



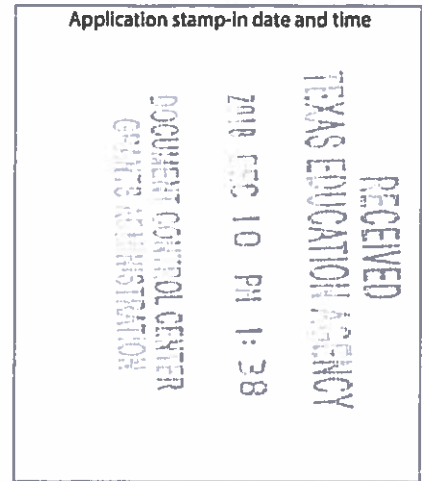
**2019-2020 P-TECH and ICIA Planning Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018**

NOGA ID

Authorizing legislation

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



Grant period from

Pre-award costs are not permitted.

Required Attachments

Attachment 1: Documentation of Collaboration

Amendment Number

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

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Write Name Signature Date

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

2019-019209

701-18-102-006

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
Thirty percent (30%) or more of the students enrolled in the Extended Practicum in Transportation Systems in Diesel Mechanics will earn an industry certification by high school graduation.	Based on input from the team, the instructor, partners in education and industry vendors, we have opted to purchase simulation equipment and trainers that can be used to enhance student learning, while addressing employer needs and the P-TECH Outcomes-Based Measures (OBM's) in the Extended Practicum in Transportation Systems in Diesel Mechanics program.
Fifty percent (50%) or more of the students enrolled in the Extended Practicum in Transportation Systems in Diesel Mechanics will participate in a Work-Based Learning placement/course by graduation.	Same as above.

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.

The Career Center at Riverside (CCR) will purchase three new simulators/trainers for electrical measurement, hydraulics and lighting systems, which will provide over 240 hours of specific practice and instruction to our Diesel Mechanics students. The newer, more rigorous curriculum, will be aligned with the T.E.A. Texas Essential Knowledge and Skills (130.463 Practicum in Transportation Systems), the El Paso Community College (EPCC) courses in Diesel Mechanics Assistant Certificate of Completion and Diesel Mechanic Certificate of Completion, as well as, the industry Automotive Service Excellence (ASE) certification. By May 2020, thirty percent (30%) or more of the 2nd year students will receive industry certification and fifty percent (50%) or more of all students will participate in a Work-Based Learning placement/course.

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

The industry-relevant work simulators will address Benchmark 2 (targeting and serving subpopulations that are historically underrepresented in college courses), Benchmark 4 (rigorous course of study) and Benchmark 5 (offer a variety of relevant, high-skill work-based learning experiences). Each simulator, will target a specific area of learning that the students need to master as they progress through their Diesel Mechanics CTE high school courses, advanced courses for post-secondary education, industry certification, and finally, their career in the field of Diesel Mechanics.

At the end of the first quarter, each student will have completed a minimum of 80 hours between the electrical measurements and lighting systems trainers. The instructor will be responsible for monitoring student progress and tracking the number of hours completed each quarter.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, each student will complete the first 75 hours of the basic and mobile hydraulics systems trainer. This trainer is a "fully operational Hydraulic system made to replicate industry and mobile hydraulic systems and combines theory with practice from basic to advanced concepts. These modules are competency based, individualized packets and include objectives based on hydraulic tasks a mechanic would need for construction, agriculture and road vehicles. They included detailed procedures for accomplishing each task, learning activities, instruction sheets, student self-check sheet, instructor's final checklist, and checkout activities."

As with the other simulators/trainers, the instructor will be responsible for monitoring student progress and tracking the number of hours completed each quarter.

Third-Quarter Benchmark

By the end of the third quarter, each student will complete an additional 75 hours of the hydraulics systems trainer. The instructor will be responsible for monitoring student progress and tracking the number of hours completed each quarter.

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 program has been in place for several years and is housed at Ryder Trucking in El Paso, Texas and is supported by the Ysleta Independent School District (Ysleta ISD) and the Career and Technical Education (CTE) Department administrators.

