



# 2019-2021 P-TECH and ICIA Success Grant Program

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

NOGA ID [redacted]

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

Application stamp-in date and time  
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TEXAS EDUCATION AGENCY  
2019 APR -9 PM 3:45  
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GRANTS ADMINISTRATION

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): [redacted]

### Applicant Information

Organization **Everman ISD** CDN **220-904** Vendor ID **756001394** ESC **11** DUNS [redacted]

Address **1520 E. Everman Parkway** City **Everman** ZIP **76140** Phone **817-568-3500**

Primary Contact **Alan Umholtz** Email **aumholtz@eisd.org** Phone **817-568-3500**

Secondary Contact **Curtis Amos** Email **camos@eisd.org** Phone **817-568-3500**

### Certification and Incorporation

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

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

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

Authorized Official Name **Curtis Amos** Title **Superintendent**

Email **camos@eisd.org** Phone **817-568-3500**

Signature  Date **4-8-2019**

Grant Writer Name **Kathy Allen** Signature  Date **4-8-2019**

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

2019-019527

701-19-108-024

**Shared Services Arrangements**

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
There is a need for students to have access to a college level educational program to improve the competitive opportunities linked to high demand workforce needs within the surrounding communities.	The students will be provided exposure to the latest technology, industry best practices and certification in five areas as well as graduating with an AAS degree without the obstacle of student loan obligation.
Increase career placement opportunities for students after completion of a internships, certifications, and/or a two-year associates degree linked to high demand work-force needs.	The leadership team worked with local industry to identify their organizational needs and created relevant CTE career pathways that include opportunities for industry credentials, internships, and postsecondary degrees. New pathways will increase student participation and provide valuable networking opportunities.
Providing a course of study leading to student's success being accepted to and attending a university to achieve a four-year or higher degree.	Working with IHE's to ensure the maximum rate of course transferability, optimizing scholarship opportunities with various grants, foundations and community organizations, and working with local industry to place students at organizations that have existing college tuition reimbursement plans.

**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.

High school students will graduate with an Associates of Applied Sciences, Construction Management Technology with the following certifications; OSHA-10, AutoCAD Certified User, CMIT (Construction Manager in Training), Revit Certified User and Procore Student Certification guided by industry professionals, university educators and school district leaders. Throughout the high school 4 year program students will be exposed to industry opportunities through their work based learning experiences culminating in an internship. The students will also complete a Summer Bridge program each year increasing their networking opportunities, industry exposure, enhancing their skills and knowledge, and increasing their technological competency to ensure academic success and personal engagement.

**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

85 % of cohort 1 students will have successfully completed the 1st (of 4) Summer Bridge Program, met 3 industry guest lecturers speaking in the areas of an introduction to career opportunities in construction management, construction safety, and technology in the construction management industry, toured two company facilities, and completed a team building workshop to introduce the cohort to coordination and teamwork to increase student success. Students will also be executing Construction Safety Best Practices, First Aid, CPR Response, and have an understanding of industry software, and team building. Students will be measured by teacher through interactive debriefing and written survey to grasp understanding the students currently have with a target of 80% preparation scores.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

85% of the students in cohort 1 will be enrolled in Basic Construction Safety, CNBT 1110, met members of the national organization OSHA, visited the local fire department for a safety presentation to ensure proper knowledge of Personal Protection Equipment ("PPE"), and completed first aid training with the American Red Cross. Students will also be completing final preparations for taking the AutoCAD Certification test during the 2nd (of 4) Summer Bridge. Student pass rate for first administration OSHA 10 will be 85%. Tutors will be provided to students not on track to pass PPE and first aid tests. They will also be provided for students not on track to pass AutoCAD test administered in 2nd (of 4) Summer Bridge. 85% of the cohort 1 students will have completed their first college courses in their study of Construction Management. Other dual credit courses completed by at least 85% of the students include kinesiology and public speaking.

Third-Quarter Benchmark

85% of cohort 1 students will have completed the 2nd (of 4) Summer Bridge programs and AutoCAD. In the fall semester 85% of cohort 1 students will be enrolled in CNBT 1302 Mechanical/Plumbing/Electrical Systems in Construction, CNBT 1300 Residential and Light Commercial Blueprint Reading, SRVY 1301 Introduction to Surveying, and MUSI1306 Music Appreciation. The students will be certified in AutoCAD and have knowledge in mechanical/plumbing/electrical systems. They will also be able to read all construction documentation and will have created their first residential floor plan package.

