



**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 **Aldine Independent School District** CDN **101902** Vendor ID **74-6001110** ESC **4** DUNS **073898017**

Address **2520 W.W. Thorne Blvd.** City **Houston** ZIP **77073** Phone **281-985-1011**

Primary Contact **Franklin Higgins** Email **fehiggins@aldineisd.org** Phone **281-985-6650**

Secondary Contact **Todd Davis** Email **tmdavis@aldineisd.org** Phone **281-985-3791**

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Tamika Alford-Stephens** Title **Chief Financial Officer**

Email **tralford-stephens@aldineisd.org** Phone **281-985-7333**

Signature *Tamika Alford-Stephens* Date **12-6-19**

Grant Writer Name **Stacey Smith** Signature *Stacey Smith* Date **12/6/2019**

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

Application stamp-In date and time

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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
Support the commitment of the partnership between G.W. Carver P-TECH and Lone Star College to increase post-secondary preparation, access and success by providing high quality educational opportunities .	Providing greater opportunities for G.W Carver P-TECH teachers and Higher Education faculty to collaborate through planning and professional development to enhance the educational process.
Bolster the secondary and post -secondary contributions to help break the cycle of poverty in our region .	Implementing processes for collecting, sharing, and reviewing data to assess the progress of students and to plan accordingly for continuous improvement of program activities .
Contribute to the regional economy by sustaining a thriving educated population while attending and when students graduate from G.W. Carver P-TECH school.	Designing a course of study so students will have a course of study that combines high school and post-secondary courses to complete an associates degree, industry certificate or work -based training within six years.

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.

The G.W. Carver P-TECH will create a comprehensive redesign of the high school experience for students that have traditionally not graduated from post-secondary institutions within six years. By creating successful programs of study, student transitions into institutions of higher education and the work force, the G.W. Carver P-TECH will increase the number of students that are historically underrepresented in college (1st generation college goers, low socio-economic status, African American, Hispanic, Native American) and embarking upon high demand, high wage careers. The G.W. Carver P-TECH will be designed to serve students' needs and to provide a multifaceted, multilevel educational experience.

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

Benchmark 3: Strategic Alliances - The Aldine ISD and Lone Star College partnership will implement and meet the requirements based on the pathways to be offered to students. Additionally, the partnership will develop, sign and execute a memorandum of understanding that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners.

Benchmark 2: Target Population - The Aldine ISD and Lone Star College partnership will serve, or include plans to scale up to serve, students in grades 9-14, and shall target and enroll students who are at risk of dropping out of school as defined by PEIMS and who might not otherwise go to college. A timeline for student recruitment, application process and family outreach will be developed and implemented.

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

Benchmark 1: School Design · The Aldine ISD and Lone Star College partnership will offer open-enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning , at no cost to participating students. (location , staffing , establishing leadership teams and meeting calendars, etc.)

Benchmark 4: Curriculum, Instruction and Assessment · The Aldine ISD and Lone Star College partnership will provide a rigorous course of study that enables the participating students to receive a high school diploma, an associate degree, postsecondary certificate or industry certification by lone Star College during grades 9-14. (Identifying high-demand occupations, career pathways, assessment for measuring student progress to meet OBMs, data reviews, supports-academic, social, emotional, and work with partners to align curriculum between ISD, IHE and industry / business partners .)

Third-Quarter Benchmark

Benchmark 6: Student Supports · The Aldine ISD and Lone Star College partnership will develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

Benchmark 5: Work-Based Learning - The Aldine ISD and Lone Star College partnership will offer participating students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials. (Collaborate with local workforce development board, local chamber of commerce, and local workforce industry representatives).

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 Aldine ISD and Lone Star College partnership will utilize, develop, implement and evaluate the various cycles for continuous improvement. G.W. Carver P-TECH will submit quantitative targets for evaluative measures including enrollment, dual enrollment , attrition, attendance , high school and college graduation. Additionally, the outcomes-based measures from the Texas Education Agency, (performance targets listed in this proposal) will be monitored to assure student success and compliance. The partnership will establish a data sharing and collection agreement to monitor, support and track program performance against expected program outcomes . Assessment and evaluative tools will include:

- Standardized test scores targeting math and language arts
- Individual student portfolios, AP scores, dual credit grades, course completions
- Student, parent and staff surveys
- Review of services provided to train staff and results based on product (student projects and standardized assessments)
- Course sequences established and modified
- Individual student plans for graduation that include high school , associate degree, bachelor's degree (college counseling)
- College acceptance rate-college acceptance postings per student
- Tracking/evaluating students : coursework completion, college course completions, internship completions, Senior project completions and college scholarship awards
- Work-based experiences

The partnership will work with the TEA technical assistance provider who will support and assist in the evaluation and monitoring of the P-TECH initiative. The partnership will not employ an independent evaluator. Additionally, the G.W. Carver P-TECH will use the expert resources available through the Educate Texas networking opportunities. This network offers connections with other leaders, coaches and TEA representatives, allows for question and answer opportunities, sharing experiences and resources. This networking is both face/face, through regional CCRMS, summer summit and online via Mobilize platform <https://texasccrm.mobilize.io/registrations/groups/17649>

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.

