



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

NOGA ID [redacted]

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

Application stamp-in date and time

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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): [redacted]

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

2020-020855

Shared Services Arrangements

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
Garland high school serves an underrepresented 84% minority student population that is 64% economically disadvantaged.	P-TECH programs are a proven method to address barriers to timely high school and post-secondary degree completion, particularly for minority and economically disadvantaged students. The minority and economically disadvantaged students served in the Garland HS P-TECH program will graduate with a high school diploma and college degree when they complete the program.
Develop and implement an annual professional development plan for all Garland HS P-TECH faculty. The plan must be aligned to the P-TECH blueprint and first quarter, second quarter, third quarter benchmarks.	Design onboarding professional development in alignment with the P-TECH blueprint benchmarks. The onboarding plan will be developed collaboratively with our higher education and business partners to ensure all stakeholders are focused on building a college and career readiness culture.
Fabricated/metal machinery job needs are expected to rise by over 24,000 jobs. Upon graduation, adults with jobs in fabricated/metal machinery make an average of \$1,196 per week or \$1,565 per week.	Garland High School P-TECH students will graduate with an Associate of Applied Science in Advanced Manufacturing to help meet regional and local workforce demands.

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.

Garland Independent School District, (GISD), seeks a planning grant to establish a P-TECH program at Garland High School where 64% of students are economically disadvantaged. Through partnerships with Dallas County Community College (DCCCD) and Epiroc, Garland HS will increase the opportunity for 125 students annually from underrepresented populations to obtain a HS diploma, an associates of applied science degree, and work-based experience through participation in the P-TECH program. By 2022, the Garland HS P-TECH program will be serving 375 students in cohorts of 125 students annually.

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

- *Campus, IHE, and business leadership identified
- *IHE and business partner agreements signed
- *Facility and equipment audit
- *School within a school design model completed
- *Program marketing materials developed and distributed to stakeholders
- *Students select Garland HS P-TECH program during district Choice of School window
- *Students selected for program represent underserved and minority students

Measurable Progress (Cont.)

Second-Quarter Benchmark

- *Students preparing for and successfully passing TSI-A in math, reading, and writing
- *Students on track for successful completion of first semester courses
- *Intervention strategies implemented for students not meeting academic
- *P-TECH cohort instructors collaborating on student SEL and academic needs and implementing student support intervention plans as identified
- *Monitoring of business partner agreements and work-based experiences for students
- *Family engagement and support plans implemented
- *Instructional materials, lessons, and resources monitored for adherence to courses and career pathways

Third-Quarter Benchmark

- *Students on track for earning their high school diploma, certifications, and college degree
- *Collection, analysis, and reporting of student performance and tracking of continuation in education/training
- *Stakeholder survey to determine satisfaction of Garland HS P-TECH program and monitor or adjust based on feedback
- *Continuation of marketing and recruitment for additional entering 9th grade cohorts

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.

Program evaluation will be coordinated through the Grants department. Garland ISD will develop a data analysis protocol and detailed work plan to determine when and how to modify our program at the onset of the work. If benchmarks are not being achieved, we will work determine a root cause and an appropriate intervention. This might include amending our budget priorities, bringing additional district personnel on to the project for added support. Evaluative measures will be aligned to critical success factors: improved academic performance; use of data to drive instruction; increase leadership effectiveness; increase learning time; increase family and community engagement; improve school climate and teacher quality. Regular meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects of implementing project components. Recommendations and modification will be reported and discussed during all meetings.

Data collected during trainings will be used to gather stakeholders' perceptions of grant implementation, PD, student engagement, and growth in knowledge and skillset. Program and/or pathway enrollment and certification completion data will be collected to assess student academic achievement, engagement, and program growth. Students' demographic data will also be collected by participating campus to ensure equitable representation of students.

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 P-TECH/ICIA shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment. The applicants' information will be uploaded in the campus database and 125 students will be selected for admissions into the 9th grade cohort each year. Recruitment and marketing strategies include: Creation of marketing video, brochures and one-pager that explain our P-TECH program and pathways offered. Email marketing video and one-pagers to all eighth graders with information for the high school P-TECH representatives. These activities will be conducted during the 2020-2022 years.

