



**2020-2022 P-TECH and ICIA Planning and Implementation Grant  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, December 10, 2019**

NOGA ID

Authorizing legislation

**General Appropriations Act, Article III, Rider 66, 86th Texas Legislature**

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

**March 1, 2020 to July 8, 2022**

☒ Pre-award costs are not permitted.

**Required Attachments**

**1. Attachment 1 (as detailed on page 14 of the Program Guidelines)**

**2. Attachment 2 (as detailed on page 14 of the Program Guidelines)**

**Amendment Number**

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

**Applicant Information**

Organization **Evolution Academy School** CDN **057-834** Vendor ID **76-0622470** ESC **10** DUNS **107959814**

Address **1101 South Sherman Street** City **Richardson** ZIP **75071** Phone **(972) 907-3755**

Primary Contact **Cynthia Trigg** Email **cynthia.trigg@evolutionacademy.org** Phone **(972) 907-3755**

Secondary Contact **Jeff Robinson** Email **jeff.robinson@evolutionacademy.org** Phone **(972) 907-3755**

**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 **Cynthia Trigg** Title **Superintendent**

Email **cynthia.trigg@evolutionacademy.org** Phone **(972) 907-3755**

Signature *Cynthia A. Trigg* Date **11/25/2019**

Grant Writer Name **Maggie Rodriguez** Signature *M. Rodriguez* Date **11/25/2019**

☐ Grant writer is an employee of the applicant organization.

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

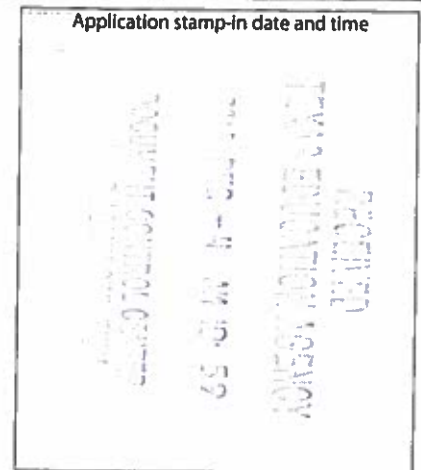
RFA # **701-20-106** SAS # **273-20**

**2020-2022 P-TECH and ICIA Planning and Implementation Grant**

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**Shared Services Arrangements**

**X** 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
Only 2.1% of students who graduate from Evolution Academy are career ready and career/military ready. This is significantly lower than the state's percentage of 21.6%. (Source: 2018-2019 TAPR)	Collaborate with local businesses, Richland and Eastfield Colleges, and the Workforce Development Board to ensure both rigorous academic and work-based learning programs provide clear pathways to regional employment opportunities. This will ensure a smooth transition experience to post-secondary and the workforce.
Evolution Academy only had 11.2% of its students complete advanced/dual-credit courses. This is significantly lower than the State's percentage of 43.4%. (Source: 2018-2019 TAPR)	The Charter will collaborate with Richland and Eastfield Colleges to offer students the opportunity to obtain dual-credit courses that will lead to students obtaining a degree and industry-based certifications in a high-demand career field.
The Charter had only 13.6% of its graduating students enroll in a Texas Institution of High Education (IHE). This is significantly lower than the State's average of 54.6%. (Source: 2018-2019 TAPR)	By offering students the opportunity to obtain both high school and college credits, the Charter will be able to increase the percent of students that attend college.

**SMART Goal**

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

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

**Measurable Progress**

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

**First-Quarter Benchmark**

First-Quarter Benchmark: March 1, 2020 through September 30, 2020

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

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

Second-Quarter Benchmark: November 1, 2020 through April 30, 2021

- Submit the Implementation Plan to TEA by November 1, 2020;
- Apply for P-TECH Designation;
- Implement the recruitment strategies that are detailed in the recruitment plan;
- Hold a lottery to identify the students who will be part of the 1st cohort, if the number of applicants exceed available slots;
- Ensure students complete the Enrollment Application;
- Continue to hold Leadership Team meetings to address any issues that arise; and
- Provide each participating student with a program/course that enables them to combine high school courses and post-secondary courses.

**Third-Quarter Benchmark**

Third-Quarter Benchmark: May 1, 2020 through November 30, 2021

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

**Project Evaluation and Modification**

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

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

**DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM:** The Charter will collect data on a regular basis in order to determine if progress is being made on meeting the SMART goal and quarterly benchmarks. The data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

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

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

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- ☒ 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 2020-2022 P-TECH and ICIA Planning and Implementation Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2022 P-TECH and ICIA Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ The grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2021-2022 P-TECH and ICIA designation.

**THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:**

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- ☒ The P-TECH and 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 program will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

**Statutory Requirements**

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The RECRUITMENT and ENROLLMENT PLAN will include the following ACTIVITIES and GENERAL TIMELINE:

- March 2020 - November 2020 - Marketing materials will be developed that will be made available in English and Spanish.
- November 2020 - August 2021 - Upon receiving P-TECH Designation, marketing materials will be distributed to all students, parents, and other stakeholders. Counselor will meet with the 8th grade student to discuss the P-TECH Program. Any student interested will be provided an application & encouraged to apply. Campus administration will meet with each student's guardian so they can be made aware of the commitment being made to the program. The Charter will hold a weighted lottery that will favor students who are at-risk or part of the targeted sub-populations. Participants will be notified of their selection & the student & guardian will be asked to sign a contract. If unwilling to sign, an alternate will be selected.

**Statutory Requirements (Cont.)**

2. 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/certificate/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

Due to financial constraints, Evolution Academy Charter School (EACS) has been limited to offering only ten (10) college-level courses. Through the P-TECH Grant, EACS can EXPAND THEIR CURRENT COURSE OFFERINGS to include Education & Training; Auto Mechanics; & Nursing. EACS, in partnership with Richland and Eastfield Colleges, will provide students in grades 9-12, with courses that earn them both high school & college credits. These courses will be in either the education, mechanics, or medical field. In the medical field, students in 9th grade will complete a Principles of Health Science course, followed by Medical Terminology in 10th. In 11th grade, students will take a Health Science Theory/Clinical course, & finally a Practicum in Health Science their senior year. For the education field, students in 9th grade will complete Principles of Education & Training, followed by Human Growth & Development. In 11th grade students will take Instructional Practices, followed by Practicum in Education and Training in their senior year. Auto Mechanics, which will be offered through Eastfield College will also have courses provided to students each year. Furthermore, each course will offer certifications to students to include: phlebotomy, Certified Nursing Assistant, Primary Care Technician, Automotive Service Excellence, and more. Finally, once the campus is P-TECH designated, campus administrators will work in close partnership with campus staff, Administrators & Altruist Home Health Care, and other partnering agencies to allow participants to obtain work-based education experiences (5 points for work based education). Evolution Academy-Richardson, Altruist Home Health Care, and other partnering agencies will track and monitor the students' hours that are obtained during internships/externships. These hours will be submitted to the Project Director who will share the information with Richland and Eastfield Colleges so they can obtain their Cooperative Education credit hours. (Note - Automotive Mechanic courses are also planned, but limited space does not allow for this to be discussed) COURSE OF STUDY ADDRESS REGIONAL WORKFORCE NEEDS (10 POINTS): EACS ensures that the identified courses of study will directly align with a career pathway that addresses regional employers' workforce needs. Additionally, EACS contacted Richard Perez, Workforce Solution of Greater Dallas' Resource Development and Deployment - Manager, to ensure that these were high need occupations. This allowed the Charter to get a full understanding of what courses of study would be most beneficial to students and the regional workforce needs.

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

**Quality of Proposed IHE Partnerships. (10 Pts.)**

Richland and Eastfield Colleges have a history of successfully coordinating with various school to provide students with college experience while still in high school. The campus' sizes are large enough to offer a diverse array of programs, majors, and services to suit every interest, while never losing sight of the needs of each individual student. Richland and Eastfield Colleges, offer 48 degrees and certificates options, including associate degrees in a variety of liberal arts, social science, business, math, science, technology, advanced manufacturing, and allied health fields of study.

This experience makes Richland and Eastfield Colleges ideal IHE partners for the P-TECH Program. In order to establish and maintain strong partnerships with Richland and Eastfield Colleges, the Charter and campus administration will meet with the College Presidents, Director of College Programs- Educational Partnerships, Liaisons, and Counselor to develop an MOU to include all the agreed upon duties and responsibilities as required by this grant. Each of the agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise during the implementation.

To maintain strong partnerships, the Charter and college representatives will meet regularly to review student outcomes and address any issues. Finally, each year the colleges and school administration will meet to review and renew the MOU if needed. The Charter has obtained a letter of support, that was signed by Shawntae Minyard, which details their commitment to this project. IHE letter of support (5 pts.)

**Statutory Requirements (Cont.)**

4. 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.

