



**2021-2023 CCRSM P-TECH Planning and Implementation  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 23, 2021**

NOGA ID

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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 23, 2021**.

Application stamp-in date and time

Grant period from **April 19, 2021 to June 15, 2023**

Pre-award costs permitted from **the date of the award announcement**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment #1: Document of Collaboration with Local Regional Workforce Board
3. Attachment #2: "Program of Study" Crosswalk template

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements** Shared services arrangements (SSAs) are **not** permitted for this grant.**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. 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 LOI 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.
- 2. 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.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM P-TECH Planning and Implementation Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM P-TECH Planning and Implementation Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. Required by statute: P-TECH campuses will provide participating students with flexibility in class scheduling and academic mentoring.
- 6. Required by statute: P-TECH campuses 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.
- 7. Required by statute: P-TECH campuses 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 and 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.
- 8. Required by statute: P-TECH campuses will be provided at no cost to participating students.
- 9. Required by statute: P-TECH campuses will ensure that a student is 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.
- 10. The P-TECH campus will implement the design elements included within the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of Bob Hope Schools is to provide a safe, orderly environment in which students are intrinsically motivated to become life-long learners in a global society and where teachers, parents, and the community collaborate to address the needs and diversity of all students. Bob Hope School’s philosophy is as follows: We believe each person has merit, dignity, and can make a valid contribution to society. We believe in the “total” child including mind, body, and spirit. We believe in hope. Hope for the future of each of our students. We believe in success, academic, vocational and independent living.

Bob Hope Schools will implement a PTECH Program that aligns with and realizes this mission and philosophy at no cost for students in grades 9-12. This PTECH program will begin with students in grades 9 and 10 and will progressively scale up by adding at least one grade level per year after the first year of implementation. The overall goal is to provide a transformative approach to high school that immerses students in rigorous educational opportunities that are connected to Southeast Texas’s regional labor market demands, responsive to employer needs, and focused on both educational and employment outcomes. To this end, Bob Hope Schools’ PTECH Program: Provides flexibility in class scheduling and academic mentoring; Provides for open-enrollment; and Allows participating students to complete high school and receive a high school diploma; an associate degree; a two-year postsecondary certificate; or industry certification.

Bob Hope has an existing MOU with Lamar State College-Port Arthur (LSC-PA) that addresses Curriculum Alignment; Instructional Materials; Instructional Calendar; Programs/Courses of Study; Student Enrollment and Attendance; Grading Periods and Policies; and Administration of Statewide Assessments (see attached MOU and summary on page 8).

Bob Hope has also secured partnerships with Workforce Solutions Southeast Texas and industry partner, Associated Builders and Contractors (ABC). See their attached letters of partnership as well. The industry partnership with ABC will provide 100% of participating students access to appropriate work-based education at every grade level; address regional workforce needs; and give priority in interviewing to students qualified and available on the student’s completion of the program.

The Program Coordinator will work with the TEA Technical Assistance team to provide services such as coaching and consulting; collaborative opportunities with peer grantees; professional development and site visits; and feedback and support. The Coordinator will work with Bob Hope staff to align current practices to the PTECH Blueprint, establish collaborative leadership and decision-making committees, review the scope and sequence for the program, and establish systems for formal data reviews, data response plans, and student recruitment, retention, and support.

**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**

83.8% of Bob Hope students are from economically disadvantaged households; 37.3% are English-language Learners; and 40.3% are at-risk of dropping out. These demographics represent students among the LEAST LIKELY to attend/graduate from college.

Establishing Bob Hope School as a PTECH school will build on the existing dual-credit program and provide at-risk and economically disadvantaged students with expanded technical course offerings, thereby giving underrepresented students a greater chance for postsecondary economic success.

Bob Hope School has several solid dual-credit program components and participation. In 2017-18, 40.9% of students earned at least some dual-course credits (20.7% state), yet 0% earned an AA degree (1.4% state).

Bob Hope will supplement its existing dual-credit components and partnerships; systematically create and implement all required PTECH activities, products, and design elements; and expand academic and social-emotional support services to help students earn 60 hours of rigorous college credits and an AA in 4-5 years.