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 Garland High School provides a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success. The Advanced Manufacturing program of study will enable students to enter the manufacturing field. Students will complete high school graduation requirements and either an associate's degree or up to 60 semester credit hours with Richland Community College in the DCCCD. Because the P-TECH program is focused on high demand Texas career clusters, the industry partner mentor will also provide work-based learning opportunities for Garland High School P-TECH students. Work-based learning experiences aid students in developing contextual knowledge that helps them achieve in academic areas.

The academic plan includes a combination of courses listed in the college course guide manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM). The following shows the current draft of planned courses students will take during grades 9 through 12.

Grade 9: MAPS (TSIA preparation); English I; Geometry; World History; Biology; Fine Arts; PE/Health (local)

College Course(s): DFTG 1315 (Computer-Aided Drafting)

Grade 10: English II; Algebra II; US History; Chemistry; World Languages I; PE

College Courses: SPCH 1311 (Speech Communication); DFTG 1315 (Blueprint Reading); ARCE 1421 (Architectural Design)

Grade 11: English II; US Government; Economics; World Languages II; Physics

College Courses: Math 1324 (Math or Social Science); Math 1332 (Contemporary Math); FINE ARTS; PSYC 2301 (General Psychology); MCHN 1438 (Basic Machine Shop); MCN 1454 (Intermediate Machining II)

Grade 12 College Courses: ENGL 1301 and 1302 (English Composition); INMT 1343 (Computer-Aided Drafting); DFTG 1417(Residential Drafting); DFTG 2428 (Commercial Drafting); DFTG 1445 (Parametric Modeling & Design); DFTG 2402 (Machine Drafting); MCHN 2338 (Advanced CAM); DFTG 2432 (Advanced CA Drafting)

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

A partnership will exist between Garland Independent School District and the Dallas County Community College District (DCCCD). This agreement will be drafted to ensure Garland High School and DCCCD provide a rigorous course of study that incorporates students earning a high school diploma, certifications and college credit hours.

The partnership agreement between Garland High School and DCCCD will include the following guiding principles:

- Collaboration in planning implementation, and continuous improvement of the (insert high school campus) program including the provision for faculty, staff, and administration, as well as curriculum development/alignment; training and student services.
- Instructional materials needed, programs/courses of study, student enrollment and attendance, administration of statewide assessments
- 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 laws or the College for continued enrollment in dual credit courses.
- Instructional calendar that is consistent with the mutual needs and requirements of both parties.

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.

Epiroc will provide 100% of participating students access to appropriate work-based education at every grade level. This partnership addresses regional workforce needs and the business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified and that are available on the student's completion of the program.

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.

Holly Hines, Garland High Principal; Becky Jones, Executive Dean, DCCCD-Richland College; Ashley Wong, Garland High Assistant Principal; Rebeckah Tisdale, Magnet Advisor Industry Liaison; Christi Adams, P-TECH Counselor; Kevin Massey, Advanced Academics Administrator

The leadership team will meet monthly. Upcoming leadership meetings for the 2020-2021 planning year and topics to be discussed are as follows:

*August 2020: School Design	*September 2020: Initial Model and Pathway Degree Plans
*October 2020: Revise Pathways and Partner Identification	*November 2020: Target Population--Recruitment
*December 2020: Finalize Pathways and Strategic Alliances	*January 2021: Student Support
*February 2021: Student Cohort and Master Schedule	*March 2021: Curriculum, Instruction, & Assessment
*April 2021: Work-based Learning	*May 2021: Finalize Student Support Plan

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.

