# TEA
Texas Education Agency

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

Application stamp-in date and time

RECEIVED TEXAS EDUCATION AGENCY 2019 DEC 10 PM 12:33 DOCUMENT CONTROL CENTER
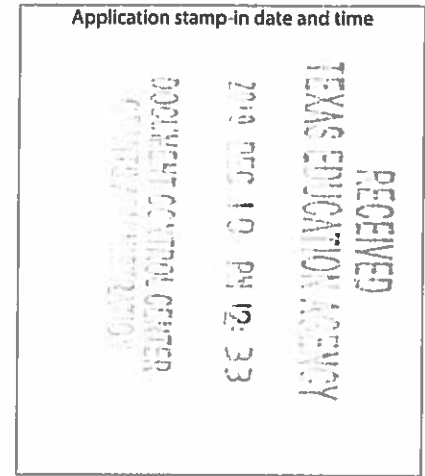
Grant period from | **March 1, 2020 to July 8, 2022**

[X] 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): | **NA**

Applicant Information

Organization | Victoria Independent School District | CDN 2135902 | Vendor ID 746002453 | ESC 3 | DUNS 069468114

Address | 102 Profit Drive | City Victoria | ZIP 77901 | Phone 361-576-3131

Primary Contact | Melissa Correll | Email melissa.correll@visd.net | Phone 361-788-2802

Secondary Contact | Ann Avila | Email ann.avila@visd.net | Phone 361-788-2802

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. Quintin Shepherd | Title | Superintendent

Email | quintin.shepherd@visd.net | Phone | 361-788-9202

Signature | *Q.Shepherd* | Date | 12-09-19

Grant Writer Name | Ann Avila | Signature | *A. Avila* | Date | 12/07/19

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

701-20-106-036

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
According to the 2018 Texas Workforce Commission report detailing industry needs in our region, Elementary Teachers ranked the fourth highest and Secondary Teachers ranked sixth highest.	Victoria ISD will recruit highly qualified teachers to serve students for Education & Training dual-enrollment courses. Teachers will mentor students on the benefits of pursuing a career path in education, including average pay rate, employment availability, benefits.
Victoria ISD's ethnic ratio of teachers to students is disproportionate. VISD serves a student population that is 65% Hispanic, and the ethnicity makeup of the teaching staff is 71% White and 22% Hispanic.	VISD will deploy a weighted lottery to catapult more underrepresented students into the teaching pathway. VISD will hire our students once they obtain the Educational Aid 1 certificate, and will continue to work for us through the remainder of their schooling and once they graduate.
Many students are not College, Career and Military Ready by the time they graduate from high school. 42% of VISD graduates meet the requirements for CCMR which is 12% less than the state average.	All students will be enrolled in an advanced core academic program consisting of Pre-AP courses in ninth and tenth grade, progressively moving toward dual credit offering as upper classman. Students will be supported in these rigorous offerings with AVID strategies, as well as individualized interventions.

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.

By the fall of 2021, Victoria Independent School District (VISD) will launch a P-TECH Education and Training program that aims at a 95% rate of students completing high school with at least an industry certification as an Educational Aide and transferable postsecondary credits toward a Bachelor's Degree from the University of Houston-Victoria within the next four years.

Our SMART goal will provide every student attending VISD P-TECH Academy with a continuum of relevant, real-world, learning experiences, which will prepare them to succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. Students will gain valuable work experiences in education and training as they make significant academic progress toward a Bachelor's Degree in Interdisciplinary Studies EC-6. VISD will be able to increase the pipeline of qualified teachers to meet local workforce need of 16.4% annual growth in then next ten years educational services each year based on the Texas Workforce Commission.

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

July 2021 –October 2021
a. Program Enrollment: verification using outcomes-based measures identified demographics

b. Summer Bridge Participation: number of students in the summer bridge program, July 2021, developed in partnership with University of Houston-Victoria

c. Personal Graduation Plans (PGP): Completion with students chosen career pathway

d. Data Review Process: to identify students' strengths and weaknesses and develop individual supports plans
   - Number of students participating in the TSI prior to the beginning of the school year
   - Percentage of students able to meet the TSI completed criteria in reading and mathematics

Measurable Progress (Cont.)