**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.

Multiple checkpoints focused on program strengths and weaknesses are included in the overall project evaluation. The dual credit liaison assigned to the IHE P-TECH classes and the academic coach assigned dual credit courses offered at Everman high school, monitor student academic and social emotional progress daily. Based on student needs, the liaison and coach create weekly tutoring schedules, communicate with teachers and parents, and provide program feedback to campus leadership. Campus leadership use classroom observations, as well as feedback from the IHE dual credit liaison, the P-TECH academic coach, and teachers as input for bi-monthly PLC meetings. The PLC meetings are used for training and program planning. Other checkpoints include surveying students, industry leaders, and education leaders each semester on three areas: (1) student individual skill growth, (2) value of lectures and networking, (3) understanding of curriculum. The results of these surveys will inform decision-making processes to adjust effectively. In addition, an overall Project Evaluation approach will include an advisory committee reviewing the students holistically with the following key areas reviewed annually: academic grades, individual engagement and interest, industry leadership impact, technological skills development, student's marketability and university readiness. If these key areas are not showing success, the advisory committee will generate a plan of action to successfully address and modify the program for the next cohort of students. We will use the data from the Project Evaluation approach to determine the weaknesses in information delivery against strengths and adjust accordingly.

**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.

Programs at P-TECH Early College High School are open to all students. It is the policy of the district not to discriminate against any students based on guidelines in federal laws. The District takes steps to assure that lack of English Language skills will not be a barrier to admission in programs. In addition, data is studied each year to insure that programs are serving all at-risk students and each sub-population. Strategies to increase enrollment and success of all students are included in the SBDM plan for the campus. Recruitment strategies include annual training for staff on the College Career Readiness School Models to increase staff awareness, so staff can participate in recruitment activities. In addition, a student recruitment plan is develop annually and executed to inform students/parents about the P-TECH Early College High School program. In September and October, students have the opportunity to hear guest speakers from the construction management profession and attend events such as the Career Expo and/or Construction Career Day program. In October, the P-TECH Early College counselor shares information with 8th grade students about high school graduation plans, Pathway options, and the P-TECH program. Every 8th grade student completes an interest survey used by administration to assist with program planning. In November, students received applications for the P-TECH program. Other recruitment events include an evening CTE Career Fair conducted for students in grades 8-12. A special evening event is conducted by EISD administration for 8th grade students and their parent's to learn about high school courses and how the P-TECH program can simultaneously satisfy high school graduation requirements and an AAS degree in Construction Management. P-TECH applications are due in December. Student/Parent interviews for prospective P-TECH students are conducted in January and course request are submitted to counselors. P-TECH acceptance letters are mailed in April. In May, the Summer Bridge program is finalized and published for the P-TECH cohort. In June, students complete the 4 week Summer Bridge program, TCC applications and the TSI.

**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.

In the DFW metroplex, construction projects will grow 11 percent through 2026, yielding 44,800 new jobs. Everman ISD, located in Tarrant County, has worked in conjunction with the IHE and industry partners to develop a course of study offering industry certifications (OSHA 10, Revit, AutoCAD, CMIT, Procore) and dual credit courses which can ultimately lead to an AAS degree in Construction Management Technology. Dual credit course opportunities include English, kinesiology, speech, fine arts, college algebra, and environmental science. All dual credit courses will satisfy high school graduation and AAS Construction Management Technology requirements. Cohort 1 students entering their 9th grade year will benefit by business/industry partners raising student's and staff's level of awareness for careers opportunities available in the construction management industry. Increased awareness will occur through interest surveys. Interest surveys will inform program planning. In addition, business and industry experts will participate in guest speaker appearances, career day/college and career planning events hosted by staff. During the 10th grade year, cohort 1 students will move from awareness to exploration of career opportunities. Business and industry partners will support this shift by offering work-site tours, participating in career/college planning activities. Business and industry partners will mentor students by offering guided research/planning for teacher selected student projects. During the 11th grade year, business/industry partners will offer cohort 1 students on-going job shadowing opportunities. Students will be participating self-selected projects and will receive support from partners through guided research, mentoring, and expert panel opportunities. Partners will also work with students on resume building and interview skills. During the 12th grade year, cohort 1 students transition from career exploration to career preparation and will participate in internship opportunities simulating workplace experiences. Under expert supervision, students will complete a capstone project in order to complete their AAS degree.

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.

