



2021-2023 P-TECH Planning and Implementation Grant

Competitive Grant Application: Due 11:59 p.m. CT, November 10, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant application and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. 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
Students enrolled in the Success High School equivalency program have been identified as over-aged and under-credited, and are missing the essential workplace experience component of a well-rounded P-TECH education.	Develop a P-TECH program that provides Success students provide programs to earn a high school diploma with endorsement, have opportunities for work-based experience, to earn industry certifications, and an associate degree that can lead to a 4-year university program.
According to the FWISD 2018-2019 Senior Exit Survey, 100% of Success students indicated a need for assistance in "internship/job shadowing" and 77% in "job seeking skills".	Offer work-based learning experiences at every grade level, internships and job shadowing opportunities with partners. Ensure comprehensive wraparound services are offered through targeted interactions with teachers, college advisors, high school counselors, and peer support.
According to the FWISD 201-2019 Senior Exit Survey, 46% of Success students indicated a need for more assistance in "career options".	Partner with FWISD Communications as well as TCC and Business experts within STEMuli to design, produce, and print digital materials for distribution through school counselors and events, such as STEM night. These events and materials will capture student interest and showcase career opportunities within the P-TECH Business pathway as well as the program benefits offered to them.

5. 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.

In academic year 2021-2022 Success High School, a 9th-12th grade campus designed to accelerate coursework for identified over-age and under-credited at risk students, will be in the planning year for PTECH. In academic year 2022-2023 Success High School will enroll up to the full cohort capacity in grades 9-12 into a newly developed PTECH Business High School that is aligned with industry needs, provides real-world work experiences at every grade level, marketable credentialing, and seamless transition into a competitive job market.

6. 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

*Develop, execute, and secure any remaining MOUs, articulation agreements, data sharing agreements, and District School Board approvals to ensure program participation *Draft evaluation instruments, and reporting schedule *Complete a needs assessment to determine final purchasing needs and acquisition schedule *Engage advisory council members as necessary (monthly) *Begin the RFP and/or bid process to procure necessary equipment, and program materials in compliance with EDGAR regulations *Select, hire and onboard contract staff (collaboration consultant)*Draft curricula, and project-based activities/assignments in collaboration with industry partners *Plan, provide, and assess program events* Provide and assess Professional Development

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- *(Re)assess campus needs, outstanding purchase orders and RFP
- *Continue to offer targeted Professional Development for P-TECH teachers and staff
- *Continue Leadership Team and Advisory Council meetings as scheduled
- *Begin coursework and campus-based observations (Cohort 1)
- *Collect baseline program data and demographics
- *Update recruitment materials, calendar, and processes
- *Begin recruitment for Cohort 2 students
- *Host/Attend recruitment events, campus visits, and Information Nights

Third-Quarter Benchmark

- *Continue to offer targeted Professional Development for P-TECH teachers and staff
- *Begin budget closeout, 65% of purchases allocated and received
- *Review student achievement, benchmark assessment, and course progression
- *(Re)assess campus needs, outstanding purchase orders and RFP
- *Students begin specialized college coursework
- *Draft curricula, activities, and projects-based assignments in collaboration with industry partners (Years 3 & 4)
- *Solicit stakeholder feedback regarding campus climate
- *Finalize planning/logistics for summer bridge (Cohort 2); notify students

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program evaluation of the Success High School Business P-Tech Program will be coordinated through the Fort Worth ISD (FWISD) Grant Compliance & Monitoring Department. Periodic feedback will be provided in-person and discussed with program managers at least quarterly. Regular meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects to implementing project components. Recommendations and modification will be reported and discussed during all meetings. The following points of information will be assessed as part of the proposed project: Planning, implementation, and evaluation of project activities: Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Student and stakeholder engagement be collected through qualitative data. These qualitative data will be cataloged and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported quarterly. Stakeholders' Engagement: Involvement in planning activities by industry partners, parents, principals, teachers, and students will be gathered through the district on-line surveying tool to determine the extent of engagement indicators. Additionally, participation and activity logs will be collected to determine level of participation. These data will be reported during planning meetings. Provided services: Data for provided services will be collected through the Budget Office, Advisory board committee meetings, and Success HS planning documentation. The extent of product success will be assessed through focus groups, observations, and/or surveys. Feedback will be provided during planning meetings. Curriculum Development: The extent of curriculum implementation will be collected at the student level through the observation, local assessment/benchmark data meeting instructional objectives. Additionally, data such as learning minutes, training logs, and professional development will be reported to the campus management team. Data will be used in various campus ways to evaluate the implementation of the grant and the improvement of program planning success.

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8. 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.

