Texas Education Agency

2019-2020 P-TECH and ICIA Planning Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID

Authorizing legislation: GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

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

Document Control Center, Grants Administration Division
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Application stamp-in date and time

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Grant period from **March 1, 2019 - August 31, 2020**

[X] Pre-award costs are not permitted.

Required Attachments

Attachment 1: Documentation of Collaboration

Amendment Number

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

Applicant Information

Organization	Community ISD	CDN	043918	Vendor ID	1751455901	ESC	10	DUNS	
Address	PO Box 400	City	Nevada	ZIP	75173	Phone	972-843-6000		
Primary Contact	Kenda Willingham	Email	kenda.willingham@communityisd.org	Phone	972-843-6030				
Secondary Contact	Renda Songer	Email	renda.songer@communityisd.org	Phone	972-843-6530				

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):

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

Authorized Official Name	Dr. Roosevelt Nivens	Title	Superintendent
Email	roosevelt.nivens@communityisd.org	Phone	972-843--6000
Signature	Roosevelt N	Date	12/7/2018
Grant Writer Name	Renda Songer	Signature	Renda Songer
Date	12/07/2018		

(•) Grant writer **is** an employee of the applicant organization. ( ) Grant writer **is not** an employee of the applicant organization.

2019-019216

701-18-102-009

Shared Services Arrangements

[X] SSAs are not permitted for this grant.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
As exhibited in the 2018 Campus Accountability Report from TEA, amongst the students graduating in 2017, only 37% were college and career ready.	CISD is committed to seeking and, locating, and providing opportunities for students to enroll in dual credit courses, complete CTE coherent pathways, obtain industry certifications and become college and career ready.
The percentage of students who graduated in the class of 2017 who graduated meeting ELAR and Math criteria for the Texas Success Initiative exam was 23%.	CISD has plans to expand core academic dual credit and CTE dual credit course options for all students beginning with the 9th grade. Assessing students for college readiness with the TSI exam will provide clear benchmark data for use in providing remediation for students who score lower than expected.
Amongst students who graduated in the class of 2017, only 3 completed a coherent sequence of CTE courses, and none received an industry certification.	CISD has hired a college and career advisor to assist students with enrollment in a coherent sequence of classes. However, there have not been clear roles established for secondary campus administration and advanced academics department. CISD has the goal of hiring a CTE director to assume accountability.

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.

Community ISD has developed a strategic plan for the Department of Advanced Academics that includes: promote or hire a CTE Director to oversee development of a manufacturing - education - construction academy; ICIA and P-Tech tasks and goals; establish strong partnership agreements with local business and industry as well as institutions of higher education (IHE). to include a 4 year university; addition of UT OnRamps courses, and Engineer Your World courses: incentives for current staff to acquire credentials for dual credit embedded faculty; development of career pathway skills in CISD students that will meet the specific workforce needs in our immediate area; provide students the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2 certificates, and/or an associate degree.

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

No later than June 1, 2019 - Community ISD will promote a current staff member or hire a new staff member to serve CISD as the CTE Director (CTED). This CTED will report to the EDAA. Under the guidance of the Superintendent, the CISD Board of Trustees (BOT), and the EDAA, the CTED will be responsible for addressing the goals for establishing an ICIA/P-Tech School withing Community High School, as authorized in (TEC) §29.553 (P-TECH) and TEC §29.908 (ICIA), to enable students in Grade 9, 10, 11, or 12 who are at-risk of dropping out, as defined by the TEC, §29.081, or who wish to accelerate completion of high school, to combine high school courses and college-level courses. Primary responsibilities will include those included in the ICIA/P-Tech blueprint included but not limited to CTE program evaluations, recommendations for remediation or replacement of failing programs, and establishing IHE and local business and industry partnerships. The CTE Director will collaborate with the EDAA as the building level leader for the ICIA/P-Tech Campus.

Measurable Progress (Cont.)

Second-Quarter Benchmark

CISD will collaborate with local business and industry and IHE partners, district administration, school board trustees, and other stakeholders in strategic plan development to establish the CISD Manufacturing, Education, & Construction Academy (MEC). This plan will be published for public comment no later than September 1, 2019. The CISD MEC will begin to serve CHS students in the fall of 2020 which coincides with the opening of the new Community High School campus (CISD held a groundbreaking ceremony in November of 2018). This plan will include specific goals to address the development of skills necessary for high demand and high wage professions that are prevalent in our immediate workforce area including opportunities for students to enroll in dual credit courses, accelerate high school graduation if desired, specific strategies to address low performing ELAR and Math students, and compliance with design elements, outcome-based measures, staffing needs, and establishment of a leadership team as detailed in the P-TECH and ICIA Blueprint.