• A summer bridge program will prepare students for TSI-A and social/emotional support for a rigorous curriculum. • Tutoring and intervention programs will be offered during/outside the school day. • 9th grade students will be in a college support class to develop study skills and "habits of mind" to enhance success in college-level courses. • Students can access college facilities including tutoring services, writing center and extra-curricular activities. • P-TECH Advisor/Industry Liaison will support students by monitoring college course eligibility, academic progress, and help plan interventions and conduct parent outreach. Teachers will attend professional development that supports the implementation of a common curriculum, instructional strategies, assessments and common language. Teachers and administrators will meet in professional learning communities to examine student work, discuss academic data and reflect on teaching and learning. • P-TECH staff will conduct outreach and education programs to provide parents with tools to support students learning needs. • College advisors will work with high school counselors to assist students in selecting courses to fulfill the course of study. • Counselors will meet with students to provide college/career planning and social/emotional topics. Workplace learning experiences may include field trips, resume and interviewing support, and mentoring and internships.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
Professional and Contracted Services	
5. <input type="text" value="Certifications (Student/Staff)"/>	<input type="text" value="\$10,000"/>
6. <input type="text" value="Professional Development"/>	<input type="text" value="\$10,000"/>
7. <input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
Supplies and Materials	
10. <input type="text" value="Supplies"/>	<input type="text" value="\$31,897"/>
11. <input type="text" value="Cabinet-making Curriculum/Instructional Materials"/>	<input type="text" value="\$20,943"/>
12. <input type="text" value="Engineering Lab & Small Engine Lab Curriculum/Instructional Materials"/>	<input type="text" value="\$45,563"/>
13. <input type="text" value="Ag Lab & Precision Metal Lab Curriculum/Instructional Materials"/>	<input type="text" value="\$75,597"/>
Other Operating Costs (include direct and indirect administrative costs, if allowable)	
14. <input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>
16. <input type="text"/>	<input type="text"/>
Capital Outlay	
17. <input type="text"/>	<input type="text"/>
18. <input type="text"/>	<input type="text"/>
Indirect Costs	<input type="text" value="\$6,000"/>

Total grant award requested

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: 057909

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
AAS Advanced Manufacturing	Richland College (DCCCD)	N	Obtain high school diploma, Associate of Applied Science (AAS), and work-based experience

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 1 / Grade 9	03220100	English I	1			
Year 1 / Grade 9	03010200	Biology I	1			
Year 1 / Grade 9	03100500	Algebra I	1			
Year 1 / Grade 9	A3360100	AP Human Geography	1			
Year 1 / Grade 9	N1130021	Methodology of Academic and Personal Success	1			
Year 1 / Grade 9	PES00052	Foundations of Personal Fitness	.5			
Year 1 / Grade 9	PES00055	Individual or Team Sports	.5			
Year 1 / Grade 9	03810100	Health Education	.5			
Year 1 / Grade 9	13036200	Principles of Applied Engineering	.5	DFTG 1309	Basic Computer-Aided Drafting	3
Year 1 / Grade 9	13036200	Principles of Applied Engineering	.5	DFTG 2332	Advanced Computer-Aided Drafting	3
Year 1 / Grade 9 (Summer)	03100700	Geometry	1			
Total Year 1 High School Credits			8.5	Total Year 1 College Credit Hours		6
Year 2/ Grade 10	03220200	English II	1			
Year 2/ Grade 10	03040000	Chemistry	1			
Year 2/ Grade 10	03100600	Algebra II	1			
Year 2/ Grade 10	A3340100	AP US History	1			
Year 2/ Grade 10		World Language I	1			
Year 2/ Grade 10	3241400	Communication Applications	.5	SPCH 1311	Intro to Speech	3
Year 2/ Grade 10	03155600	Music Studies, Music Appreciation I	1	MUSI 1306	Music Appreciation I	3
Year 2/ Grade 10	13036500	Engineering Design & Presentation	.5	DFTG 2335	ADV Tech in Mechanical Design/Drafting	3
Year 2/ Grade 10	13036500	Engineering Design & Presentation	.5	INMT 1319	Manufacturing Processes	3
Total Year 2 High School Credits			7	Total Year 2 College Credit Hours		12
Year 3/Grade 11	A3220300	AP English Lang & Comp	.5	ENGL 1301	Composition I	3
Year 3/Grade 11	A3220300	AP English Lang & Comp	.5	ENGL 1302	Composition II	3
Year 3/Grade 11	03101100	Precalculus	.5	MATH 1314	College Algebra	3
Year 3/Grade 11	03101100	Precalculus	.5	MATH 1316	Plane Trigonometry	3
Year 3/Grade 11	13023000	Food Science	1			
Year 3/Grade 11		World Language II	1			
Year 3/Grade 11	13032700	Metal Fabrication & Machining I	.5	MCHN 1338	Basic Machine Shop I	3
Year 3/Grade 11	13032700	Metal Fabrication & Machining I	.5	MCHN 1352	Intermediate Machining I	3
Year 3/Grade 11	13032650	Diversified Manufacturing I	.5	MCHN 1320	Precision Tools and Measurements	3
Year 3/Grade 11	13032650	Diversified Manufacturing I	.5	MCHN 1326	Intro to Computer-Aided Manufacturing (CAM)	3
Total Year 3 High School Credits			6	Total Year 3 College Credit Hours		24
Year 4/Grade 12	03220400	English IV	1			
Year 4/Grade 12	03050000	Physics	1	PHYS 1405	Elementary Physics I	4
Year 4/Grade 12		Government	.5			
Year 4/Grade 12	A3310200	AP Macroeconomics	.5	ECON 2301	Macroeconomics	3
Year 4/Grade 12	13032800	Metal Fabrication and Mach II	.5	MCHN 2331	Operation of CNC Turning Centers	3
Year 4/Grade 12	13032800	Metal Fabrication and Mach II	.5	MCHN 2435	Advanced CNC Machining	4
Year 4/Grade 12	13033000	Practicum in Manufacturing	1	INMT 2381	Coop Ed – Manufacturing Tech	3
Year 4/Grade 12	13033000	Practicum in Manufacturing	1	MCHN 2447	Specialized Tools and Fixtures	4
Total Year 4 High School Credits			6	Total Year 4 College Credit Hours		21
Total High School Credits			26	Total College Credit Hours		63