The Career Center at Riverside will use a variety of methods to ensure student success, such as, the completion of training hours and the mastery of the subject through instructor observation, a variety of student assessments, team projects and hands-on practical demonstration. Furthermore, program progress will be measured by student enrollment, number of advanced courses completed, number of industry certifications obtained and the number of hours each student completes through paid and unpaid internships appropriate to the nature and level of student experience.

Through data collection and data analysis, the leadership will identify areas of strength, as well as, opportunities to improve student academic achievement and decision-making. Benchmarks are measurable based on the number of students obtaining certification and completing a specific number of training hours. If the benchmarks do not show progress, the CCR has access to instructors and deans from El Paso Community College, industry partners, and vendor representatives with whom they can collaborate to evaluate curriculum and instruction. In addition, the current instructor comes from industry and has been an instructor at El Paso Community College and is therefore experienced and well-versed in the field of Diesel Mechanics.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the
- template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- P-TECH and ICIA programs will be provided at no cost to participating students.
- P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

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

The Career Center at Riverside High School serves as a hub for students from throughout our district and region. Students are recruited in both 8th and 10th grade from all district middle and high schools. The administrators, teachers and program students participate in various events to recruit students - middle and high school career fairs, campus tours, class presentations, presentations to middle and high school counselors, etc. Programs are promoted through videos, social media, and campus and district websites. Videos portray non-traditional students, such as females in automotive and males in Cosmetology. Recruitment efforts continue throughout the entire school year. Interest forms are due between February and March of the current school year and students are notified between April and May for participation the following school year.

Program participation is introduced as either four- or two-year options. Students complete an interest form and are notified of acceptance based on program availability. Counseling staff verifies progress of graduation requirements to ensure that all are met prior to enrollment. Due to high student interest, a lottery system is used to select students for participation when the number of applicants exceeds the number of open slots per program. Once students enter the advanced courses in 11th and 12th grade, the Practicum courses are offered in three-hour blocks and are available either AM or PM, which also allows for flexibility.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

All students will take Principles of Technology in the 9th grade, Business Management in the 10th grade and a 3-credit Practicum in Transportation Systems - Diesel Mechanics course in their pathway for 11th and 12th grade. Through course articulation with EPCC, students will receive credit towards a Certificate of Completion in Diesel Mechanics or AAS in Automotive Technology. In addition, students will be afforded the opportunity to take Dual Credit, Advanced Placement and OnRamps courses for their core curriculum, which will also provide credit towards their degree or certification.

HS Endorsement: Business and Industry

Program: Transportation Systems - Diesel Mechanics

Degree Plan: AAS Automotive Technology or Certificate of Completion in Diesel Mechanics

Certificate(s): I-CAR and Student ASE

EPCC and school officials are currently working together to create a detailed crosswalk outlining courses the students will take within the Diesel Mechanics pathway that will lead to fulfilling high school requirements, obtaining college credit and industry certifications. As the P-TECH programs develop, an advisory group consisting of Ysleta ISD officials, EPCC officials, teachers, students and industry partners will review and modify program requirements and instructional practices to ensure students are receiving the most current and relevant training possible.

Business partners serve the campus, students and instructors in various capacities, including volunteering as mentors at Career Center Summer Leadership camps, by providing program funding, serving as members of Program Advisory Boards, serving as project mentors and assisting instructors with curriculum development, offering externships for instructors, and serving as career day presenters, to name a few. Career Center teachers have extensive experience in industry and provide relevant course work based on those experiences and history, and continue to work with industry contacts, as well.

At the 11th and 12th grade levels, in addition to the items mentioned above, the business partners will continue providing job-shadowing and paid and unpaid internships opportunities, job-site visits, tours, including virtual tours, career mentoring for students, and provide industry network contacts to continue to grow the programs.

Part of the strategic approach to ensure that all programs are viable within the industry, for five and ten years out, and that the students have the appropriate skills for the evolving work place has been to include the Workforce Solutions Borderplex as a Partner in Education. The latest report for the Rio Grande area that they has been provided, states that "Bus and Truck Mechanics and Diesel Engine Specialist" occupations have an estimated employment of 1,280 and an entry-level wage of \$12.35, which is well above the current minimum wage. Numbers for the occupation are higher for the State. The program is aligned with regional workforce needs.