The Texas Workforce Commission reports the January 2021 unemployment rate was 11.6% for the Beaumont-Port Arthur area and was 17.4% in Port Arthur alone--far higher than the state rate of 7.3%.

Bob Hope Schools will partner with Workforce Solutions Southeast Texas (see letter, attached) to provide a range of services for all PTECH students. These include resume development, work registration, job matching and referrals, interviewing workshops, wrap-around service to ensure students complete schools, and connections to workplace partners for workplace-based learning.

### Measurable Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

GOAL: CONNECT HIGH SCHOOL TO CAREER AND COLLEGE--OBJECTIVE 1--By the end of the first program year, the number of students enrolled in technical/vocational certificate programs will increase by at least 15% over baseline data (2020-21). OBJECTIVE 2--At least 90% of participating PTECH students will graduate from high school in four years. OBJECTIVE 3--100% of participating PTECH students will participate in work-based learning activities each semester of their enrollment in the program. OBJECTIVE 4--At least 85% of the program's students, teachers, and parents will express Satisfaction (at least 4 on a 5-point scale) with the design and implementation of the PTECH program. OBJECTIVE 5--At least 85% of students registered for PTECH coursework will persist in the program year over year. OBJECTIVE 6--By the end of the PTECH planning year, the Bob Hope Schools PTECH program will develop plans to implement Blueprint design elements, produce Blueprint products, and meet all provisional OBM targets for its inaugural 9th grade student cohort as outlined here: [https://texascrmsdesignation.org/pdfs/p-tech/planning\\_roadmap.pdf](https://texascrmsdesignation.org/pdfs/p-tech/planning_roadmap.pdf). • ACTIVITIES/STRATEGIES TO MEET GOALS/OBJECTIVES--Provide registered PTECH students with flexible schedules that allow for cooperative education; annual Summer Bridge programs; opportunities for career/interest inventories and exploration; facilities visits to partner sites, access to business and industry guest speakers; job shadowing; career mentoring; resume development; interviewing workshops; job search assistance; job matching and job referrals; and wraparound services that support students to complete their credit and degree plans. A full-time Program Coordinator will recruit, shepherd, and support high-need students to be successful; convene an Advisory Board; conduct student and family orientations and outreach; convene leadership meetings; expand and nurture/sustain industry partnerships; develop all required tools/docs; and facilitate annual professional development.

### Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Performance measures related to STUDENT outcomes are noted above. Tools used to measure performance are as follows: OBJECTIVE 1--Applications to the PTECH program; enrollment in PTECH coursework at Lamar State College - Port Arthur (LSC-PA); PEIMS data; OBJECTIVE 2--Progress reports and report cards indicating students are on track to be promoted and to graduate; PEIMS data; individual PTECH plans and notes from student progress meetings; OBJECTIVE 3--Program Coordinator notes on the number and types of work-based learning opportunities available; student registrations for each type of work-based learning opportunity; student evaluations of work-based learning; PEIMS data; OBJECTIVE 4--Results from annual student/teacher/parent school climate and satisfaction surveys; feedback from informal interviews and focus groups with program participants; OBJECTIVE 5--Student enrollment records; Program Coordinator records/notes; PEIMS data.

In addition to these student-related performance measures, the PROGRAM-related performance measures include: OBJECTIVE 6--Program Coordinator progress toward achieving all Blueprint goals/objectives; feedback from TEA's PTECH Technical Assistance staff. The Program Coordinator will be responsible for establishing strategies to meet the Blueprint design elements, products, and provisional OBM targets and will: Develop a strong partnership between the district and college credit provider; Build an MOU that meets the needs of both the campus/district and the IHE; Determine long-term funding; Build a leadership team for student success; Establish a course of study crosswalk which enables a student to combine high school courses and college-level courses to earn either an associate degree or at least 60 semester credit hours toward a bachelor's degree; and Develop high-quality college and career pathways that ensure students attain postsecondary credentials with value in the labor market and launch rewarding careers.

