



2019-2021 P-TECH and ICIA Success Grant Program

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

NOGA ID [redacted]

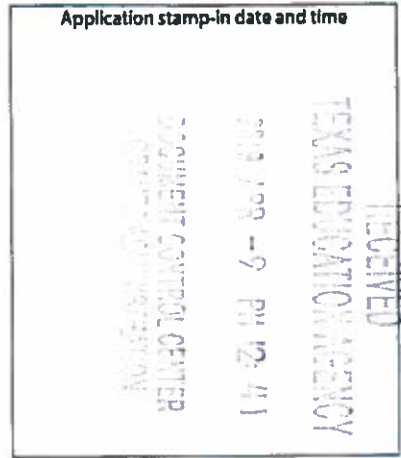
Authorizing legislation

GAA, Article III, Rider 67 & 49, 85th TX Leg, and TEC 29.551-29.556 & 29.908

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

Document Control Center, Grants Administration Division, Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from June 1, 2019 - June 15, 2021



Required Attachments

Four (4) attachments are required to be submitted with this application:

- 1. A completed "Crosswalk" template.
2. A completed "Work-Based Education Matrix" template.
3. A signed and dated MOU with an IHE partner - 3 pages max.
4. A signed and dated MOU with a business/industry partner - 3 pages max.

Amendment Number

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

Applicant Information

Organization Pharr-San Juan- Alamo ISD CDN 108909 Vendor ID 7460018769 ESC 01 DUNS 023884067
Address 601 E. Kelly Avenue City Pharr ZIP 78577 Phone 956-354-2000
Primary Contact Daniel P. King, Ph. D. Email drking@psjaisd.us Phone 956-354-2000
Secondary Contact James B. Curts, Ph. D. Email james.curts@psjaisd.us Phone 956-354-2038

Certification and Incorporation

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

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

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

Authorized Official Name Daniel P. King, Ph. D. Title Superintendent

Email drking@psjaisd.us Phone 956-354-2000

Signature [Signature] Date 4/8/19

Grant Writer Name James B. Curts Signature [Signature] Date 4-8-19

[x] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

2019-019519

701-19-108-017

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
Create a Computer Application Specialist program to increase the opportunities of an at-risk population to graduate, occupy high-demand job opportunities and increase 50% the campus graduation rate enrolled in Texas IHEs following an associate or bachelor's degrees	Plan the framework, resources and tools to develop and implement the Sonia M. Sotomayor (SMS) P-Tech Computer User Support Specialist (CUSS) program, with a flexible dual-credit program, multiple exit-entrance career pathway entering into an IHE and aligned with employer-validated work readiness standards.
Increase effective and robust mentoring relationships to impact attendance rate by 5 % points; decrease 25% current annual dropout rate, increase 5% current 4year graduation, and improve 20% academic performance.	Plan to hire an Career Academic Coach (CAC) who will provide academic advisement and student support services to students within the P-TECH CUSS program. The CAC will facilitate all workshops, intervention resources, tutoring, registration and other academic and student wrap around services to students.
Increase 100% computer user professional development opportunities to faculty, staff and family members of students attending PSJA Sonia M. Sotomayor ECHS.	Plan to increase the opportunities and rate of participation of the SMS community with professional development regarding the highly-skilled and high demand of local computer support specialist jobs under work-based learning strategies. All staff will attend a College Advisor Training Program.

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 purpose of this project is to initiate during Fall of 2019 a P-TECH Computer User Specialist open enrollment program with a cohort of twenty at-risk SMS female students, starting from 9th grade through a six-year scope and sequence of high school and college coursework. The projected outcome -in a 6-year period, is 60% of students enrolled in the program will earn a Computer Applications Specialist certificate. The projected outcome will increase -within six years, 30% of current longitudinal graduation rate and 50% of current graduates from SMS enrolling into a Texas IHE. This in turn will impact positively campus attendance rate, expecting to increase five percentage points per year and decrease annual dropout rate by 25%. Project includes -in a two-year period, increase 100% of PD to all staff -including STC College Advisory Program.