G.W. Carver P-TECH will serve 50 students entering 9th grade for the 2020-2021 school year with plans to scale up by adding two programs in 2021-2022 and one grade level per year until Fall, 2023-2024 school year. The campus will enroll a new cohort of 100 each year. At capacity, G.W. Carver P-TECH will serve up to 400 students in grades 9-12. Enrollment at G.W. Carver P-TECH will be open to incoming 9th grade students. The campus has developed a comprehensive plan to recruit at-risk students (as identified in Benchmark 2). The G.W. Carver P-TECH leadership team will recruit students by visiting surrounding middle schools, participating in Aldine ISD's High School Fairs and by attending middle school parent nights. G.W. Carver P-TECH will host a series of open houses and informational meetings for community members. Parents, students and community members will have the opportunity to learn about the G.W. Carver P-TECH program, pathways and extracurricular activities in a bilingual format.

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.

The program of study at G.W. Carver P-TECH in partnership with Lone Star College will provide a comprehensive, structured approach for delivering academic and career and technical education to prepare students for post-secondary education and career success. Below is an example of a program of study at G.W. Carver P-TECH that will enable students to enter the pathway in the Aldine ISD and Lone Star College operations and college and career work groups have developed a high demand career profile based on Texas Workforce Commission (TWC) labor market information, Top 25 Occupations by Help Wanted Postings Jan-Oct 201 8, US Dept of Ed, Office of Career Gulf Coast Workforce Region High-Skill, High-Growth Jobs, Technical and Adult Ed, Consolidated Annual Report (CAR) Perkins IV, Gulf Coast WDA Occupational Projections-income comparisons, Lone Star College - Programs of Studies, and PEIMS student demographics. Based on the results of the profile, the work groups selected Geo-spatial Engineering (Surveying) and Mechatronics as the career focus pathways for the P-TECH to meet the needs of workforce in Gulf Coast area .

The G.W. Carver P-TECH academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM).

AAS Mechatronics

AAS Geo-spatial Engineering

9th - 12th grade students will take industry-based field trips, attend college and career fairs sponsored by corporate and industry partners, participate in job-shadowing opportunities, industry-based field experiences, hands-on workshops with work-based tools and resources, safety training, internship opportunities, and full-time employment after graduation.

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

The primary partnership between Aldine Independent School District and Lone Star College will be officially established by an Inter-local Agreement (MOU) that is approved and signed by both entities. This agreement is drafted to ensure G.W. Carver P-TECH and Lone Star College provide a rigorous course of study that incorporates students earning a high school diploma, certifications and/or up to 60 college credit hours or an associate degree. The partnership agreement between G.W. Carver P-TECH and Lone Star College includes the following:

- Collaboration in planning, implementation, and continuous improvement of the G.W. Carver P-TECH program including the provision for faculty, staff, and administration as well as curriculum development; training and student services
- Provision of rigorous college readiness curriculum, textbook requirement Texas Higher Ed Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses - all at no cost to the student or their families
- Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully
- Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success
- An established instructional calendar that is consistent with the mutual needs and requirements of both parties
- Recruitment, enrollment and retention
- Compliance with all grading requirements prescribed by applicable law or the College for continued enrollment in dual credit courses
- Instructional calendar that is consistent with the mutual needs and requirements of both parties
- Personnel is designated to monitor the quality of instruction to ensure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the District.

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.

Regional industry and business partners include:

- S&V Surveying, 2011 Krahn, Spring, TX 77388
- Oceaneering, 10600 W. Sam Houston Parkway N., Houston TX 77064
- Baker Ripley, 3000 Aldine Mail Route Rd, Suite A, Houston, TX 77039
- Baker Hughes, 9100 Emmott Rd., Houston, TX 77040

Industry partners will provide students in grades 9-12 with work-based training through internships, job shadowing, and employment upon graduation. MOUs will be developed with industry partners that will include agreements for students to experience real-world on the job training, paid internships, and preparation and priority in interviewing for available job opportunities upon graduation. Regular meetings and collaboration with industry partners will be ongoing to address any changes in job trends and opportunities for our P-TECH students.