Success on all objectives will require the Program Coordinator to work with Bob Hope Schools' leadership, the PTECH Advisory Board, and TEA's Technical Assistance staff to operationalize the PTECH Blueprint and satisfy all PTECH program designation requirements; target recruitment of at-risk and economically disadvantaged students; provide ongoing, supportive communication to registered students, teachers, and families; and convene regular, ongoing collaboration efforts between Bob Hope Schools, the IHE partner, Lamar State College-Port Arthur, and all program partners.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed PTECH budget includes:

PERSONNEL: \$140,000

--Salary and benefits for a full-time PTECH Program Coordinator (\$70,000 per year x 2);

SUPPLIES AND MATERIALS: \$10,000

--Program implementation supplies and materials;

--Supplies and materials for leadership, Advisory, and partner meetings and related activities

TOTAL GRANT REQUEST: \$150,000

IN-KIND MATCH: \$30,000

--Coordinated program support from Bob Hope Schools' full-time Career Coordinator

Bob Hope Schools was recently awarded an ECHS program grant by TEA. The activities and services for this program will be coordinated with those of the PTECH program to ensure efficiencies and prevent duplication of effort. Specifically, the ECHS program budget includes a full-time Career Coordinator. This role will provide support to PTECH program students in concert with PTECH Program Coordinator efforts so as to extend the impact of both programs' services and products.

The Bob Hope Schools Chief Financial Officer will oversee expenditures for both programs (ECHS and PTECH), making adjustments to ensure funds are appropriately and efficiently allocated. The PTECH Leadership Team will provide additional suggestions and identify additional program resources.

The program's industry partners will provide program-related services and supports and will supply information on their value to assist the PTECH Program Coordinator in ascertaining the full cost of the program over and above awarded grant funds and the identified match.

## Statutory Requirements

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

### PREPARATION FOR PTECH SUCCESS STARTS IN MIDDLE SCHOOL:

To ensure all students have ample opportunity to learn about and participate in the PTECH program, Bob Hope Schools staff including the PTECH Program Coordinator) will provide at least two annual information sessions for 8th grade students and their families so they can learn about the program, hear from currently enrolled students about their experience in the program, and have the opportunity to ask questions and investigate options as a precursor to program enrollment.

### PREPARATION FOR ECHS SUCCESS--PTECH SUMMER/SPRING CAMP:

Students expressing interest in enrolling in PTECH courses, whether they do so early in middle school or at any point in high school, will attend a one-time PTECH Summer (for Fall entry) or Spring (for Summer entry) Day Camp designed to introduce them in small groups to the rigors of college-level, dual-credit work and to the specifics of the Bob Hope PTECH program in particular. The camp will be open to all interested students as rising 9th graders or above. At the conclusion of the camp, students will formally apply for entry to the Bob Hope PTECH program.

### RECRUITMENT, ENROLLMENT, AND REGISTRATION

Bob Hope School will not exclude or discourage the enrollment of any of its subpopulations of at-risk students including, but not limited to, students who are of limited English proficiency, are economically disadvantaged, are from traditionally underrepresented groups, or who have failed a state administered assessment, or who have not passed two or more subjects in the foundation curriculum during a semester in the preceding or current school year.

The PTECH program will be OPEN ENROLLMENT. Staff will recruit, select, approve, and enroll all PTECH student participants, ensuring they meet the requirements for admission to Lamar State College-Port Arthur (LSC-PA) and achieve career-readiness standards (when applicable). The number of courses taken by each student in a semester is at the discretion of the student and the Bob Hope administrators, faculty, and guidance staff. Students can earn up to 60 college hours (15 hours per year) by the end of their senior year and take up to five years to do so. Students must be registered at LSC-PA prior to the official census date (12th class day in the Fall and Spring semesters and 4th class day for Summer terms).