Second-Quarter Benchmark

November 2021 – February 2022
a. Data Review Process Continued: to modify individual student supports plans
- Student progress on local benchmarks to ensure students are on track to meet outcomes-based measures (OBM)
- Number of students provided tutoring and other interventions
- Measure the effectiveness of student interventions or tutorials through the corresponding course grades

b. Climate Survey: all stakeholders (staff, students, and parents) provide feedback on program structures, supports, and services

Third-Quarter Benchmark

March 2022 – July 2022
a. Work-based Learning Experiences: the number of opportunities completed throughout the year with student feedback and industry feedback

b. Data Review Process Continued: modifications to individual supports plans for the next school year
- Meet the TSI completion criteria in reading and mathematics
- Percentage of students meeting and mastering grade level standard on local benchmarks in 9th grade

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 Education and Training program is structured to foster a shared responsibility (between the campus, Victoria ISD, and University of Houston-Victoria) for meeting annual outcome-based measures and provide regular reporting of the monitoring of progress toward meeting the criteria of the P-TECH blueprint. The P-TECH advisory committee will assist in any mid-course corrections if the program is experiencing difficulties. This group will also provide guidance on sustainability structures to address and minimize the challenges of staff turnover, potential fluctuations in funding, and work-based learning experiences.

The administrative leadership team (assistant principals, instructional coaches, and counselors) will track and monitor students' achievement and behavioral data through the implementation of the program. Based on that analysis, students who have an academic or behavioral need will participate in individualized interventions such as tutoring, counseling, mentorship, and parent conferences for added support for success. If an individual student is struggling and cannot be supported within the regular scheduled school day, after-school or individualized supports will be provided at the P-TECH as well as through our partnership resources from University of Houston-Victoria in their student support center.

Should the analysis of data by the administrative team find instructional alignment or implementation assistance needed by teachers then professional development, coaching, or mentorship will be provided. Teachers will also be provided a stipend for after-school planning focused on student intervention, problem-based learning opportunities, and work-based learning experiences.

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.

Enrollment in the Education and Training P-TECH will be open to all incoming 9th grade students who are interested in seeking a career in the education field. A strategic communication and recruitment plan will be developed with the assistance of an advisory committee. A multi-modal approach to communication will include flyers, videos, parent emails, Facebook live, Instagram, Twitter and parent call outs. Our goal behind using a multi-modal approach in multiple languages is to communicate the reasons why the development of a new P-TECH program is essential for all students in Victoria. Our message communicates that the academy will provide students with the opportunity to complete a combination of high school and post-secondary education at no cost. It allows students to gain work experience through job-related training opportunities. The recruitment plan targets at-risk students, as well as nontraditional and underrepresented students. Student recruitment at the middle schools will begin with conversations by counselors and teachers to promote and recruit students for the program. Distribution of promotional materials and information listing the open enrollment policy and procedures will be presented to parents and students at a multitude of venues.

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.

Currently, we offer two courses in the Education and Training career cluster. The P-TECH will expand the Education and Training offerings to complete coherent sequence that will prepare students for careers related to teaching. The P-TECH will offer the Educational Aide 1 certification. Students will also have opportunities to complete transferable postsecondary credits toward a bachelor's degree from the University of Houston-Victoria (UHV).

We currently have a partnership with the VISD Education Foundation for students to participate in low-cost dual credit courses. The expanded collaboration with UHV will allow a more focused opportunity for students seeking post-secondary courses in the field of education to address the local growing need of point six percent annual growth for educators.

To achieve the maximum alignment between dual credit offerings and industry acceptance, our P-TECH academy will rely upon the expertise of the advisory board. The composition this advisory board will include representatives from a variety of stakeholders such as; VISD members (Armando Villareal), community members (Kathy Hunt), workforce partners (Henry Guajardo), relevant industry subject matter experts for program pathways (Martin Sanchez), and UHV representatives (Dr. Robert Litton and Mary Lasater). This rich network will to provide support and guidance to the P-TECH in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline.

Students' schedules will be flexible to include integrated career curriculum within core subjects and project-based learning opportunities. Students will understand the connection between their work-based learning and academics. Integrated through the program will be opportunities for career-building skills such as: interview training, skill development, and resume workshops. Age-appropriate work-based learning experiences that are well-planned and properly sequenced to provide a progression of learning experiences for students that building upon each other will integrated into the program.