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.

Dr. Gerald Napoles, President of Lone Star College-North Harris • Dr. La Tonya M. Goffney, Superintendent of Aldine ISD • Dr. Selena Chapa, Deputy Superintendent of Aldine ISD • Franklin Higgins, Director of Career and Technology Education, Aldine ISD • Dr. Todd Davis, School Assistant Superintendent of Aldine ISD • Dr. Tamika Alford-Stephens, Chief Financial Officer, Aldine ISD • Candice Moore, Executive Director of Student Services, Aldine ISD • Dr. Derrick Manns, VP Student Enrollment Management, Lone Star College-North Harris • Dr. Laura Yannuzzi, Vice President of Instruction, Lone Star College North Harris, Dr. Archie Blanson - Assoc. Vice - Chancellor Student Success Lone Star College, Todd Lindeman - School Assistant Supt. High Schools, Dr. Charlotte Davis - Assist. Supt. Student Support Services, Wayne Mausbach - Greater Houston Manufacturers Association, Isidro Garza - S&V Surveying, Heather Sides - LJA Engineering

Sept. 13, 2019-Meeting with Carver leadership team establish need, college and career readiness, Sept. 20, 2019-Planning meeting for School Choice programs of study, Sept. 25, 2019-Planning meeting, Oct. 24, 2019-Programs of study expectations meeting, Nov. 11, 2019-P-Tech Leadership Team planning meeting, Nov. 18, 2019-P-Tech Leadership Team planning meeting, Nov. 24, 2019-P-Tech planning meeting, Dec. 4, 2019-P-Tech application meeting.

January-June, 2020 meetings with planning committee members, stakeholders and industry partners.

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.

Through our collaboration and partnership with Lone Star College, students will have access to resources at the college and at their high school campus. Students will be issued a Lone Star College student identification card and this will allow them to access the tutoring center, college library, college advisors, Communities in Schools social worker, and counseling. Flexible scheduling will allow students to have time in their schedule to access these services. Campus administrators will work with the Career & Technical Education Department and industry partners to schedule students for work-based learning experiences. Additionally, students will have access to tutoring at their high school campus. A social worker will be assigned to their high school campus and students will have access to a full-time counselor on campus to address their social-emotional and academic needs. Campus administrators will monitor students' grades, attendance, and test scores to identify students who may need additional support. Students will be provided tutoring for college entrance exams and student clubs and organizations will offer students an opportunity to build leadership skills as well as enhance their intellectual capabilities. Community Youth Service workers through Harris County will provide additional resources for basic needs or other social, mental and emotional services. Students will be expected and provided an opportunity to participate in community service activities. We currently partner with local non-profit agencies that provide training and resources for parents and basic needs for families in the community.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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
Payroll Costs	
1. Stipends and/or Program Director	\$92,000
2.	
3.	
4.	
Professional and Contracted Services	
5. Contracted services for Curriculum Development	\$24,000
6. Professional Development	\$20,000
7.	
8.	
9.	
Supplies and Materials	
10. Software/Curriculum	\$10,000
11.	
12.	
13.	
Other Operating Costs (include direct and indirect administrative costs, if allowable)	
14. Marketing and Planning	\$8,000
15.	
16.	
Capital Outlay	
17. Land Surveying Equipment	\$10,000
18. Mechatronics Equipment	\$10,000
Indirect Costs	\$6,620