The timeline for the above-mentioned activities is:

### END OF 2020-21 SCHOOL YEAR:

- Announce notice of grant award to the Bob Hope Schools learning community, including students, teachers, parents, and existing partners
- Hire full-time Program Coordinator
- Convene PTECH Leadership Team, PTECH Advisory Board, and meetings with program partners
- Coordinate with TEA's PTECH Technical Assistance team as needed and required

### SUMMER 2021:

- Provide PTECH information sessions for interested students and their parents
- Provide summer program with elements designed to prepare interested students to enter the PTECH program in grades 9 and 10
- Take applications for PTECH program enrollment

### 2021-22 SCHOOL YEAR:

- Convene planning year
- Coordinate with EA's PTECH Technical Assistance team to develop plans to implement Blueprint design elements, produce Blueprint products, and meet all provisional OBM targets for the inaugural 9th grade student cohort as outlined here: [https://texasccrsmdesignation.org/pdfs/p-tech/planning\\_roadmap.pdf](https://texasccrsmdesignation.org/pdfs/p-tech/planning_roadmap.pdf)
- Provide and coordinate wrap-around services to ensure student support and success

**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, sequences 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.

The agreement with LSC-PA delineates three types of courses that will be offered under the Bob Hope PTECH program:

- 1) Courses contained in the LSC-PA transfer CORE CURRICULUM (see <https://www.lamarpa.edu/Current-Students/Student-Information/Admission-Requirements/Core-Curriculum>); this is a curriculum of 42 semester credit hours. A student successfully completing the Core Curriculum at LSC-PA may transfer that block of courses to any other Texas state-supported institution.
- 2) College-level TECHNICAL COURSES that are part of approved Associate of Applied Science (AAS) degree or certificate programs and described in the current edition of the Workforce Education Course Manual; and
- 3) Courses within the following rubrics contained in the Lower Division ACADEMIC COURSE GUIDE MANUAL (ACGM): ACCT (Accounting); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); and CRIJ (Criminal Justice). Complete course descriptions of all options are on file with Bob Hope and are available upon request.

Courses may be taught on-line, on-campus, or at Bob Hope by faculty employed by LSC-PA or by instructors employed by Bob Hope. Instruction and materials for dual-credit courses conducted at Bob Hope must be at the equivalent level of the instruction and materials used for the identical course taught on the LSC-PA campus.

These 3 types of courses afford students pathways to any technical or academic program at LSC-PA. When high school students take career and technical education dual credit courses, they gain the skills employers desire, and they learn more about the requirements of a career, the workplace environment, and if the career suits them. Students also begin to see themselves as professionals in their chosen field of study.

The attached crosswalk (Attachment #2) illustrates how Bob Hope ECHS students can satisfy high school core curriculum requirements in a dual-credit college environment under the existing dual-credit program with the school's 2-year IHE partner. Currently, 9th grade students can choose 3 courses (biology, arts, and business computer applications), earning up to 14 college credit hours. In grades, 10, 11, and 12, students can simultaneously earn up to 10, 21, and 26 college credit hours, respectively. This brings the potential college credit hours to 71, and that is only for courses crosswalked to the core curriculum plus a few elective choices.

With the existing 2-year IHE partner, Bob Hope students can choose from 10 different Associate of Arts degrees, 20 different Associate of Applied Science degrees, and 19 different Certificate areas. These degrees and certificates span many career areas and allow them to enter the workforce in in-demand fields as diverse as teaching, accounting, nursing, law (paralegal), HVAC repair, cosmetology, culinary arts, medical coding, graphic design, substance abuse counseling, business office management, and many more. This diversity of choice in students' postsecondary credentials means they can earn a degree or certificate that meets local economic needs now, while in high school, and then choose to pursue additional studies to further their career and even support themselves while doing so, meeting their personal economic needs as well.

Please see the attached MOU from Lamar State College-Port Arthur and the letters of partnership from Workforce Solutions Southeast Texas and Associated Builders and Contractors of Southeast Texas (ABC) indicating their support for the PTECH program.

**Statutory Requirements (Cont.)**

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

Bob Hope School has an articulation agreement with Lamar State College-Port Arthur, an IHE that is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate level. A student can complete two full years of course work and satisfy the majority of the general education requirements for a bachelor's degree. In most majors, a student can complete virtually all of his or her freshman and sophomore course work in Port Arthur and be fully prepared to move into junior- and senior-level course work at Lamar University in Beaumont or another senior institution if desired.