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

The institute of higher education we will be partnering with is University of Houston Victoria (UHV). UHV is an accredited by the Texas Higher Education Coordinating Board in accordance with Texas Administrative Code (TAC) §74.25. UHV is willing to enter into an articulation agreement that proves all participating students access to postsecondary education and training opportunities. The executed articulation agreement with UHV will include the following components (at a minimum):
 a. Curriculum alignment
 b. Instructional materials
 c. Courses of study: combines high school courses and college-level courses toward a Bachelor's Degree provided by an UHV, or industry certification provided by Victoria ISD
 d. Student enrollment and attendance
 e. Grading periods and policies
 f. Assessments: statewide assessments under TEC Subchapter B, Chapter 39
 g. Policies:
   i. advising students on the transferability of all college credit offered and earned
   ii. ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
   iii. advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)
   iv. students accessing to the IHE facilities, services and resources
 h. Tuition and fees: eligibility of student waivers
 i. Data Sharing Agreement:
   i. Teacher data such as qualifications
   ii. Student level data such as credit hours taken and earned; grade point average (GPA), formative data to assess if student is on track for college readiness
 j. Transportation: costs and fees will be covered
 k. Discontinuing Operation: provisions for students previously enrolled to complete their course of study

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.

> Education and Training P-TECH will develop, sign, and execute a memorandum of understanding (MOU) with Victoria ISD as a business partner that clearly define the roles and responsibilities to provide (at a minimum):
> a. Work-based Learning Experiences: at each grade level for students such as facility visits, guest speakers, presentations, career information,
>   job shadowing, internships, externships, and apprenticeships
> b. Roles and Responsibilities: worksite supervisors, mentors, teachers, support personnel, and other partners
> c. Career mentoring: with Victoria ISD and University of Houston-Victoria
> d. Student Activity Supports: clubs, Career and Technical Student Organizations, competitions, and special initiatives
> e. Priority Interviewing: specified in the MOU, students who received work-based training or education from P- ECH program, are qualified for the position, and completed the program will be given priority for interviewing
> f. Monitoring: career path and program progress
> g. Industry Certifications: identified in the MOU, will be acquired by following the standards/curriculum to achieve stated certifications
> h. Accessibility: to Victoria ISD partnerships, work-based learning facilities, services, and resources
> i. Transportation: costs and fees will be covered

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. Quintin Shepherd, Superintendent, Victoria Independent School District (VISD); Dr. Susanne Carroll, Assistant Superintendent Curriculum, Instruction, and Accountability, VISD; Melissa Correll, Director of Innovation, VISD; Pamela Edge, Administrator, VISD; Armando Villarreal, Human Resources Auxiliary Coordinator, VISD; Dr. Robert Glenn, President, University of Houston Victoria
> February 2020 - Convene Leadership Team - develop P-TECH course of study, discuss funding availability, draft memorandum of understanding (MOU) with University of Houston-Victoria (UHV), and develop a plan to meet outcomes-based measures (OBMs)
> April 2020 - Develop public relations plan including the creation of promotional and marketing materials
> August 2020 - Convene Leadership Team - Finalize sustainability plan, strategize to meet OBMs, finalize UHV MOU, review four-year crosswalk and gather feedback, and identify potential academic and emotional support structure
> November 2020 - Apply for designation, convene industry advisory board to establish an industry mentorship program available to all students
> December 2020 - Create a calendar and conduct student and parent outreach events
> January 2021 - Create and finalize Student Recruitment plan and timeline, and develop student enrollment packet
> March 2021 – Convene Advisory Board - Define work-based learning (WBL) expectations by grade level, develop policies and procedures to make work-based learning a viable method for helping students meet academic standards, and plan a summer bridge program
> May 2021 - Convene Leadership Team - Revisit plan to meet OBMs, develop a budget, develop staff plan for teachers, UHV instructors, counselors, administration, discuss teacher professional development
> July 2021 - Convene Advisory Board - discuss WBL opportunities and plan fall schedule, determine the appropriate number and type engagement opportunities per grade level
> August 2021 - Convene Leadership Team - Develop a data and student artifact review process, develop intervention strategies for students, develop a master schedule, plan future ongoing leadership team meetings, and hold a family orientation meeting.

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.