Statutory Requirements (Cont.)

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

An MOU has been in effect with El Paso Community College for several years outlining the partnership in which EPCC will credential Ysleta ISD teachers, qualifying them to teach dual credit courses that align high school and college curricula. If a teacher is unable to receive credentialing, the campus may use a facilitated model, in which an EPCC instructor instructs the class via distant learning method.

Officials from EPCC dual credit division and campus administrators meet twice per semester to review current classes and discuss future class offerings to ensure high levels of instruction are being provided to students in both the face-to-face and facilitated model. These meetings will continue throughout the coming school years. In addition, Ysleta ISD has assigned an Advanced Academics coordinator to oversee all dual credit offerings within each campus.

As mentioned in Item 2 on Page 5, the partnership will allow students to obtain high school and college level course credit towards the Certificate of Completion in Diesel Mechanics, as well as, Student ASE industry certification.

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

In addition to the partnership with Workforce Solutions Borderplex, the Diesel Mechanics program is housed at Ryder Trucking, which allows students to participate in a living lab setting as they work on different aspects of the repair to the Ryder fleet. The newest partner being developed is the Andeavor Corporation (Marathon Oil), which is a large oil and petroleum refinery in the community. Their financial and professional support for the Career Center programs provide opportunities for the students to learn, develop and apply technical and workplace skills.

As the Career Center continues developing the P-TECH programs, it will continue developing relationships with business and industry partners to provide more and enhanced workplace learning opportunities for the students as they acquire college-level course credit in pursuit of post-secondary education and industry certification.

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.

Mr. Robert Basurto, Associate Superintendent of High Schools – Ysleta ISD
 Christine Gleason, Director of Secondary Education - Ysleta ISD
 Fernando Marquez, Director of Career & Technical Education – Ysleta ISD
 Victor Perez, Compliance Coordinator - Ysleta ISD
 Luz Cecilia De La O, CTE Workplace Learning Coordinator - Ysleta ISD

Daniel Gurany, Principal – Riverside High School
 James C. Gee, Assistant Principal - Riverside High School
 Pedro Martinez, STEM Coordinator - Riverside High School
 Salvador Torres, Lead Teacher Architecture/Civil Engineering - Riverside High School

Tonie Badillo, Dual Credit and Early College High Schools Instructional Dean – El Paso Community College
 Dr. Olga Valerio, Advanced Technology Center Dean – El Paso Community College
 Dr. Myshie M. Pagel, Education and Career & Technical Education Programs Dean - El Paso Community College

Abel Ponce, Survey Project Manager - GRV Integrated Engineering Solutions, LLC
 Alma Aranda, Research Specialist - Workforce Solutions Borderplex, Rio Grande

Standing meetings have been held on a weekly basis on Wednesday mornings from 9:00 AM to 11:00 AM beginning in September 2017 to May 2018, on a monthly basis during the 2018-2019 school year, and as needed to evaluate each program with the same elements of Dual Credit, industry certifications, industry partners and to upgrade equipment and facilities.

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 Theory of Change for the campus is that of promoting students' academic and emotional intelligence through a varied approach, including aligned academic classes, PBL projects that are content- and cross-curricular-based and activities that promote scholarship, leadership and student competence. Several individuals are responsible for ensuring that all students achieve success and fulfill program requirements. These individuals include program instructors, who provide a rigorous curriculum and training leading to industry certifications and college coursework; a school counselor who will monitor student social and emotional well-being and academic progress to ensure college and career readiness; a CTE Workplace Learning Coordinator who will ensure students are aligned with related industry business partners and are engaged in contextual and work-based learning; a Go Center Specialist who works with all senior students in the areas of college admissions and acceptance and financial opportunities, such as, grants and scholarships to aid in the attainment of higher education; a Parent Liaison to ensure parents, guardians and the community are involved with student education; and finally a dedicated Assistant Principal and Principal that will each oversee all aspects of our programs and ensure all students are receiving a quality education and meeting their goals as they receive their high school diplomas, credit hours towards their associates degree/certificates of completion and industry certification as they prepare for higher education and their careers.