The response below briefly summarizes the existing MOU with LSC-PA, which will be expanded during the grant period to reflect PTECH-specific requirements. A) CURRICULUM ALIGNMENT: Dual credit students must follow the course prerequisites identified in the official LSC-PA catalog. PTECH classes offered at Bob Hope must be scheduled in accordance with the course prerequisites identified in the official LSC-PA catalog. B) INSTRUCTIONAL MATERIALS: Bob Hope will be responsible for textbooks and course supplies. Instruction and materials for dual credit courses conducted at Bob Hope must be at the equivalent level of the instruction and materials used for the identical course taught on the LSC-PA campus. C) INSTRUCTIONAL CALENDAR: The instructional calendar for the PTECH program will be the same as for the regular program. Should the IHE's instructional days be fewer than those of the PTECH, students will follow the Bob Hope schedule. D) COURSES OF STUDY: Please see the response to #2 on page 5 of this application. E) STUDENT ENROLLMENT AND ATTENDANCE: Bob Hope aims to enroll at least 100 out of the high school's 500 students in the PTECH program. The attendance target is 97%. F) GRADING PERIODS AND POLICIES: LSC-PA will submit progress reports, 6-week grades, and final grades to Bob Hope on a schedule to be determined prior to the beginning of each semester. LSC-PA shall determine the level of work required for awarding college credit, and Bob Hope shall determine the level of work required for awarding high school credit. G) ADMINISTRATION OF STATEWIDE ASSESSMENT INSTRUMENTS: STAAR End-of-Course (EOC) exams will be administered according to grade level--9th) Algebra I, Biology, and English; 10th) English II; 11th) US History. These exams will take place on the Bob Hope School campus as directed by TEA and the Bob Hope Charter School staff.

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.

Bob Hope Schools will partner with both WORKFORCE SOLUTIONS SOUTHEAST TEXAS (<https://setworks.org/>) and ASSOCIATED BUILDERS AND CONTRACTORS OF SOUTHEAST TEXAS (ABC - <http://www.abcsetx.org/>).

Workforce Solutions Southeast Texas will provide:

--Opportunities for career/interest inventories and exploration; resume development; interviewing workshops; job search assistance; job matching and job referrals; and wraparound services that support students to complete their credit and degree plans.

--Staff time to directly and frequently interact and participate (in person or virtually) with PTECH leadership, in Advisory Board meetings, and in partnership activities

--Input for formative program assessments and to facilitate course-correction as needed

ABC will provide:

--A liaison with decision-making authority to directly and frequently interact and participate (in person or virtually) with PTECH leadership, in Advisory Board meetings, and in partnership activities

--Advice and guidance on workplace skills development

--Advice and guidance on program-related professional development for PTECH instructors

--Input for formative program assessments and to facilitate course-correction as needed

--Work-based learning opportunities for enrolled students, including facilities visits to partner sites, access to business and industry guest speakers; job shadowing; career mentoring; and other opportunities as mutually designed and agreed-upon

Please also see ABC's list of network advantages (ex: merit shop craft training; networking with industry; National Center for Construction Education and Research; school-to-work; etc.) online here: [http://www.abcsetx.org/main\\_network.php](http://www.abcsetx.org/main_network.php).