Total grant award requested \$180,620

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**

			CDN:	101902	
Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes		
Mechatronics	Lone Star College	N	Level II Certificate		
Year / Grade Level	High School Course			Post-Secondary Course	
	PBIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name
Year 0 / Grade 8					
Year 0 / Grade 8					
Total Year 0 High School Credits				Total Year 0 College Credit Hours	
Year 1 / Grade 9					
Year 1 / Grade 9	#8681	Electrical Technology	2.0	CETT 1409	DC\AC Circuits
Year 1 / Grade 9				TECM 1301 or MCHN 1343	Technical Calculations or Machine Shop Math
Year 1 / Grade 9	N1303684	Blueprint Reading for Manufacturing Applications	1.0	MCHN 1302	Print Reading For Trades
Year 1 / Grade 9				HYDR 1345	Hydraulics and Pneumatics
Year 1 / Grade 9				EDUC 1300	Learning Framework
Total Year 1 High School Credits					
Year 2 / Grade 10				IEIR 1310	Motor Controls
Year 2 / Grade 10				INMT 2303	Pumps Compressors & Mechanical Drives
Year 2 / Grade 10	N1303680	Occupational Safety & Environmental Technology I	1.0	OSHT 1316	Material Handling
Year 2 / Grade 10	N1270153	General Employability Skills	1.0	PTRT 1191	Employment Preparation
Year 2 / Grade 10				RBTC 1401	Programmable Controllers
Year 2 / Grade 10					
Total Year 2 High School Credits					
Year 3 / Grade 11				ELMT 2433	Industrial Electronics
Year 3 / Grade 11				INTC 1341	Principles of Automatic Control
Year 3 / Grade 11				RBTC 1305	Robotics Fundamentals
Year 3 / Grade 11				PTRT 1491	Petroleum Industrial Troubleshooting
Year 3 / Grade 11					
Year 3 / Grade 11					
Year 3 / Grade 11					
Total Year 3 High School Credits				Total Year 3 College Credit Hours	
Year 4 / Grade 12					
Year 4 / Grade 12	#HCS132	English III DC	1.0	ENGL 1301	Composition & Rhetoric
Year 4 / Grade 12	#H7603	Algebra II DC	5	MATH 1314	College Algebra
Year 4 / Grade 12				SOCI 1301	Principles of Sociology
Year 4 / Grade 12				Elective	Creative Arts or Language, Philosophy & Culture
Year 4 / Grade 12				INMT 1417	Industrial Automation
Year 4 / Grade 12					
Total Year 4 High School Credits				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			6.5	Total College Credit Hours	
				60	
Certification (s) to be earned by high school graduation:		Level I - Land Surveying, Level II - Mechatronics			
Degree (s) to be earned by high school graduation:		High school diploma, AAS degree Mechatronics, Land Surveying			

Aldine ISD has implemented and sustained the ECHS designation since Victory Early College High School opened its doors in August 2006. A strong and well-established private and public partnership have added to the success of our innovative high school. Partners have included: Educate Texas, Jobs for the Future and Lone Star College. These partners are still prepared to support the Carver P-TECH campus. With the success that Aldine ISD has had with the implementation of the ECHS model, we intend to expand the academic and technical course work.

The Aldine ISD and Lone Star College operations and college and career work groups have developed a high demand career profile based on Texas Workforce Commission (TWC) labor market information, Top 25 Occupations by Help Wanted Postings Nov-4-2019, US Dept of Ed, Office of Career Gulf Coast Workforce Region High-Skill, High-Growth Jobs, Technical and Adult Ed, Consolidated Annual Report (CAR) Perkins IV, Gulf Coast WDA Occupational Projections, Lone Star College –Programs of Studies, and PEIMS student demographics. Based on the results of the profile, the work groups selected Mechatronic (Electronic and Mechanical) Engineering Studies and Geo-Spatial Engineering (Surveying) Studies as the career focus pathways for the G.W. Carver P-TECH to meet the needs of fast-growing companies located in Gulf Coast area. The average annual pay for a Mechatronics Engineer across the U. S. is \$88,000 a year. An entry level Mechatronics Engineer annual salary ranges from \$64,000-\$96,000 nationally. Mechatronics Engineers Security professionals report an average salary of \$106,258 or approximately \$55 per hour which is three times the national median income for full-time wage and salary workers according to the Bureau of Labor Statistics.

The G. W. Carver P-TECH academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM). Aldine ISD has a robust CTE department. Our CTE program has evolved from the traditional, vocational course offerings to our current coherent sequence of courses. Aldine ISD CTE department offers a variety of pathways leading to licensures and certificates, allowing graduates to move into positions in high need areas.

Students have the opportunity to earn industry certifications and will participate in work-based learning experiences. With the success Aldine ISD has had with the ECHS model, we intend to expand the partnerships to include greater CTE opportunities.

Pathway

Mechatronics Engineering
Geo-Spatial Engineering

Partner

Lone Star College
Lone Star College

Guidance for G. W. Carver P-TECH will be provided through collaboration between Aldine ISD, Lone Star College and other industry partners as identified in the grant in Statutory Requirement #4.

The implementation of the P-TECH model will support and enhance the opportunities available for AISD students. G. W. Carver P-TECH will also allow the AISD CTE department to increase the number of partnerships with local IHEs and businesses. These partnerships will make students' education real with authentic workforce experiences.

The district will capitalize on prior efforts to encourage students from around the district to apply for the pathways identified as high need for Harris County and Gulf Coast based on current and projected job openings. Students will be recruited district-wide in 2019-2020 to enroll in this innovative initiative beginning the 2020-2021 school year.