Quality of proposed business partnerships (10 pts) - Evolution Academy Charter School will partner with various businesses. The Charter has obtained a letter of support from two business, that was signed by the authoring official, which details their commitment to this project, (10 pts- Business Partners Letters of Support) as detailed below:

- Evolution Academy - Richardson: Will provide work-based training to include hands-on instruction and a minimum of 30 hours of work-related trainings that can go towards receiving a teacher certification and associate degree. The participants will be provided with the equipment and supplies. During the program, students will be allowed to practice lesson planning, grade student coursework, and enter results into the online system to monitor student assignments; and
- Altruist Home Health Care: Will provide students with work-based training, which will consist of applied experiences in health services. Each student will have a minimum of 30 hours of work-based training. In addition, all equipment and materials required to complete tasks will be furnished for the student. During the program, students will be allowed to complete patient charts, draw blood, monitor patients' vitals, and more.

**TEA Program Requirements**

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

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

- Superintendent of Evolution Academy Charter School;
- Principal of Evolution Academy - Richardson Campus;
- Student Advisors (Counselors);
- Director of Student Services;
- Teacher Leaders; and
- Human Resources Director.

Individuals that will be added to the Leadership Team will include:

- Richland College's Director of College Programs- Educational Partnerships;
- Partnering Businesses Presidents;
- Parents; and
- IHE Liaison.

The Leadership Design Team meeting will be held on the first Tuesday of each month in order to allow the members to review what was achieved the previous month and to develop goals for the current month. Topics of discussion will include developing and approving MOU's, approving course cross walks, and approving all required documentation (i.e. student application, marketing forms, etc.).

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Currently, the campus offers the following wrap-around strategies and services: student mentoring; career counseling, and tutoring. With this grant funding, Evolution Academy will work closely with the local Workforce Development Board to create clear pathways that will address regional employers' workforce needs. During the preparation of the application, Evolution Academy contacted Richard Perez, Workforce Solution of Greater Dallas' Resource Development and Deployment - Manager, to request a list of high-demand occupations. Ms. Cynthia Trigg also researched the current trends, as well as, the projected occupation growth based on economic and business industry growth.

Utilizing these connections and grant funds, EACS will increase the amount of wrap-around services to include: Academic mentoring; Articulation of credits from high school to college; Social/emotional supports such as parent outreach, connections to social services, when needed, and peer mentoring; Counseling, guidance and student advisory services for academic and social/emotional support; Flexibility in scheduling; and Work-based education (i.e. internships and externships). Evolution Academy and Workforce Solution of Greater Dallas will meet often to ensure a strong connection for the program, as well as, to identify employers for students upon receipt of their certification, diploma, and associate degree.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



**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.

Description of Activity or Cost	Amount Budgeted
<b>Payroll Costs</b>	
1. Project Director stipend	\$20,000
2. Substitute pay so teachers can attend targeted trainings	\$8,000
3. Benefits	\$4,200
4.	
<b>Professional and Contracted Services</b>	
5. IHE will assist in credentialing teachers specifically related to identified programs of study	\$7,000
6. Trainings for staff which will prepare teachers to teach the targeted courses	\$10,000
7. Workshops for students which will generate student interest in the targeted program of study	\$10,000
8.	
9.	
<b>Supplies and Materials</b>	
10. Equipment and supplies necessary for the implementation of identified programs of study	\$79,554
11.	
12.	
13.	
<b>Other Operating Costs (include direct and indirect administrative costs, if allowable)</b>	
14. Travel to trainings that will prepare teachers to be credentialed in a related program of study	\$5,000
15.	
16.	
<b>Capital Outlay</b>	
17. Z-Space Technology will allow students to access virtual curriculum in targeted programs of study	\$50,000
18.	
<b>Indirect Costs</b>	\$6,246