**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.

An established Leadership Team will consist of the following ISD and IHE representatives: Long-time Bob Hope/Hughen Center CEO, Dr. Bobby Lopez will steward the partnerships with IHE partner, Lamar State College-Port Arthur (LSC-PA), Workforce Solutions Southeast Texas, and Associated Builders and Contractors (ABC), assuming ultimate responsibility for the achievement of all Benchmarks and Outcomes-based Measures for the grant period. The PTECH PROGRAM COORDINATOR will assume day-to-day responsibility for the achievement of all Benchmarks and Outcomes-based Measures for the grant period. The Bob Hope CHIEF FINANCIAL OFFICER (CFO) will ensure the grant funds are being effectively and efficiently coordinated with other school initiatives and that all grant activities are supplemental to existing dual-credit efforts, thereby expanding and enhancing the foundational components. The CFO will also prepare all financial reports required by TEA during the grant period. The Bob Hope CHIEF OF SCHOOLS will work with the PTECH PROGRAM COORDINATOR, HIGH SCHOOL CAMPUS DIRECTOR, CAREER COUNSELOR (new hire with ECHS grant funds), and ACADEMIC COUNSELOR, collectively assuming responsibility for integrating Benchmarks 1, 4, 5, and 6 (School Design; Curriculum, Instruction, and Assessment; Work-based Learning; and Student Support). Additionally, the Program Coordinator and Counselor will ensure family outreach and engagement and will engage parents in understanding the rigorous nature of the PTECH program demands and certificate pathways. LSC-PA's representative for ACADEMIC AFFAIRS (or other staff as designated) will support Bob Hope by expanding their IHE partnerships and related MOUs to satisfy PTECH requirements and advising the Leadership Team on strategic vision-setting as the high school moves through the PTECH designation process. • The ECHS Leadership Team will meet monthly throughout the project period to further clarify and develop members' roles and responsibilities; review the LSC-PA MOU and revise annually as necessary; review formative qualitative and qualitative project and student data; monitor progress toward outcome-based measures; establish and implement related accountability reporting to stakeholders; monitor progress on meeting the timeline and producing the products required for a strong Blueprint; discuss/create structures, policies, and/or procedures regarding curriculum development, staffing, professional development, student recruitment and enrollment, outreach, and program sustainability; and guide mid-course corrections and improvement as needed. Meetings will alternate between Bob Hope HS and the IHE campus.

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

CURRENT WRAP-AROUND STRATEGIES AND SERVICES: Outreach to Bob Hope charter middle school students to prepare them for dual-credit coursework (currently application only; this will expand to include a broader pool of underrepresented students moving forward); TSI camp for rising 9th graders (during Spring of 8th grade) prior to TSI exam in May; SAT Camp for 10th graders: Fall and Spring, 2 weeks each (students sit for SAT exam in Spring); 11th and 12th graders may also attend and participate; Dual-credit guidance and assistance navigating choices at Lamar State College-Port Arthur; Transportation for courses held on the LSC-PA campus; General academic and guidance counseling; Connections to social services for families and students

ADDITIONAL STRATEGIES AND SERVICES PLANNED TO SUPPORT THE ECHS: GRANT-FUNDED--Full-time PTECH Program Coordinator to support all PTECH students in course selection; individualized, college and career focused student plans with specific graduation plan for ongoing academic support; Academic support for intervention, remediation, and acceleration; Tutoring and/or Saturday school for identified students in need; Application, financial aid counseling and college/career counseling; Advisory and/or college readiness and support time built into the program of study; Summer Bridge programs that provide opportunities to strengthen academic skills necessary for high school, college readiness, and career readiness and exploration) and to support student transition from middle school to the P-TECH program; An industry mentorship program available to all students; Parent outreach and involvement opportunities; A structured program of community service to promote community involvement; and Skill-building instruction for students, such as time management, study skills, collaboration and interpersonal relationship skills.

In addition, WORKFORCE SOLUTIONS SOUTHEAST TEXAS will provide wrap-around services and supports for students to complete their credit/degree plans, including assistance with registering for work, resume development, job matching and referrals, and access to interviewing workshops.

**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 program.

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

N/A

Group <input style="width: 80%;" type="text"/>	Barrier	<input style="width: 95%;" type="text"/>
Group <input style="width: 80%;" type="text"/>	Barrier	<input style="width: 95%;" type="text"/>
Group <input style="width: 80%;" type="text"/>	Barrier	<input style="width: 95%;" type="text"/>
Group <input style="width: 80%;" type="text"/>	Barrier	<input style="width: 95%;" 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 program?

- 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 style="width: 95%;" type="text" value="2,480"/>
2. Enrollment of all participating private schools	<input style="width: 95%;" type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input style="width: 95%;" type="text" value="2,480"/>
4. Total current-year program allocation	<input style="width: 95%;" type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input style="width: 95%;" type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input style="width: 95%;" type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input style="width: 95%;" type="text" value="0"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input style="width: 95%;" type="text" value="0"/>

**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**