- 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 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.
- 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. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
- 4. The P-TECH 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.
- 5. P-TECH 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 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.
- 6. P-TECH programs will be provided at no cost to participating students.
- 7. P-TECH schools 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.
- 8. The P-TECH Campus will implement the design elements included with 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.

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Statutory Requirements

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Success High School serves students in the 9th-12th grade. Success offers a high school equivalency program for its students. All students enrolled in the high school equivalency program come from all traditional high schools in the district and have been identified as over-aged and under-credited. To be eligible for the program, students must be at least 16 years old, with two or more years of high school, students can attend until the age of 21.

Success is dedicated to providing students with a positive learning experience that will promote their successful transition from high school to college or the workforce, thereby enabling them to become productive members of the community. The student body consists of students, ages 16 – 21, from all areas of FWISD. Most students work outside of school an average of 30 or more hours per week or have other family obligations outside of school.

To be eligible for the Evening Program, students must either be at least 16 years old, with fewer than 10 credits and two or more years of high school or 18 years old or older with fewer than 20 credits. The program offers four 9-week quarters. Sixteen and seventeen-year old students must enroll as full-time students each quarter. Students who are 18 and older may enroll as either full or part-time students, and Part-time students may take two or three courses each quarter. All students will have access to flexible scheduling throughout their participation in P-TECH coursework. Students who enroll are eligible to complete their graduation requirements and participate in graduation.

Admission to Success High School is based on being at risk of falling short of completing high school graduation requirements on time with their on-level cohort, and admission to the P-TECH will be based on student interest in completing industry focused certifications, credentials, and college up to an associate degree.

Recruitment into the P-TECH program will occur at the referring high school campus and during Success High School Orientation. Entrance to the P-TECH will not be limited to any specific grade-level. The Office of Innovation will work in collaboration with the lead counselors and Acceleration Counselors at each comprehensive high school within FWISD to recruit students who are over-age and under credited by running the at-risk reports for on-time graduation, communicate with students and their families through paper and electronic targeting marketing, individual meetings, and community marketing through churches, community centers, and area non-profit organizations focused on changing the landscape of poverty in the city of Fort Worth.

Timeline:

- Meet with High School Principals and Counselors to promote the PTECH School in August
- Promote the school to area community centers, public libraries, and churches. Year-Round
- District will run the graduation risk report August, December, May.
- District will send out informational post cards each year in June to identified students at risk of graduating on the May Report and students identified as dropouts within the allowable age range.
- Students will be able to engage in Success High School P-TECH orientation throughout the year as needed.

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Statutory Requirements (Cont.)

2. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses. 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/certificate/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

The Success High School Busines P-TECH Program will provide students the ability to take college level courses and CTE courses in a full service P-TECH Early College High School. FWISD has partnered with the Tarrant Workforce Board to identify local areas of need within the Business field. Students will work directly with Business experts within STEMuli.

STEMuli connects students worldwide to virtual workplace learning experiences facilitated by fortune 500 companies and their corporate mentors seeking to fill talent shortages and develop a diverse workforce pipeline. Additionally, STEMuli equips students for success by tracking students' every achievement, certification, and meaningful accomplishment and compiling it into a digital portfolio.

Students will attend The Business Summer Bridge program and Texas Success Initiative (TSI) summer workshop with P-TECH pathway students. Together with TCC Faculty and Industry Partner personnel, Success will provide students with a well-rounded College Industry Orientation. Success High School prides itself on the social emotional and academic supports provided each student during high school, and growth opportunities for College, Career and Military Readiness.

Programs of study: Each student will engage in work-based learning at each grade level, earn a high school diploma with endorsements, and have opportunities to earn industry certifications and credentials and an associate degrees that can lead to a 4-year university program.

Year1: All students may the take the Principals of Business course in their first year to begin the industry exploratory portion of their grade level work-based learning and will engage in co-curricular experiences to solidify their Business industry foundation.

Year 2: Students will gain industry experience while they take their first-year specialized college coursework with co-curricular opportunities to evaluate career pathways and have hands on access to industry parntner.

Year 3: Students will have access to hands on training with industry mentors while continuing their college course work.

Year 4: Students will have the opportunity to work with partners as interns, apprentices, or problem solvers of major global, regional, and local business issues.

Years 1-4 may be combined or abbreviated to meet the needs of individual students.

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Statutory Requirements (Cont.)