Third-Quarter Benchmark

No later than December 1, 2019, the CISD MEC Administration team will collaborate with a newly formed leadership team to include TEA technical assistance provider- Educate Texas, high-level personnel from the school district, campus, industry/ business partners, and IHE with decision-making authority to design an implementation success plan to serve, students in Grades 9 through 14, targeted enrollment shall include students who are at risk of dropping out of school as defined by the PEIMS and whom might not otherwise go to college. This plan will include educator visits to any existing Designated with Excellence ICIA/P-Tech campuses, short and long term goals pertaining to strategic alliances, curriculum, instruction and assessments, work-based learning, and student support with an explicit goal of student enrollment to over represent at-risk 9th graders, African-American, Hispanic, economically disadvantaged, non-traditional CTE, ELL, and SWD students. The CISD plan will include benchmark measures that are goal-oriented to be named a Designated with Excellence Campus.

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.

CISD, in cooperation with Educate Texas, and the CISD MEC leadership team will utilize the ICIA/P-Tech Blueprint during the design and implementation process. Throughout the implementation and start-up of the campus, the CISD will return to the blueprint on a implementation benchmark schedule to ensure that we are on track with regard to both short and long-term goals.

Currently, our CLT meets on a monthly basis. This meeting includes collaboration between all campus LT's within the district. Meetings include evaluation of benchmark and state assessments to identify students who are in need of more extensive evaluation and remediation.

CISD plans to duplicate this model to address time line progress for meeting objectives and goals with regard to the planning period. Moving through the planning period and forward to implementation, CISD recognizes the importance of insight and advice provided by industry and community partners . CISD feels that sharing progress throughout the process and requesting feedback for team based decision making will be critical to the success of this grant and any needed modifications.

CISD strongly believes that a focus on the end goal utilizing a backwards approach to goal setting, and regularly evaluating progress in order to redefine objectives as needed are critical needs pertaining to success. CISD approaches every challenge as a team that is closely knitted to parents, students, and community stakeholders, as exhibited in the following statements:

CISD is committed to it's vision:

In partnership with an engaged community, we will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated and everyone is valued;

and, its vision:

Inspiring students, staff and the community to BELIEVE, LEAD, UNITE and EXCEL;

and, to the development of the traits of a BRAVE:

Community ISD is the home of the Braves. A Brave is HUMBLE, PASSIONATE, GENEROUS and WISE.

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 assurance.

- ☒ 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; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; 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 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.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ 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 2019 -2020 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.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ 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 CISD MEC ICIA/P-TECH leadership team will develop a recruitment and enrollment plan targeting at-risk 9th graders, African-American, Hispanic, economically disadvantaged, non-traditional CTE, ELL, and SWD students. Recruitement will include MEC signing day events, social media promotion, and local media coverage of the opportunities available to students in this open-enrollment model to provide college credit at no cost for students. Additionally, the CISD MEC will explain the social, leadership, academic, and college readiness support provided for all MEC students who will concurrently be enrolled in the MEC AVID program.
Timeline: Sept. 2019 - the CISD MEC will furnish information on the MEC website about opportunities for student enrollment.
Fall of 2019 - The CISD MEC Administrative team will continue to share progress about planning for opening in the Fall of 2020 through website updates, social media articles, videos, direct mail newsletters, and parent/student/community stakeholder meetings.
Winter of 2019 - CISD will provide TSI exams at no cost to all students eligible for enrollment at the MEC in Fall of 2020. Marketing will target student groups mentioned in the 3rd quarter benchmark of this application.
Spring of 2020 - publish on website the written admission policy and enrollment application including a timeline of recruitment and enrollment events

Statutory Requirements (cont'd)

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

According to the North Central Texas Workforce Solutions office, Manufacturing (including distribution, logistics, storage, and transportation), Education, and Construction are all targeted occupations for the Collin County area. Students selecting enrollment in one of MEC academies will become a dual credit college student through our current IHE partner, Collin College or through a newly formed MOU with a 4-year IHE. MEC students at all levels will be provided with required WBL opportunities through industry partnerships with local stakeholders. Manufacturing, education and construction have been chosen because of research that exhibits that all are currently in high demand or possess a strong potential for growth, and will provide a high wage upon career entry. All three pathways will provide a clear crosswalk between college courses and high school courses required for high school graduation, and opportunity to earn an associate degree and/or IBC's within 6 years of entering high school.