In accordance with the legislative grant of authority for Pathways in Technology Early College High School in TEC §§29.551-29.557, et.deq., and any rules and regulations promulgated by Texas Commissioner of Education, Everman ISD (EISD) and Tarrant County College (TCC) agree to collaboration in planning, implementation, and continuous improvement of P-TECH Early College High School programs including the provision for faculty, staff, and administration, curriculum development, professional development and student services. College-approved textbooks, syllabi and course outlines shall apply to all College courses and to all students in the courses when offered under the provisions of the ECHS Course. All textbooks and supplemental materials required for classes outlined in the P-TECH Course Articulation Agreement for P-TECH ECHS shall be provided by Everman ISD. All textbooks and supplemental materials required for classes not outlined under the provisions of the ECHS Course Articulation Agreement for ECHS shall be provided by Everman ISD. College approved textbooks purchased by Everman ISD for cohorted classes may be used for a time period of three years once the book is selected. College credit for each P-TECH student should appear on the College transcript as the student completes a course. The transcription of College credit will be the responsibility of the TCC, and transcription of high school credit will be the responsibility of EISD. EISD will determine how the College grade will be recorded in the high school transcript for grade point average ("GPA") and ranking purposes. EISD will ensure that the student handbook (referenced below) provided to ECHS parents and students clearly sets forth the process and EISD's authority in this matter. The instructional calendar will be based on the EISD and TCCD master calendars. Instruction and testing will follow the State Board of Education and TEA compliance standards. Inclement weather procedures will be established in consultation with all parties to this MOU. EISD & TCCD agree to provide students with sufficient time to complete an Associates Degree.

**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.

In the Dallas/Fort Worth metroplex, construction management jobs will increase 11% between 2016 through 2026. This growth will yield an additional 44,800 jobs in the DFW area. In previous years, Matheson Gas has been a partner with Everman ISD providing supplies and equipment for welding classes offered at Everman High School. Matheson Gas is expanding their role to support the P-TECH Early College High School with scaffolding work-based learning education experiences for students in grades 9 through 12.

Cohort 1 will begin with ninth grade students during the 2019-2020 school year. In this inaugural year of the program, business/industry partners will assist the P-TECH staff in raising student's level of awareness of the array of careers opportunities available in the construction management industry. Awareness will be promoted through interest surveys administered to students for program planning. In addition, business and industry experts will participate in guest speaker appearances, career day programs, as well as college and career planning events hosted by the P-TECH staff.

During the 10th grade year, cohort 1 students will move from awareness to exploration of career opportunities. Business and industry partners will support this shift by offering work-site tours, participating in career/college planning activities. Business and industry partners will mentor students by offering guided research/planning for teacher selected student projects. In addition, job-shadowing opportunities will be introduced during the spring semester.

During the 11th grade year, business and industry partners will offer cohort 1 students on-going job shadowing opportunities. Students will be participating self-selected projects and will receive support from partners through guided research, mentoring, and expert panel opportunities. Partners will also work with students on resume building and interview skills.

During the 12th grade year, cohort 1 students transition from career exploration to career preparation. Cohort 1 students will participate in internship opportunities offered by business/industry partners. These internships will provide students with simulated workplace experiences. Students will also completed capstone projects under the direction/support of P-TECH staff and business/industry partners, which supports students in achieving industry certifications and an ASA degree.

As stated in the Memorandum of Understanding with Everman ISD, Matheson Gas has committed to give students who receive work-based training under the P-TECH Early College High School program first priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program.

**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.

The Everman ISD P-TECH Leadership team consists of the following individuals:

- Alan Umholtz - Chief of Secondary Education - District Representation
- Kathy Allen - Grant Director - District Representation
- Susan Alvey - CTE Coordinator - District Representation
- Jason Miller - EHS Principal - Campus Leader
- Sean Milligan - Early College High School Associate Principal - Program Leader
- Lora Macaulay - Early College High School Counselor - Program Leader
- Janet Wynne - Advisory Committee Chairperson - Community Representative
- Russ Garrison - Sedalco Construction - Business/Industry Partner

The Leadership Team meets a minimum of once per month. During each leadership team meeting, the group reviews the 30/60/90 day plan for the P-TECH program, determines next steps for the program development, and establishes a future meeting date/time. Agenda items for our March meeting included the following: Budget Amendment, Review 30/60/90 Plan, Success Grant, PD Opportunities, OBM's, Strategic Alliances, Summer Bridge, Course of Study, WBL, Construction Career Day, Transcripts/TSI. Our next meeting will be April 16th at 9:00 am and will include our CCRM Coach, Dr. Thalia Chaney.