> The P-TECH academy will develop Advancement Via Individual Determination (AVID) skills and strategies within all courses. AVID fosters writing, critical thinking, teamwork, focused notetaking, reading, and organization. Student planners will be used to monitor academic growth. A mentor program will be established using retired/current teachers. Opportunities to receive academic enrichment and/or tutorials from individual teachers will be accessible before or after school as well as homework help from the school's homework center. The P-Tech Academy will partner with Victoria Independent School District to create work-based learning experiences to build skills needed for education and training. We will work with campus teachers to facilitate courses with college professors and engage students in learning opportunities that prepare students for post-secondary success. Students and parents/guardians will receive an identified P-TECH course of study document which is a high school degree plan with recommended college dual credit courses and embedded work-based learning opportunities. Personal Graduation Plans (PGP) will be developed to monitor and track student goal attainments. Students and parents/guardians will participate in a progress meeting and assist in the development of an academic plan for the upcoming year. We will partner with University of Houston Victoria to provide additional wrap-around services like access to the Student Success Center which offers a writing center and peer tutoring in subject areas. Students taking dual credit can work with a Student Success Coach that provides registration help, skill building assistance. Using the Navigate app, students can work with coaches to learn more about meeting deadlines, study tips, and how to organize assignments. University of Houston Victoria recently received a 2.25-million-dollar grant from the U.S. Department of Education that will help launch additional programs to promote undergraduate student success. The P-TECH cohort will become members of the Texas Association of Future Educators (TAFE). The TAFE leadership framework will cultivate a collegial dialogue to create academic success.

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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. Program Director/Administrator	$20,000
2. Extra Duty	$25,000
3. Career Counselor	$45,000
4.	
Professional and Contracted Services	
5. AVID LCR	$10,000
6.	
7.	
8.	
9.	
Supplies and Materials	
10. Supplies and Materials for P-TECH advisory council, curriculum, planning, and development	$70,000
11.	
12.	
13.	
Other Operating Costs (include direct and indirect administrative costs, if allowable)	
14. Student Travel	$10, 000
15. Professional Development	$16,000
16.	
Capital Outlay	
17.	
18.	
Indirect Costs	$3,920
Total grant award requested	$199,920

CDN: 235902

| Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Education and Training	University of Houston - Victoria	N	Educational Aide 1
Education and Training	University of Houston - Victoria	N	Associates of Arts in Teaching

Year/ Grade Level	High School Course		High School Credits	Post-Secondary Course		College Credit Hours
	PEIMS Course/Code #	High School Course Name		Texas Common Course Numbering System Number	College Course Name	
Year 0 / Grade 8	13009900	Professional Communications	.5			
Year 0 / Grade 8	03810100	Health	.5			
	Total Year 0 High School Credits		1	**Total Year 0 College Credit Hours**		
Year 1 / Grade 9	03220100	English 1	1	COSC 1301	Technology and Problem Solving	3
Year 1 / Grade 9	03100500	Algebra 1	1			
Year 1 / Grade 9	03010200	Biology	1			
Year 1 / Grade 9	N1290001	AVID 1	1			
Year 1 / Grade 9	03440100	Spanish 1	1			
Year 1 / Grade 9	13014200	Principles of Education and Training	1			
Year 1 / Grade 9	13011400	Business Information Management 1	1			
	Total Year 1 High School Credits		7	**Total Year 1 College Credit Hours**		3
Year 2/ Grade 10	03220200	English II	1	ARTS 1312	Creativity and the Fine Arts	3
Year 2/ Grade 10	03100600	Algebra II	1	SPCH 1315	Fundamentals of Public Speaking	3
Year 2/ Grade 10	03040000	Chemistry	1	CUIN 1318	The Well Child	3
Year 2/ Grade 10	03320100	World Geography	1	GEOG 1313	Principles of Geography	3
Year 2/ Grade 10	N1290002	AVID 2	1			
Year 2/ Grade 10	03440200	Spanish II	1			
Year 2/ Grade 10	13014300	Human Growth & Development	1			
Year 2/ Grade 10	03500100	Art 1	1			
	Total Year 2 High School Credits		8	**Total Year 2 College Credit Hours**		12
Year 3/Grade 11	03100700	Geometry	1	ENGL 1301	Composition 1	3
Year 3/Grade 11	03340100	US History	1	HIST 1301	US History 1	3
Year 3/Grade 11	N1290003	AVID 3	1	SCIE 3320	Earth and Space Science	3
Year 3/Grade 11	13014400	Instructional Practices	2	ENGL 2327	American Literature	3
Year 3/Grade 11	03220300	English 3	1	HIST 1302	US History 2	3
Year 3/Grade 11	03060200	Earth and Space Science	1	History 2310	Texas History	3
	Total Year 3 High School Credits		7	**Total Year 3 College Credit Hours**		18
Year 4/Grade 12	03101100	Pre-Calculus	1	ENGL 1302	Composition 2	3
Year 4/Grade 12	N1290033	AVID 4	1	BIOL 1322	Nutrition	3
Year 4/Grade 12	13014500	Practicum in Education and Training	2	GOVT 2305	Federal Government	3
Year 4/Grade 12	1302300	Food Science	1	CUIN 1310	The Art of Teaching	3
Year 4/Grade 12	03220400	English 4	1	MATH 1314	College Algebra	3
Year 4/Grade 12	03330100	United States Government	.5			
Year 4/Grade 12	03310300	Economics with Emphasis on the Free Enterprise System	.5			
Year 4/Grade 12						
	Total Year 4 High School Credits		7	**Total Year 4 College Credit Hours**		15
	Total Years 5 & 6 High School Credits		0	**Total Years 5 & 6 College Credit Hours**		0
	Total High School Credits		30	**Total College Credit Hours**		48
Certification (s) to be earned by high school graduation:	Educational Aid 1					
Degree (s) to be earned by high school graduation:	College credits earned toward a Bachelor's Degree in Interdisciplinary Studies EC-6					