The P-TECH Steering Committee, which consists of Ysleta ISD, Riverside High School and EPCC members has been meeting regularly to review and develop crosswalks and sequence of courses. We have developed a P-TECH Advisory Board consisting of Ysleta ISD officials, EPCC officials, teachers, students and industry partners. The first meeting was held in the fall semester with another meeting planned for the spring, 2019. We will review and modify program requirements and instructional practices to ensure students are receiving the most current and relevant training possible. This is being modeled after the highly successful T-STEM Academy Advisory Board that is already in place.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. <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 (6200)	
6. <input type="text"/>	<input type="text"/>
7. <input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>
Supplies and Materials (6300)	
11. <input type="text"/>	<input type="text"/>
12. <input type="text"/>	<input type="text"/>
Other Operating Costs (6400)	
13. <input type="text"/>	<input type="text"/>
14. <input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>
Capital Outlay (6500)	
16. New simulators/trainers for electrical measurement, hydraulics and lighting systems	\$47,756
17. <input type="text"/>	<input type="text"/>
Total Direct Costs	47,756
Total Indirect Costs	2,244
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	

ATTACHMENT 1: Documentation of Collaboration

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

As stated in the grant application, part of the strategic approach to ensure that all programs are viable within the industry, for five and ten years out, and that the students have the appropriate skills for the evolving workplace has been to include the Workforce Solutions Borderplex as a Partner in Education. The latest report that they have provided for the Rio Grande area, states that "Bus and Truck Mechanics and Diesel Engine Specialist" occupations have an estimated employment of 1,280 and an entry-level wage of \$12.35, which is well above the current minimum wage. Numbers for the occupation are higher for the State. The data was provided by Alma Aranda, Research Specialist from the Workforce Solutions Borderplex, who also serves on the P-TECH Advisory Board for the Career Center at Riverside.

In addition, the Workforce Solutions Borderplex and the Greater El Paso Chamber of Commerce have collaborated to establish the Education and Workforce Development Committee, which includes members from regional school districts, institutes of higher education, business and industry, government organizations, Region 19 ESC, the Greater El Paso Chamber of Commerce and the Workforce Solutions Borderplex. The committee meets the third Tuesday of every month and the topics of discussion have included items such as, small businesses and entrepreneurship, the manufacturing industry, business presentations, connecting business and education, local events and opportunities, etc.

At one of these meetings, Natalie Littlefield, who is the Industry Project Manager for Workforce Solutions Borderplex and also serves as the Education and Workforce Committee Chair, provided a document listing the "In Demand Certifications" for the Borderplex Area. The information was acquired through skills gap surveys and industry roundtables. The Diesel Mechanics technician certification was listed under Construction and Logistics. (<https://www.borderplexjobs.com/regional-statistics/industry-reports>). Based on data from both reports, the Diesel Mechanics program at the Career Center at Riverside is aligned with regional workforce needs.

Aside from working closely with the Workforce Board and Chamber of Commerce, the Region 19 ESC has also been an integral partner by providing networking opportunities, training resources and facilities, and other support as needed by the Ysleta ISD Career and Technical Education Department as we assist the Career Center with developing the P-TECH model during the planning year. One of our contacts at Region 19 is Angelica Haro, Director of Strategic Planning & Educational Technologies, Information & Instructional Technology Services.

The above mentioned, Ms. Aranda, Ms. Littlefield and Ms. Haro, were also members of the Tri-Agency Education to Workforce Summit, which was held on November 8, 2018 at Georgetown, TX and which was a collaboration between the Texas Education Agency, the Texas Higher Education Coordination Board and the Texas Workforce Commission at the State level. Dr. Myshie M. Pagel, Instructional Dean for the Education and Career and Technical Education Programs at El Paso Community College, Fernando Marquez, Ysleta ISD Director of Career and Technical Education and Luz De La O, Ysleta ISD CTE Workplace Learning Coordinator, are all a part of the Leadership Team for the P-TECH Academy and were also invited to participate in the Summit. We have a strong group of individuals with extensive knowledge and experience in CTE education, higher education and the workforce supporting the Career Center at Riverside.