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.

Student support is provided in a variety of ways at both the EISD and the IHE campus. The P-TECH counselor and associate principal, and secondary AVID department work with the junior high principal to inform students about graduation plan options, recruit students for programs, and assists with the application process for P-TECH ECHS. In addition, the P-TECH counselor administers student interest surveys to 8th grade students to better inform the district for planning purposes. The counselor insures students are scheduled into appropriate coursework that support their personal graduation plans for certification and AAS degree. Each grading period, the associate principal and counselor conduct academic meetings involving students and their parents for any student failing classes and a corrective action plan is developed to get students on track. The associate principal conducts bi-weekly PLC meetings to discuss student success/concerns and guides goal setting. In the 2018-19 school year, a dual credit liaison position was added to the ECHS. This liaison is assigned to the dual credit courses taught at the IHE. On a daily basis, she actively monitors attendance, grades, and discipline. She also creates spreadsheets with student rosters which includes information such as course work, daily attendance and grades. Every Friday she works with AVID tutors to create study hall sessions based on student needs by course. The counselor works in conjunction with the associate principal of the ECHS to develop transportation plans to and from the IHE. Summer Bridge is a four week TSI prep program administered by the dual credit liaison. Freshman students participate by rotating through ELAR and math courses taught by certified teachers. Upperclassmen participate in a computer based TSI prep computer programs. The academic coach is assigned directly to the classroom for college courses taught at Everman HS. Daily, he checks on grades, attendance, discipline and schedules tutoring. He involves the P-TECH administrative team concerning student needs. He also coordinates the IHE distance learning lab, credit recovery and teaches the Pathway to College and Career Course. IHE academic advisors audit transcript for college credits. College Advisors from UTA and TCU College Core work with students on FAFSA, SAT, ACT to get students "college set" upon graduation from high school.

**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.

<b>PAYROLL COSTS - 6100 (include direct program and direct admin costs)</b>	<b>BUDGET</b>
Grant Project Director	40,000
Extra Duty	20,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)</b>	
Curriculum Writing	22,000
Professional Development	30,000
Business Industry Liaison	20,000

<b>SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)</b>	
PPE, Software, Construction Materials	45,000

<b>OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)</b>	
Field Trips	15,000
Travel, workshops	8,000
<input type="text"/>	<input type="text"/>

<b>CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)</b>	
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs)

REQUIRED MATCH AMOUNT (total budget request x 20%)



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

**Crosswalk Template**

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

CDN:

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Construction Management Technology	Tarrant County College District	N	Distinguished High School Diploma Associate of Applied Science Degree Industry Certifications