Document of Collaboration with Local Regional Workforce Board

Industry Snapshot

The largest sector in Victoria County, Texas is Health Care and Social Assistance, employing 6,600 workers. The next-largest sectors in the region are Retail Trade (5,956 workers) and Educational Services (4,033). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Mining, Quarrying, and Oil and Gas Extraction (LQ = 12.63), Utilities (2.46), and Wholesale Trade (1.39).

Total Workers for Victoria County, Texas by Industry
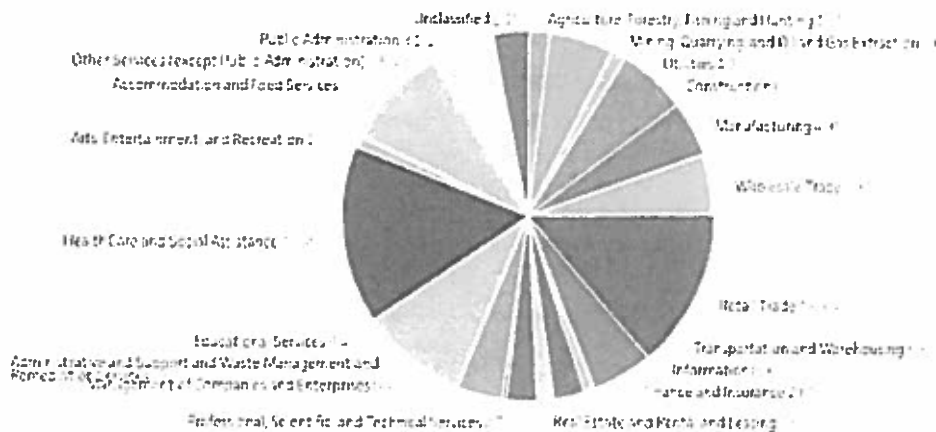
Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2018Q4 with preliminary estimates updated to 2019Q2.

Grant Application Collaborative Team Members:

Name	Position	Signature
Henry Guajardo	Executive Director	
Mike Milson	Director of Business Services	

Targeted Occupations with Labor Market Information (March 2019)