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

SCHOOL DESIGN: 100% Program Design, P-TECH Leadership structure, Meetings & Agendas. 75% implementation of Annual '19-'20 Professional Dev't. Plan. TARGET POPULATION: 100% Student Request Forms, published & printed Admission Policy, Advertisement, Recruitment Plan & Communication Plan. STRATEGIC ALLIANCES: 100% '19-'20 MOU's with IHE & business partner, P-TECH Leadership Team Meetings. 50% other potential partners. C&I ASSESSMENT:(AY19-20) 100% Instruction Practices, 4-YR Crosswalk, Master Schedule, P-TECH Curriculum Alignment Documents, Testing calendar & schedule for TSI, ACT, SAT & other assessments. WORK-BASED LEARNING DOCUMENTATION: 50% Regional Workforce Reports, 50% Aggregate Data on Student Participation in Work-Based Learning Experiences & earning certifications / credentials, 50% Samples &/or artifacts of participating students. STUDENT SUPPORT: 50% Bridge program calendar & curricula, 35% Family Outreach events, 100% CACs log file per tutoring & intervention/remediation/programs schedules & 100% advising events.

Measurable Progress (Cont.)

Second-Quarter Benchmark

SCHOOL REDESIGN: 100% Meeting Agendas, implementation of Annual '19-'20 PD plan, 35% Implementation Annual '20-'21 Implementation Plan. TARGET POPULATION: 100% Student '19-'20 Request Form, published & printed Admission Policy, Advertisements, Recruitment Plan & Communication Plan. STRATEGIC ALLIANCES: 100% MOU's with IHE & business partner, 100% Leadership Team Meetings, 75% other potential partners. C&I ASSESSMENT:(AY'20-'21) 30% Instruction Practices, 100% 4-YR Crosswalk, 100% Master Schedule, P-TECH Curr. Alignment Documents, Testing calendar & schedule for TSI, ACT, SAT/assessments. WORK-BASED LEARNING DOCUMENTATION: 50% Reg. Workforce Reports, 50% Aggregate Data on Student Participation in Work-Based Learning Experiences & earning certifications/credentials, 50% Samples &/or artifacts. STUDENT SUPPORT: 75% Bridge program calendar & curricula, 50% Family Outreach, 100% CACs log file per tutoring & other intervention/remediation/program schedules, 100% Fall '20 calendar advising events, counselor topics.

Third-Quarter Benchmark

SCHOOL REDESIGN: 100% Meeting Agendas, Implementation of Annual '20-'21 PD plan. TARGET POPULATION: 100% Student '20-'21 Request Form, published & printed Admission Policy, Advertisement Brochures, Recruitment & Communication Plan. STRATEGIC ALLIANCES: 100% IHE & business partners MOU, 100% Leadership Team Meetings, other potential partners. C&I ASSESSMENT: '20-'21 Instruction Practices, 100% 4-YR Crosswalk, Master Schedule, P-TECH Curr. Alignment Documents, Testing calendar & schedule for TSI, ACT, SAT assessments. WORK-BASED LEARNING DOCUMENTATION: 100% Regional Workforce Reports, Aggregate Data on Student Participation in Work-Based Learning experiences & earning certifications & credentials, Samples and/or artifacts. STUDENT SUPORT: 100% Bridge program calendar & curricula, Family Outreach events, CACs log file on each student tutoring and other interventions, remediation program schedules, Fall '20 calendar of advising events, counselor guidance topics.

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 goal do not show progress, describe how you will use evaluation data to modify your program for sustainability.