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	03440100	Spanish I	1			
<b>Total Year 0 High School Credits</b>			<b>1</b>	<b>Total Year 0 College Credit Hours</b>		
Year 1 / Grade 9	03220100	English I	1			
Year 1 / Grade 9	03100500	Algebra I	1			
Year 1 / Grade 9	03010200	Biology	1			
Year 1 / Grade 9	03320100 or 03340400	World Geo or World History	1			
Year 1 / Grade 9	03440200	Spanish II	1			
Year 1 / Grade 9	N1290001	AVID I	1			
Year 1 / Grade 9	PES00052	Physical Education	1	KINE 1164	Kinesiology	1
Year 1 / Grade 9	13004220	Principles of Construction	.5	CNBT 1110	Basic Const. Safety	1
Year 1 / Grade 9	03240900	Public Speaking	.5	SPCH 1315	Public Speaking	3
Year 1 / Grade 9	13004600	Architectural Design I	.5	ARCH 1315	Architectural Computer Graphic	3
<b>Total Year 1 High School Credits</b>			<b>8.5</b>	<b>Total Year 1 College Credit Hours</b>		
Year 2 / Grade 10	03220200	English II	1			
Year 2 / Grade 10	03100700	Geometry	1			
Year 2 / Grade 10	03100600	Algebra II	1			
Year 2 / Grade 10	03040000	Chemistry	1			
Year 2 / Grade 10	N1290002	AVID II	1			
Year 2 / Grade 10	13005600	Electrical Technology I	.5	CNBT 1302	Mech/Plumb/Elec. Sys in Constr.	3
Year 2 / Grade 10	13005700	Electrical Technology II	.5	CNBT 1300	Resident/Light Comm. Blue Print	3
Year 2 / Grade 10	03155600	Music Appreciation I	1	MUSI 1306	Music Appreciation	3
Year 2 / Grade 10	13004900	Construction Management I	.5	CNBT 1344	Construct. Materials Testing	3
Year 2 / Grade 10	N1300421	Topographical Drafting	.5	SRVY 1301	Introduction to Surveying	3
<b>Total Year 2 High School Credits</b>			<b>8</b>	<b>Total Year 2 College Credit Hours</b>		
Year 3 / Grade 11	A3220100	AP English III	1			
Year 3 / Grade 11	A3340100	AP US History	1			
Year 3 / Grade 11	03330100	Government	.5			
Year 3 / Grade 11	N1290003	AVID III	1			
Year 3 / Grade 11	03102500	College Algebra	1	MATH 1314	College Algebra	3
Year 3 / Grade 11	03020000	Environmental Systems	1	GEOL 1305	Environmental Science	3
Year 3 / Grade 11	13004900	Construction Management I	.5	CNBT 1311	Construction Methods/Material	3
Year 3 / Grade 11	13005000	Construction Management II	.5	CNBT 1346	Construction Estimating I	3
Year 3 / Grade 11	13005100	Construction Technology I	.5	CNBT 2335	Computer Aided Const. Sched.	3
Year 3 / Grade 11	13005000	Construction Management II	.5	CNBT 1342	Building Codes Inspection	3
<b>Total Year 3 High School Credits</b>			<b>7.5</b>	<b>Total Year 3 College Credit Hours</b>		
Year 4 / Grade 12	TBD	Advanced Science	1			
Year 4 / Grade 12	N1290003	AVID IV	1			
Year 4 / Grade 12	03221800	Independent Study in English	1	ENGL 1301	Composition I	3
Year 4 / Grade 12	03310301	Economics Advanced Studies	5	ECON 2301	Principles of Macro Economics	3
Year 4 / Grade 12	13005250	Practicum in Const Tech	1	CNBT 2266	Practicum in Const. Engineering	2
Year 4 / Grade 12	13004900	Construction Management I	.5	CNBT 2342	Construction Management I	3
Year 4 / Grade 12	13012100	Business Management	.5	BMGT 1327	Principles in Management	3
Year 4 / Grade 12	13005000	Construction Management II	.5	CNBT 2337	Construction Estimating 2	3
Year 4 / Grade 12	13011400	Business Info Management	.5	COSC 1301	Introduction to Computing	3
<b>Total Year 4 High School Credits</b>			<b>6.5</b>	<b>Total Year 4 College Credit Hours</b>		
<b>Total High School Credits</b>			<b>31.5</b>	<b>Total College Credit Hours</b>		

Certification (s) to be earned by high school graduation:	Level 1 and Level 2 Construction Technician/Technology, OSHA 10, Revit, AutoCAD, CMIT, Procore
Degree (s) to be earned by high school graduation:	Associate of Applied Science in Construction Management Technology

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

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

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level. You may delete or expand rows but do not exceed one page

Year / Grade Level	Work-based Education Example # 1			Work-based Education Example # 2			Work-based Education Example # 3		
	Work-based Education Example # 1	Type of Activity	Business Partner	Work-based Education Example # 2	Type of Activity	Business Partner	Work-based Education Example # 3	Type of Activity	Business Partner
Year 1 / Grade 9	Guest Lecture	First Aid/CPR Training	American Red Cross	Guest Lecture	PPE & Construction Safety	Brock Solutions	Guest Lecture	Technology in Construction Management	eCAD
Year 2/ Grade 10	Worksite Tour	Learn about Industrial Construction	Siemens	Worksite Tour	Learn about Material Testing and Surveying in the Construction Industry	TBD	Guided Research Project	Learn about Drafting, Blueprint and Document Creation	Core CAD Studio
Year 3/Grade 11	Worksite Tour	Learn about Large Scale Building Construction	American Airlines	Resume Workshop & Mock Interviews	Learn about resumes, interviewing, follow-up calls, etc.	TBD (Qualified Staffing)	Mentorship Placement	Students will be placed with an industry partner	CMAA
Year 4/Grade 12	LinkedIn & Social Media Reputation	Learn about Your Digital Reputation and How to Create a LinkedIn Profile	Recruiter	College Fair	Attend a College Fair	UT Arlington & TCC	Internship Placement	Summer Internship Programs	TBD
Optional Year 5	Guided Research Project	Learn about Job Opportunities							
Optional Year 6	Guided Research Project	Learn about Self-Motivation & Leadership							