3. P-TECH schools must enter into 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 19 Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all of the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

The P-TECH will work in partnership with an Institute of Higher Education (IHE), Tarrant County College, through the use of a memorandum of understanding (MOU). The MOU outlines the relationship and responsibilities and establishes courses of study that combine high school and postsecondary courses. A credit articulation guide adopted by the local school board will outline which courses qualify for dual credit. In addition, the MOU outlines embedded industry certification opportunities provided within the coursework. Classes will be scheduled in conjunction with the IHE's calendar to support the courses of studied outlined in the MOU. Instructors for the courses will be provided by each institution to meet the needs of the PTECH student course requests. Students will be provided course outlines in their courses of study under the advisement of both the high school counselor and IHE college advisor. P-TECH staff will work with students to ensure that they are put on a rigorous, yet reasonable track to their P-TECH graduations. 9th graders will begin by taking college level elective courses. In 10th grade, students will be enrolled in their first text-based college courses to prepare them for more advanced text-based courses in the 11th and 12th grades. At the end of their time at Success High School, students will have earned a high school diploma with a stackable Level I certification and up to an Associate of Arts Degree.

4. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years and update as necessary. 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.

Success High School will enter into an MOU with its workplace partner STEMuli to: Provide 100% of participating students access to appropriate work-based education at every grade level. Students who receive work-based training or education from the partner under the PTECH program will have priority interviewing for qualified jobs upon completion of the program. The MOU will be regularly updated. The STEMuli platform connects students to meaningful career development experiences and maintains a portfolio of students every achievement, certification, and development milestones to help them showcase their skills to the marketplace. STEMuli's mission is to increase representation in leadership and STEM positions by developing technologies that enable businesses and public-school systems to transform communities and thrive. The P-TECH will work to design a flexible schedule of both secondary and post-secondary courses to allow students to arrive at high school graduation with both a high school diploma and an Associate Degree from Tarrant County College. Through flexible scheduling and creative course-design, students in the Success High School program will participate in regularly-scheduled real-world work experiences that will give them an edge in their post -secondary careers. The P-TECH will meet regularly with both its IHE and Industry partner to continue to cultivate these relationships and to maintain scheduling that will meet the needs of the students enrolled in the program all three entities.

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TEA Program Requirements

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. 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.

Under the umbrella of the P-TECH Advisory Board will be the Program Implementation Committee consisting of District leaders from the campus, Leadership, CTE, Curriculum, and Advanced Academics. The Committee will be included: David Saenz, Chief Innovation Officer: Master ' s Degree in Educational Administration; Ed.D. in Educational Leadership; Experience leading and managing a CTE program in a large urban setting; Proven track record of managing federal, state, and local budgets and resources; and experience with managing a high performing team of CTE and STEM professionals. Lisa Castillo, Executive Director of Innovation: Master's Degree in Counseling; Currently working on Ed.D.; Certified as Principal and Superintendent; Experience leading and managing CCRSM programs in a large urban setting; Proven track record of student success; Experience with managing multiple CTE programs in a CTE center; and CTE program development and growth and student success. Ingrid Williams, Principal: Completed a Master ' s in Educational Leadership from Texas Woman ' s University; 16 years experience in school administration; Successful implementation of the High Schools that Work Initiative to improve school instruction and student achievement. Amy Draper, Early College Program Director: Master's Degree in Education; Principal and Superintendent certified; Currently working on Ed.D. in Higher Education; and Experience managing specialized programs within CCRSM programs in a large urban setting. Daphne Rickard, Executive Director CTE: Master's Degree; Certified in educational administration; and Proven track record of CTE and STEM program development and growth. Dr. Stacy Burrell, Director of Grant Compliance and Monitoring will oversee program evaluation. Throughout the planning phase, the team met monthly to discuss topics such as partnerships, internships, budget, compliance, evaluation, professional development and curriculum.

2. The grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness, and to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

Success works closely with the students to stay abreast of the successes and struggles students face as they transition from middle school to high school and then throughout their high school career, taking both high school and college level courses. Success utilizes a daily advisory period for teachers to visit individually with a set group of assigned students. Through this method, most academic and social/emotional difficulties are discovered early on and solutions are determined. Should students require academic assistance, Success partners with TCC and the Student Development Services department to increase dual-credit course success, e.g. Writing Center, Math Lab, Library, and Student Services. If the course is a high-school course, students have the opportunity to meet with the instructor to receive additional support and assistance.

Every student placed in a work-based site will have a detailed training plan created by a teacher/advisor and signed by the student, parent, teacher, and employer. The teacher of record will regularly visit work-based sites to ensure that student needs are being met by the placement. All students in work-based learning courses will have regular contact with the teacher in the classroom setting throughout the year. Success will partner with TCC and their Student Development Services department to increase Success dual-credit course success, including additional support for underrepresented students.

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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.

Payroll Costs

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	FWISD Evaluation Services	\$10,000
7.	PTECH Planning and Implementation Development and Collaboration Consultant	\$70,000
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Technology and Software	\$44,290
12.	Marketing and Postage	\$10,000
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Transportation and Workbased Learning	10,000
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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 of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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