PROJECT EVALUATION -A Gantt milestone diagram will be delineated using the P-TEC/ICIA Blueprint design elements. All six benchmarks activities and products will be monitored. Emphasis will be on scheduling and monitoring the project activities and optimization of resource allocation after kickoff. Metrics for baseline benchmarks, budget, and schedule, will be defined and data collected monthly will be used to identify gaps, actions and/or opportunities for improvement. Every quarterly benchmark will be monitored for success either through an indicator value or a predefined achieved desired condition. Conversely, any deviation will trigger reevaluation of processes -including information system structure that will reveal any out-of-control activities requiring intervention and schedule overruns. Progress and Performance reports will inform overall progress of short and medium term outcomes of the project -including student outcome success, towards meeting the SMART goal. Project evaluation will also require close monitoring of professional development of staff and career coaching services -which be used to measure their impact on the retention and tenet of students' achievement. The Career Academic Coach will keep a database of all students' records, scope and sequence plans, and work-based learning experiences. Given the nature and emphasis of this P-TECH program, evaluation regarding the use of technology is also critical. It will include surveys to assess the technology learning environment, learning resources, to administrative tools, data, social networks, and communications tools to support lesson planning, curricular resources, and parental community support. An external evaluator will be responsible for monitoring progress and outcomes-based measures and elaborating reports for the Management Team. MODIFICATIONS for program sustainability - Establishing a close working relationship and a formal agreement with STC and the business partner -NAFT, is crucial for developing a sustainable and effective P-TECH school model. Thus, performance metrics and impact measures of the partnerships (STC and NAFT) will determine modifications needed and will be based upon: (1) the quality and effectiveness of how the partnership is organized, including the quality of relationships between the partners involved -vision, goals, strategic planning (Operations); (2) impact or progress towards achieving anticipated sustainable outcomes -establishment of metrics (Impacts); (3) added value of using the partnership approach as compared to alternative approaches -work-based learning opportunities (Alternatives); (4) benefits accruing to partners in line with expectations - leading to the plan for sustainability (Benefits).

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 acceptance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 P-TECH and ICIA Success Grant Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures as noted in the 2019-2021 P-TECH/ICIA Success Grant Program Guidelines and shall provide TEA, upon request, any performance data necessary to assess the success of the program.
- P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic monitoring.
- The P-TECH/ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
- P-TECH and ICIA programs will be provided at no cost to participating students.
- LEA will submit an action plan based on blueprint initial self-assessment and needs assessment.
- LEA will submit confirmation of a) the campus/program as a designated Texas Success Initiative (TSI) assessment site and, b) timeline for testing students to ensure that passing rates meet outcome based measures on the P-TECH and ICIA Blueprint.

Statutory Requirements

1. P-TECH and ICIA schools 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.

Recruitment & Enrollment PROCESS will: Target subpopulations of teenage expectant mothers regionally (Rio Grande Valley) and locally (residents of Pharr, San Juan and Alamo) and include, but not limited to, students who are of limited English proficiency, with disabilities, or who have failed a state administered assessment.

Recruitment and Enrollment PLAN includes: ONGOING - Provide open enrollment & tours; Produce enrollment application available online; Market public enrollment campaign; Initiate marketing strategies through PSJA ISD's "Communications, Marketing & Public Information" department developing & producing informational materials / advertisements using local TV (KTRI 17) network, website platform, social media, and traditional banners, pamphlets, and brochures; Establish partnerships with workforce for work-based opportunities; MONTHLY- Report recruitment & enrollment data to administrators, stakeholders, and work-based partners to involve a wraparound framework; QUARTERLY- Deploy all staff & volunteers to "Back on Track" campaign; Present to middle school students; Provide "Recruitment & Retention Council" meetings; ANNUALLY- Participate in districts free public registration EXPO; Provide an evening OPEN HOUSE; Review, refine, and improve enrollment policies & practices based on data reviews; Offer a "New Student Orientation"; Provide a 5-day "Summer Bridge Program"; Hold a new student/parent "Welcome Meeting"; Provide a "One on One Intake" session & develop a "Plan of Action" with every student; Extend or restructure the school day (i.e.: advisory periods) for teachers to build relationships; Provide weekly classroom incentives/rewards and recognition of achievement per improved attendance rates; Partner with a local CBO - Family Organization(s) to assist with recruitment efforts and provide social services and educational classes to parents; Partner with social services to provide social-embedded and community-oriented services and support systems to meet student/family needs. All recruiting materials will be provided in both English & Spanish.

Statutory Requirements (Cont.)

2. P-TECH and ICIA schools must provide for a program/course 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, 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.