CDN: \_\_\_\_\_

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**MEMORANDUM OF UNDERSTANDING:  
TARRANT COUNTY COLLEGE DISTRICT  
AND  
EVERMAN INDEPENDENT SCHOOL DISTRICT**

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

WHEREAS, the parties to this MOU will establish a Pathways in Technology Early College High School (herein so called, or "ECHS", or "P-Tech") in the 2019-2020 academic year, which will begin by serving students in grade 9 (with subsequent years serving grades 9-14) to provide opportunities for academic 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: (1) are highly motivated but have received insufficient academic preparation; (2) may be English language learners; (3) are likely to experience difficulty in experiencing a smooth transition into postsecondary education; (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 Degree, or two years of college credit toward a Bachelor's Degree, the parties agree to follow the intent of the Guiding Principles of the ECHS especially in providing ECHS classes with sufficient time for the students to complete an Associate 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.

WHEREAS, it is the intention of the parties that the P-Tech shall be operated in accordance with the legislative grant of authority for Pathways in Technology Early College High School in Texas Education Code §§ 29.551 through 29.557, et. seq., and any and all rules and regulations which may be promulgated by Texas Commissioner of Education, in connection therewith, as same may presently exist or as may hereafter be amended, modified or supplemented.

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

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accordance with THECB requirements and TEA requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level.

**C. Duties of College:** The College shall have the following duties:

- 1) Waive tuition for students duly enrolled in the ECHS approved college courses;
- 2) Provide selection of text materials for college courses;
- 3) Involve full-time faculty who are teaching in the appropriate disciplines in overseeing college course selection and implementation in the ECHS;
- 4) Ensure that syllabi and course documents are followed;
- 5) Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
- 6) Ensure that all College core curriculum courses are in the students' individual ECHS graduation plan by the beginning of the high school freshman year;
- 7) Designate personnel to monitor the quality of instruction in order to assure compliance with the ECHS Course Articulation Agreement for Early College High School and the standards established by TEA, applicable accrediting agencies, and the College;
- 8) Provide access to in-house professional development opportunities offered by College that coincide with curriculum issues that will impact ECHS student success in their collegiate courses to the ECHS faculty and staff at no charge.
- 9) Pay salaries of instructors who teach College courses;
- 10) Provide academic support for ECHS students;
- 11) If applicable, provide an area per Everman ISD and state and federal requirements in which students may eat lunch/meals that Everman ISD provides;
- 12) Provide parking for ECHS faculty, staff and appropriate students for required ECHS activities on the College campus; and
- 13) Administer TSI testing at the ECHS site in a mutually agreed upon schedule.

**D. Duties of Everman ISD.** Everman ISD shall have the following duties:

- 1) Consult with College faculty who teach ECHS courses in design and implementation of these courses to assure that course goals enable students to master the TEA's State of Texas Assessments of Academic Readiness ("STAAR") tests and end of course testing and match the requirements of the THECB to ensure rigor;
- 2) Pay the salaries of Everman ISD instructors and instructional personnel;
- 3) Provide meals to qualifying students who participate in ECHS; and
- 4) Ensure that all Everman ISD high school courses are in the students' individual graduation plan by the beginning of the high school freshman year, including College courses.

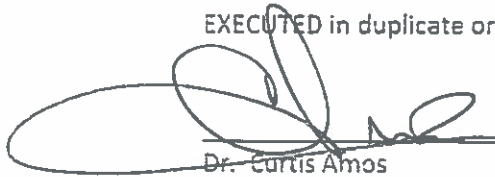
**E. Enhanced Educational Opportunities:** The ECHS will implement the

- TCC shall ensure that grades for college courses are timely and correctly entered in TCC's administrative software.
- TCC will not provide ECHS students with computers, laptops or e-readers, and to the extent EISD elects to provide students with such equipment, EISD shall first confirm with TCC that the hardware and software for such equipment is compatible with TCC's computer system.
- EISD shall provide intentionally intrusive and intense support to any underperforming ECHS student, to assist that student to become Texas Success Initiative ("TSI") compliant prior to the commencement of that student's junior year. The College shall have the right, but not the obligation, to participate in these support efforts.
- ECHS faculty and staff shall be permitted to participate in TCC's in-house professional development courses at no charge.