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

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

Associate of Applied Science in Advanced Manufacturing



Local Workforce Development Board Collaboration Executive Summary

Erika Crump (GISD CTE director) and Israel Cordero (GISD P-TECH consultant) have worked exhaustively with the local workforce development board to identify high-demand occupations in the local area and develop industry partner relationships. Through the collaborative work with the local workforce development board the Advanced Manufacturing Associates of Applied Science was selected for the Garland HS P-TECH program as it most closely aligns with the high-demand occupations in the community served by GISD.

The skills identified as being in high-demand in the GISD community include but are not limited to:

- Equipment repair and maintenance
- Computer aided manufacturing
- Machine tools
- Welding

Manufacturing employers for the high-demand occupations in the GISD community include:

- Epiroc
- Dal-Tile Corp.
- Frito-Lay
- Kraft
- Lockheed Martin
- Texas Instruments
- Poly-America
- Sherwin Williams

Garland HS P-TECH program participants will benefit from increase wage earning capacity. Students with DCCCD degrees have the capacity to earn \$17,500 more annually than students that graduate with only a high school diploma. Our regional economy consists of 7.4% manufacturing jobs.

Workforce Solutions of Greater Dallas's targeted occupations this year projects high job growth this year for aircraft assemblers, machinists and CNC (computer numerically controlled) machine operators, all positions in which automated processes play a role. CareerOneStop, sponsored by the U.S. Department of Labor, projects job growth of 15% for CNC programmers and 18% for electro-mechanical technicians, which include robotics.¹

¹DCCCD Advanced Manufacturing/Mechatronics Technology Career Information



**Epiroc Drilling
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Dr. Rick Lopez
1601 S. Jupiter Road
Garland, TX 75042

November 14, 2019

Dr. Rick Lopez:

We know that education, industry and higher education must be partners in growing our future workforce and we look forward to collaborating with you.

This serves as a letter of intent between Epiroc Drilling Solutions and the Garland Independent School District (Garland HS) in partnership with Richland Community College (Dallas County Community College District) to explore, collaborate and engage in an educational partnership supporting high school students at a designated campus working toward a Pathway in Technology Early College High School (P-TECH) designation or a collegiate academy model.

We understand that P-TECH and/or the collegiate academy model being created provides a pathway for students to achieve a high school diploma simultaneous to earning an associate degree/and or up to 60 college credit hours and industry-recognized certifications.

Opportunities for our involvement might include: mentoring, curriculum mapping, worksite visits, Internships, workplace learning competencies, and/or job interviews at a livable wage income.

We look forward to collaborative discussions leading to a compression planning meeting and a more formal agreement in the near future.

Sincerely,

Tanya Tyler
HR Manager

Cc: Dr. Susanna Russell, Chief Leadership Officer
Dr. Joe May, Chancellor, Dallas County Community College District

United in performance.
Inspired by innovation