According to the US Bureau of Labor Statistics (BLS), manufacturing careers including those in areas of planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering, provide am annual mean salary as high as $69000.00 and over 650,000 job openings in Texas.

According to the BLS, there are over 700,000 openings in Texas in the education career pathway. With an annual mean salary of over $100,000 in some areas and an annual mean wage of almost $50,000 overall, providing access to college level courses in education and training will serve multiple purposes for CISD. For the 2018 school year, CISD experienced a staff turnover rate of approximately 37%: providing training to become a future educator can provide a pipeline for alumni to return to CISD as a teacher who possess loyalty to the district; and, student surveys demonstrate that a large number of CISD students are interested in the pathway. Providing engaging education with access to college credit will encourage at-risk student populations to stay in school, graduate, and complete post-secondary education necessary to answer the shortage of educators in Texas.

Additionally, the BLS occupational reports for Texas demonstrate that approximately 580,000 openings exist in construction trade occupations such as masonry, electrical, and carpentry. Furthermore, there are almost 300,000 jobs available in the closely related architecture and engineering occupational category. Annual mean wage of approximately $60,000 overall and the large number of job openings in the immediate area of CISD make this an attractive career choice for students. CISD previously was classified as a rural school district by TEA. The district is now classified as metropolitan, fast-growing district. However, with current enrollment at CHS of approximately 650, breaking ground on a new high school in November of 2018 with completion targeted for November of 2020, officials share that past growth rates are not indicative of what is expected over the next five years. Currently there are over 6,000 single family homes in various stages of planned-construction in the CISD attendance area. Other estimates predict over 8,000 homes being completed over the next two years. Rapid growth in the residential construction will certainly bring commercial ventures as well.

CISD feels that targeting the career pathways of manufacturing, education, and construction will speak to the career interests of a majority of CISD students, provide the district with a wide array of options for WBL opportunities at every grade level, industry partnerships, industry based certifications, and excellent future employment in the area.

In the manufacturing pathway we will offer the following industry based student certifications at a minimum: OSHA 10 Hour Certification, AWS Welding, and the NIMS Level 1 Certification. We also include a goal of offering an AAS Welding in collaboration with a IHE.

In the Education pathway, at a minimum we will offer an AAT in Early Childhood Education, and hope to provide an opportunity to complete a BA with a teaching certification as one of our long term goals.

In the Construction pathway, we plan to offer multiple NCCER certifications, Electrical Apprenticeship Level 1, and Industry Code Council Certifications along side the opportunity to earn college credit with IHE partner in multiple areas such as electrical trades, plumbing, etc..

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

CISD currently has a MOU with Collin College in Collin County to provide dual credit opportunities to a small number of our students. However, distance from Collin College as well as competition from other Collin County school districts who are much larger than CISD have provided challenges for CISD with regard to the number of students we are able to enroll in courses either on our campus with Collin College adjunct faculty instructors or online. Additionally, Collin College does not offer an electrical trades program, which is one area of career instruction we hope to offer. We are currently seeking additional partnerships with a 4-year IHE to assist in addressing areas of need for CISD students.
Partnerships will include an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement will provide a participating student access to postsecondary educational and training opportunities at an IHE and will address all the mandatory items below:
• curriculum alignment;
• instructional materials;
• instructional calendar;
• programs/courses of study;
• student enrollment and attendance;
• grading periods and policies; and
• administration of statewide assessments.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

We are seeking a number of regional industry and business partners in the CISD area. These partnerships will provide 100% of students enrolled in the CISD MEC access to appropriate work-based education at every grade level; address regional workforce needs; give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program; and, be reviewed at least every two years and updated as necessary.
Specifically, we are seeking partnerships with L3 Technologies (https://www.l3t.com/), FloraTech (http://www.floratech-tx.com/), and C&D Electrical. We are confident we will be able to reach an equitable agreement with each industry partner within the timeline specified in the ICIA/P-Tech grant guidelines.
For our education pathway, we intend to partner with other campuses with our own school district, Collin College Early Childhood, Boles Children's Home, and Arms of Hope, just to name a few. All are within our immediate area and have significant need for future educators to fill the educator pipeline for Collin County, Texas, and the surrounding area. Furthermore, The CISD Executive Director of Advanced Academics is deeply involved with the Lavon Area Chamber of Commerce (LACOC) currently serving on the board of directors. Over the course of the past 4 years, a CISD administrator has served on the board of the LACOC lending significance to the dedication and importance of being involved with community stakeholders in order to keep our finger on the pulse of the local workforce. CISD realizes that the support provided by the COC will provide a critical element needed in order to be successful.