**3. Expiration or Termination**

- Expiration or earlier termination of the MOU shall automatically terminate this OM.

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

  
 \_\_\_\_\_  
 Dr. Curtis Amos  
 Superintendent, Everman Independent School District

4/9/2019  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Eugene Giovannini, Ed.D.  
 Chancellor, Tarrant County College District

4/9/19  
 \_\_\_\_\_  
 Date

Approved as to Form :   
 Attorney for Everman ISD \_\_\_\_\_  
 Date 4/9/19

Approved as to Form :   
 TCC Legal Services \_\_\_\_\_  
 Date 4.8.19

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**MEMORANDUM OF UNDERSTANDING BETWEEN  
EVERMAN INDEPENDENT SCHOOL DISTRICT AND  
BROCK SOLUTIONS, LLC.**

**Brock Solutions LLC.** (Brock Solutions) and Everman Independent School District (“Everman ISD”) on behalf for Everman High School enter into this Memorandum of Understanding (“MOU”) to outline the elements of their campus-based mentoring program.

The campus-based **Brock Solutions** Program is designed to provide career awareness, and eventually job shadowing opportunities to students with aim of providing and establishing and maintaining a relationship with the school. The construction company will be involved in mentoring, career awareness, eventually job training and job shadowing at Everman High School with no cost to Everman ISD.

The scope of the **Brock Solutions** Program and essential terms and conditions are as follows:

**MUTUAL UNDERSTANDING**

**Brock Solutions**

And Everman ISD agree to work together to support the following common goals:

- Inform the partner of any scheduling changes that may impact service delivery;
- Develop a method of communicating needs and challenges;
- Collaborate to encourage students to pursue post-secondary education, career and internship opportunities;
- **Brock Solutions** designated employees participating in speaking about their business at the campus and/or jobsites.

**BROCK SOLUTIONS will:**

- Assign employee(s) to Everman High School that promote college awareness and career awareness;
- Recruit and screen employee that mentor students;
- Volunteers/staff shall complete the volunteer application and background check every calendar year at the campus offices;
- 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 .

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**EVERMAN ISD will:**

Establish a college and career information center in the school for students to receive mentoring services;

- Ensure **Brock Solutions** employees and student have access to computer and internet in the college and career center'
- Assign students to participate in the program with **Brock Solutions** employees,
- Secure in a reasonable manner any facilities in which **Brock Solutions** equipment or other materials for use in the program to prevent theft of such equipment and materials, but in any event, Everman ISD will not be liable to **Brock Solutions** for the theft of or damage to any such equipment or materials;
- Designate an adult sponsor to oversee the operation of the college and career center. This sponsor must either be a school employee or someone authorized by the school to have access to students and facilities of the school.

**STUDENT PERSONAL INFORMATION**

**Brock Solutions** will not collect the personal information of students but may receive student contact information (e.g., email addresses) as a consequence of communicating with students about and during the student's participation in the program.

**PERIOD OF AGREEMENT**

The term of Agreement is from the time the agreement has been fully executed by both parties to the end of the 2019-2023 school year. The parties agree to review these terms at the conclusion of the noted school year.

**TERMINATION**

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

For Brock Solutions:            **Brock Solutions LLC**  
8080 TriStar Drive Suite 126  
Irving TX 75063  
  
Attn: Colt Stacer

For Everman ISD

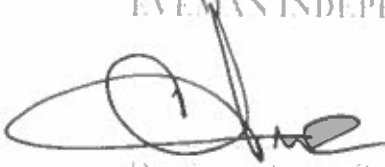
15201 Everman Parkway  
Everman, TX 76140  
Attn: Business Department

The individuals executing the Agreement with Brock Solutions and Everman ISD acknowledge that they are duly authorized to execute this Agreement. All parties hereby acknowledge that they have read and understood this Agreement and the attachments and or exhibits hereto. This Agreement shall not become effective until executed by each party. In addition, the parties acknowledge that they will perform their respective duties under this Agreement only after it is fully executed.

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

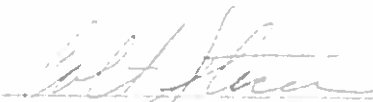
APPROVAL

EVERMAN INDEPENDENT SCHOOL DISTRICT



Dr. Curtis Amos, Superintendent

4-18-2019  
Date



Brock Solutions

04/07/2019  
Date