficial partnership between the College and Fort Worth ISD that allows a flexible and creative response to the organizational, mission, fiscal, and data needs of all institutions.
- b. Collaboration in planning, implementation, and continuous improvement of ECHS programs including the provision for faculty, staff, administration, curriculum development, professional development and student services.
- c. Provision of rigorous college readiness, dual credit, and technical and early college credit courses.
- d. Financial collaboration that addresses costs of all parties to this MOU and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully.
- e. Location of the ECHS on the College grounds with students integrated in campus facilities and College co-curricular activities.
- f. Use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.
- g. Joint selection of students by Fort Worth ISD by application, interview and, if needed, by lottery, that reflects the diversity of Fort Worth ISD.
- h. Vertical alignment that promotes a college-going culture in all areas: teachers, college faculty, high school and college counselors.
- i. Collaboration that addresses the instructional calendar, instructional materials, student enrollment and attendance, as well as both the Texas Education Agency ("TEA") and THECB grading periods and policies.

EXECUTED in duplicate original counterparts effective upon the execution date below.

Patricia Linares
Patricia Linares
Interim Superintendent, Fort Worth Independent School District

9-24-14
Date

Erma C. Johnson Hadley
Erma C. Johnson Hadley
Chancellor, Tarrant County College District

11-16-2015
Date

Approved as to Form: JOH
Fort Worth ISD Legal Services

10-3-14
Date

Approved as to Form: Bracken
College Legal Services

1-19-15
Date



P-TECH MODEL

AGREEMENT BETWEEN ONCOR ELECTRIC DELIVERY COMPANY LLC AND FORT WORTH INDEPENDENT SCHOOL DISTRICT

THIS AGREEMENT (hereinafter referred to as "Agreement") is made and entered into by and among Oncor Electric Delivery Company LLC (hereinafter referred to as "Oncor") and Fort Worth Independent School District (hereinafter referred to as "FWISD"; together with Oncor, the "Parties") and sets forth the roles of the Parties in regard to the implementation of the Pathways to Technology Early College High School ("P-TECH") model at Tarrant County College ("TCC") South/FWISD Collegiate High School (the "Program").

This Agreement supersedes any and all previous documents, or agreements defining the role or scope of involvement Oncor has in support of the Program.

OVERALL SCHOOL MODEL

The Parties agree to collaborate in developing, supporting, and operating TCC South/FWISD Collegiate Energy Technology Early College High School at TCC South Campus ("School"). The School's mission is to provide all students with an education that begins in grade 9, continues through high school completion with a high school diploma, and culminates in attainment of an associate degree, thus preparing students to succeed in college and/or a career. The program also includes appropriate work-based educational experiences, at all grade levels, designed to prepare students for positions in identified fields.

The School is open to students of all backgrounds and abilities, including students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. This includes students for whom a smooth transition into postsecondary education is problematic, students whose family obligations keep them at home, students for whom the cost of college is prohibitive, students whose enrollment is not based on merit, discipline, attendance, or teacher recommendation, students who are English language learners, and students with disabilities. The primary point of entry is the ninth grade. The School will admit approximately 100 students in its initial 9th grade class and will grow by approximately 100 students each year, until the school reaches full capacity of 400 students.

The School's curricula program is designed to support the academic needs of all students in earning a high school diploma, an associate degree, and the work experience needed to be a highly qualified candidate for career-track employment in the Energy and/or Business field. All college courses offered to students while enrolled in the School will be provided to students free of charge. All Tarrant County College District ("TCCD") college fees for courses offered to students under this Agreement will be defrayed by TCCD scholarships for students.

TERM & TERMINATION

A. Term:

This Agreement shall begin when it is fully executed and shall continue through June 30, 2020. Thereafter, this Agreement may be renewed for up to two (2) one-year terms, provided that:

1. Not less than thirty (30) days prior to the expiration of the initial term or any renewal term, the Parties shall have agreed in writing to renew this Agreement;
2. Oncor is not in default of this Agreement; and
3. This Agreement has not been terminated.

B. Termination:

This Agreement may be terminated immediately at any time for any reason by either of the Parties with written notice to the other Party hereto.

GOVERNING LAW AND VENUE

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. In the rare event that any legal action should arise out of or relating to this Agreement or the relationship it creates, the Parties agree that such action shall be heard exclusively in Tarrant County, Texas.

MODIFICATION

Any modification or amendment of this Agreement must be in writing, approved and signed by all Parties.

MISCELLANEOUS PROVISIONS

- A. Parties to this Agreement warrant that their obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. To the extent required by law, all work shall be performed by individuals duly licensed and authorized by law to perform said work.
- B. At all times, Oncor shall have the right to suspend or terminate any Oncor mentorships or internships of students in the Program. All students in the Program taking part in mentorships or internships at Oncor or who are otherwise present at Oncor facilities are expected to comply with all Oncor policies and procedures, including all safety policies and rules.
- C. In the performance of their obligations under this Agreement, Parties to this Agreement shall act fairly and in good faith. Where notice, approval, or similar action by any Party hereto is permitted or required by any provision of this Agreement, such action shall be in writing and shall not be unreasonably delayed or withheld.

EXECUTED in duplicate original counterparts effective upon the date indicated above.

Oncor Electric Delivery Company LLC


Kyle R. Davis
Senior Director Workforce Strategy & Labor Relations
Oncor Electric Delivery Company LLC
1616 Woodall Rodgers Freeway
Dallas, TX 75202

Fort Worth Independent School District

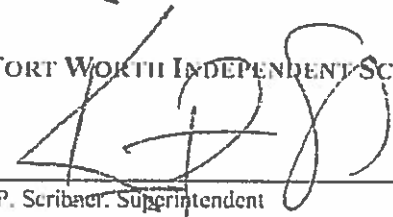
Dr. Kent P. Scribner
Superintendent
Fort Worth ISD
100 N. University Drive
Fort Worth, TX 76107

With copy to:
Legal Services
Fort Worth ISD
100 N. University Drive, SW172
Fort Worth, TX 76107

ONCOR ELECTRIC DELIVERY COMPANY LLC

By:  _____ Date 3/29/19
Kyle R. Davis, Senior Director Workforce Strategy & Labor Relations

FORT WORTH INDEPENDENT SCHOOL DISTRICT

By:  _____ Date 3/21/19
Dr. Kent P. Scribner, Superintendent

By:  _____ Date 03/19/19
Fort Worth ISD Legal Counsel