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.

Community ISD Superintendent - Dr. Roosevelt Nivens
Community ISD Chief Academic Officer - Mrs. Christi Farish
Community ISD Executive Director of Advanced Academics - Mrs. Kenda Willingham
Community ISD Director of Human Resources - Mr. Alphonso Bates
Community ISD College and Career Readiness Advisor - Mrs. Renda Songer
Community ISD Public Relations Director - Mrs. Sabreana Smith-Marsh
Community ISD Assistant Principal - McClendon Elementary - Mrs., Terry Calloway
Collin College Associate VP of K-12 Partnerships - Raul Martinez
McAfee Sr. Manager, Data Protection Global Support Leader for the Americas - Mr. Jimmy Songer
Flora Tech Owner Mr. Kerry Agee

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.

With award of the ICIA/P-Tech Planning Grant, CISD plans to expand its AVID program to ensure necessary support is in place for student prior to implemtation for the 2020-21 school year. Additionally, plans to to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/ emotional support for students to be successful in rigorous academic and work- based educational experiences will be achievable with greater ease through the support of AVID principles and strategies.
Community High School operates on a modified block schedule. This schedule enables the campus to align classes to offer dual credit college courses. Additionally, the daily schedule includes a power-hour lunch allowing 30 minutes for lunch and 30 minutes for mandatory tutorials spefici to the area of need for a student.
Students on the CHS campus are all issued a chromebook for use in their CHS classes and in ther advanced academic classes such as dual credit, AP courses, and career and technical education classes.
CISD looks forward to collaboration with TEA technical partner Educate Texas for assistance with needed strategies to support P-Tech.
Furthermore, CISD staff members have been visiting existing successful CCRM school models to participate in instructional rounds, observe advisory committee meetings, and inquire about obstacles and successes. We have visited Roscoe Collegiate ISD, Gilbreath-Reed Career and Technical Education Center in Garland ISD, and the Gene Burton Career and Technical Education Center in Rockwall ISD. We plan to continue staff visits to additional ISD's in order to develop a list of best practices for our district.

CDN 043918 Vendor ID 1751455901 Amendment #

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 (6100)	
1. ICIA/P-TECH Grant - portion of the CTE Director Salary	$25,000
2.	
3.	
4.	
5.	
Professional and Contracted Services (6200)	
6. Professional development for existing and new staff during planning year including	
7. STEM teacher to attend UT Austin Engineer Your World Teacher Institute	$3,000
8. 4 staff members to attend UT OnRamps Summer Teacher Institute	$8,000
9. 10 staff members to attend AVID Summer Professional Development Training	$8,000
10.	
Supplies and Materials (6300)	
11.	
12.	
Other Operating Costs (6400)	
13. Educational staff visits to CCRM Model Campuses	$6,000
14.	
15.	
Capital Outlay (6500)	
16.	
17.	
Total Direct Costs	50,000
Total Indirect Costs	
TOTAL GRANT AWARD REQUESTED (Total Direct Costs + Total Indirect Costs)	50,000

ATTACHMENT 1: Documentation of Collaboration

Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce. Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

The Lavon Area Chamber of Commerce is an independent, non-profit, association of businesses and individuals striving to improve the economic and civic vitality of the Lavon Area communities they serve. The Chamber is managed by a Board of Directors and Business and Community Advisors. The Chamber is managed by a Board of Directors and Business and Community Advisors. CISD and the following Lavon Chamber of Commerce Board Members and Community Advisors to the Board collaborated with the grant application.
Co-Vice President Brad Tiegs
Mr. Alphonso Bates Co-Marketing Chair
Mrs. Kenda Willingham Co-Marketing Chair
Mrs, Katie Shockey Board Member
and
Community Advisors to the Board:
Roosevelt Nivens, Superintendent - Community Independent School District
Cameron Brooks, Chief - Josephine Volunteer Fire Department
Mike Jones, Chief - Lavon Police Department
Kay Wright, President - City of Lavon EDC
Jon R Scott, Chief - City of Nevada & Nevada VFD
Elly Elder, Chief - Josephine Police Department

According to North Texas Workforce Solutions, the following occupations are targeted occupation in the Collin County, Texas area.

Operations, Information Systems, and Marketing Managers
Transportation, Storage, and Distribution Managers
Human Resources
Health Science
Real Estate
Education
Financial Management
Construction Trades

We have combined this information with student career interests to determine a focus for the CISD ICIA/P-TECH CCRM Model.