OCCUPATIONAL TITLES	SOC CODE	Entry-level Wage (per hr.)	Regional Projected Growth Rate (10 yr.)
Accountants & Auditors	13-2011	$20.60	18.3%
Automotive Body Repairers	49-3021	$13.64	15.2%
Automotive Service Techs/Mechanics	49-3023	$12.12	13.5%
Bookkeeping & Accounting Clerk	43-3031	$11.35	3.6%
Bus, Truck & Diesel Mechanics	49-3031	$17.67	20.3%
Carpenters	47-2031	$13.67	6.3%
Computer Network Support Specialist	15-1152	$22.26	14.3%*
CNC Machine Tool Programmers, Metal, Plastic	51-4012	$17.74	30.8%*
Correctional Officers, Jailers	33-3012	$17.04	1.3%
Electrical Power Line Installers and Repairers	49-9051	$12.83	9.7%
Electricians	47-2111	$16.27	9.5%
Emergency Medical Technicians and Paramedics	29-2041	$12.50	15%
Firefighters	33-2011	$15.95	17.3%*
Heating/Ventilation/Air Conditioning/Refrigeration (HVAC) Mechanics and Installers	49-9021	$12.23	16.4%
Industrial Maintenance/Machinery Mechanics	49-9041	$21.18	16.3%
Instrumentation/Electrical (I&E) Technicians	17-3023	$20.56	13.4%
Licensed Practical/Vocational Nurses	29-2061	$15.34	7%
Machinists	51-4041	$14.24	3.1%
Medical Assistants	31-9092	$10.96	26%
Medical Records/Health Information Specialist	29-2071	$12.13	18.6%
Millwrights	49-9044	$16.56	20.7%*
Occupational Therapy Assistants	31-2011	$25.43	36.1%*
Occupational Health and Safety Specialists	29-9011	$21.89	16%
Operating Engineer/Construction/Heavy Equipment	47-2073	$14.74	14.5%
Pharmacy Technicians	29-2052	$12.65	17.4%
Physical Therapist Assistants	31-2021	$28.43	26.4%
Plant Systems/Process Operators	51-8091	$23.72	3%
Plumbers, Pipefitters, Steamfitters	47-2152	$14.43	10.5%
Police and Sheriffs Patrol Officers	33-3051	$16.93	12.7%
Registered Nurses	29-1111	$24.11	19.1%
Respiratory Therapists	29-1126	$23.36	35.3%*
Service Unit Operators	47-5013	$15.74	12.2%
Structural Iron and Steel Workers	47-2221	$16.14	20.8%*
Teachers, Early, Elementary, Middle, Secondary, ESL, and Special Education	25-3097	$24.97	16.4%
Truck Drivers, Heavy/Tractor Trailer	53-3032	$15.91	15.1%
Welders/Cutters/Solderers/Brazers	51-4121	$15.10	13.9%

Source: TWC LMCI Dept.
*Statewide Projection

WORKFORCE SOLUTIONS GOLDEN CRESCENT 2018

TARGET OCCUPATIONS

13-2011	Accountants and Auditors
49-3021	Automotive Body and Related Repairers
49-3023	Automotive Service Technicians and Mechanics
43-3031	Bookkeeping, Accounting, and Auditing Clerks
49-3031	Bus/Truck Diesel Mechanic
47-2031	Carpenter
15-1552	Computer Network Support Specialists
51-4012	Computer Numerically Controlled (CNC) Machine Tool Programmer - Metal and Plastic
33-3012	Correctional Officer/Jailer
49-9051	Electrical Power-Line Installers and Repairer
47-2111	Electrician
29-2041	Emergency Medical Technician and Paramedic
33-2011	Firefighter
49-9021	Heating/Air Conditioning/Refrigeration Mechanic and Installer
49-9041	Industrial Machinery Mechanic
17-3023	Instrumentation/Electrical (I&E) Technician
29-2061	Licensed Vocational Nurse
51-4041	Machinist
31-9092	Medical Assistant
29-2071	Medical Records/Health Information Specialist
49-9044	Millwright
31-2011	Occupational Therapy Assistant
29-9011	Occupational Health and Safety Specialist
47-2073	Operating Engineer/Construction Equipment, Crane or Heavy Equipment Operator
29-2052	Pharmacy Technicians
31-2021	Physical Therapist Assistant
51-8091	Plant Systems/Process Operator
47-2152	Plumber, Pipefitter, and Steamfitter
33-3051	Police and Sheriff's Patrol Officer
29-1111	Registered Nurse
29-1126	Respiratory Therapist
47-5013	Service Unit Operators, Oil, Gas, and Mining
47-2221	Structural Iron and Steel Worker
25-3097	Teacher - Early, Elementary, Middle, Secondary, ESL, and Special Education
53-3032	Truck Driver, Heavy-Tractor Trailer
51-4121	Welder/Cutter/Solderer/Brazer

DEMAND OCCUPATIONS

49-3021	Auto Body Repair Technician
49-3023	Automotive Service Technician/Mechanic
53-3022	Bus Driver
47-2031	Carpenter, including Weatherization Technician
47-2051	Cement Mason/Concrete Finisher
43-4051	Customer Service Representative
49-2094	Electrical and Electonic Repairer - Commercial and Industrial Equipment
19-4091	Environmental Science and Protection Technician, including Compliance Specialist
35-0000	Food Preparation and Serving Occupations
47-3010	Helper - Construction Trades
31-1011	Home Health Aide
31-9092	Medical Assistant
31-2012	Nursing Aide, Orderly, Attendant (CNA)
53-7064	Packer and Packager, Hand
47-2151	Pipe Layer
41-2031	Retail Salesperson
33-9032	Security Guard