Total grant award requested \$200,000



# ATTACHMENT #1: 2020-2022 P-TECH AND ICIA PLANNING AND IMPLEMENTATION GRANT

## Crosswalk Template

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

Program of Study			IHE Partner		Program Previously Offered in District? (Y/N)		Expected Program Student Outcomes	
Medical Assistant Technology			Richland College		N		A.A.S. in Medical Assistant Technology	
CDN: <b>057-834</b>								
Year / Grade Level	High School Course			Post-Secondary Course				
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours		
Year 0 / Grade 8								
Year 0 / Grade 8								
Total Year 0 High School Credits				Total Year 0 College Credit Hours				
Year 1 / Grade 9	13020960	Health Information Systems	1.0	POFM 1400	Basic Medical Coding	3		
Year 1 / Grade 9	13020400	Health Science Theory	1.0	MDCA 1205	Medical Law & Ethics	2		
Year 1 / Grade 9								
Year 1 / Grade 9								
Total Year 1 High School Credits			2.0	Total Year 1 College Credit Hours				
Year 2/ Grade 10	13020600	Anatomy & Physiology	1.0	BIOL 2401	Anatomy & Physiology	4		
Year 2/ Grade 10	13020300	Medical Terminology	1.0	HITT 1305	Medical Terminology	3		
Year 2/ Grade 10	13018600	Management and Administration	1.0	MDCA 1321	Administrative Procedures	3		
Year 2/ Grade 10	13016500	Medical Insurance	1.0	MDCA 1343	Medical Insurance	3		
Year 2/ Grade 10	13020500	Practicum in Health Science	2.0	MDCA 1166	Practicum I (Summer)	1		
Year 2/ Grade 10	03240900	Speech	.5	SPCH 1311	Public Speaking (Summer)	3		
Year 2/ Grade 10								
Year 2/ Grade 10								
Total Year 2 High School Credits			6.5	Total Year 2 College Credit Hours				
Year 3/Grade 11	13037210	Science Research and Design II	1.0	BIOL 2402	Anatomy & Physiology II	4		
Year 3/Grade 11	13037220	Science Research and Design III	1.0	POFM 2310	Intermediate Medical Coding	3		
Year 3/Grade 11	A3220100	English Language Composition	1.0	ENGL 1301	English Language Composition	3		
Year 3/Grade 11	03350100	Psychology	1.0	PSYCH 2301	General Psychology or Lifespan	3		
Year 3/Grade 11	N1302093	Human Body Systems	1.0	MDCA 1302	Human Disease	3		
Year 3/Grade 11	A3440100	AP Spanish Language	1.0	SPAN 1411	Beginning Spanish	4		
Year 3/Grade 11								
Year 3/Grade 11								
Total Year 3 High School Credits			6.0	Total Year 3 College Credit Hours				
Year 4/Grade 12	13020700	Electrocardiography	1.0	ECRD 1111	Electrocardiography	2		
Year 4/Grade 12	13037200	Science Research and Design	1.0	MDCA 1352	MA Lab Procedures	3		
Year 4/Grade 12	13020200	Principles of Health Science	1.0	MDCA 1317	Procedures in a Clinical Setting	3		
Year 4/Grade 12	13020515	Practicum in Health Science II	2.0	MDCA 1167	Practicum II	1		
Year 4/Grade 12	03060201	IPC Advanced Science	.5	PLAB 1223	Phlebotomy	2		
Year 4/Grade 12	13020950	Pharmacology	1.0	MDCA 1348	Pharmacology & Administration	3		
Year 4/Grade 12	84800XXX	Advisory	1.0	MDCA 1254	MA Credentialing Exam Review	2		
Year 4/Grade 12	13020510	Practicum in Health Science III	2.0	MDCA 2266	CAPSTONE: Practicum III	2		
Total Year 4 High School Credits			9.5	Total Year 4 College Credit Hours				
Optional Year 5								
Optional Year 5								
Optional Year 6								
Optional Year 6								
Total Years 5 & 6 High School Credits				Total Years 5 & 6 College Credit Hours				
Total High School Credits			24.0	Total College Credit Hours				
Total High School Credits			24.0	Total College Credit Hours				
Total High School Credits			24.0	Total College Credit Hours				
Certification (s) to be earned by high school graduation:			Phlebotomy Technician or Licensed Vocational Nurse Certifications					
Degree (s) to be earned by high school graduation:			A.A.S. in Medical Assistant Technology					

**WORKFORCE SOLUTIONS**  
**GREATER DALLAS**

December 2, 2019

To Whom It May Concern:

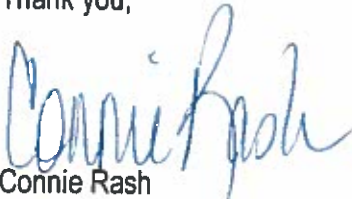
Workforce Solutions Greater Dallas, as the workforce board for Dallas County, offers support to the proposed 2020-2022 P-TECH and ICIA Planning and Implementation Grant that is being submitted by Evolution Academy Charter School.

Workforce Solutions Greater Dallas supports efforts to address the regional workforce needs for Teachers, Mechanics, and Medical Professionals.

The Dallas County Workforce Development Board, dba, Workforce Solutions Greater Dallas (WFSDallas) is the workforce system for the Greater Dallas region. WFSDallas implements a system of services that meets employer and job seeker needs while providing support for the community. For additional information about our services, please see our website at: [www.wfsdallas.com](http://www.wfsdallas.com).

If you have any questions, please contact me at 214-290-1008.

Thank you,



Connie Rash  
Senior Vice President