Sonia M. Sotomayor (SMS) is currently designated an Early College High School (ECHS) by TEA. Through this model, students are able to complete their high school diploma while simultaneously taking college courses earning up to two years or 60 college credit hours, or an Associate Degree from South Texas College (STC) prior to their high school graduation. SMS currently offers students in 9th – 12th grade a Business & Industry Pathway that includes courses in “Principles of Informational Technology”, “Business Information Management (BIM)” dual credit, and “Digital and Interactive Media (DIM)” dual credit. The P-TECH program will offer a NEW crosswalk that EXPANDS on existing IT programs aligned with REGIONAL LABOR MARKET DEMANDS AND LOCAL WORKFORCE NEEDS and provides students education to introduce careers in high-demand and high-wage industries. The new P-TECH program will provide an opportunity for at-risk high school students to earn a “Computer Application Specialist Certificate” from STC. The Regional (Lower RGV) local labor market information (Texas Workforce Commission and Texas Labor Market Information) projects an annualized percent growth (2016 to 2026) of 1.82% for Computer User Supports Specialist (SOC 11-1151). As of May 2017, total occupational employment annual and the mean wage are 35 annual openings, 810 employed and \$38,285 average salary (U.S. Department of Labor/Bureau of Labor Statistics). The Computer Specialist Certificate course will prepare the students for an entry-level position. Students completing this certificate will be equipped with comprehensive abilities in business productivity software such as word processing, spreadsheet, and database management systems. Additionally, they will have extensive experience in the use of multimedia software for tasks such as digital publishing and photo editing. All credits earned will transfer to STC’s Computer and Information Technologies Certificate and the Associate of Applied Science degree for Computer Specialist. The appropriate suggested sequence of courses needed are listed in Attachment A

3. P-TECH and ICIA 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 (THECB) in accordance with 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 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.

An existing 2018 – 2019 Memorandum of Understanding (MOU) between PSJA ISD’s - Sonia M. Sotomayor Early College High School (ECHS) and South Texas College (STC) provides student access to postsecondary educational and training opportunities and address all the following items: service to students from 9-12 grade and provides dual enrollment for academic dual credit college courses for high school students free of charge. The MOU ensures STC to provide a course of study that enables 100% of participating students to receive a high school diploma and either an associate degree or 60 semester hours that are transferable and applicable towards a baccalaureate degree during grades 9-12. The MOU addresses in details the following items: CURRICULUM ALIGNMENT - students to receive high school diploma and attain up to 60 hours towards a degree in grades 9-12; INSTRUCTIONAL MATERIALS - Sotomayor ECHS will provide textbooks, supplies, and operational equipment required; INSTRUCTIONAL CALENDAR - college courses taken for credit in high school, the calendar to be used is the school districts and course taken on a college campus will follow the college calendar; PROGRAMS/COURSES OF STUDY - enables a student to receive a high school diploma and either an associate’s degree or 60 semester hours towards a bachelor’s degree; STUDENT ENROLLMENT - the college will assist with enrollment at least once per semester for qualified students; ATTENDANCE - Sotomayor ECHS is required to maintain regular and punctual attendance in class and laboratories to meet required number of contact hours per semester; GRADING PERIODS & POLICIES - semester grades and grading policies are outlined in each instructor’s course syllabus; ADMINISTRATION OF STATEWIDE ASSESSMENTS – all Texas Success Initiative (TSI) college placement exams will be conducted at Sotomayor ECHS. A revised 2019 – 2020 MOU will include the proposed P-TECH high school certificate program, “Computer & Network Specialist”, and will include multi-exit/entry pathways plan to allow a smooth transition towards an associate’s degree.

Statutory Requirements (Cont.)

4. P-TECH and ICIA 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 and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program and be reviewed at least every two years and updated as necessary. 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.

PSJA ISD has an established partnership with Neighbors and Families Together (NAFT) Federal Credit Union. NAFT is a not-for profit, member-owned, financial cooperative providing financial banking services to multiple member groups, but primarily services to PSJA ISD education employees. A current 2018 - 2019 Memorandum of Understanding (MOU) between PSJA ISD - School Sonia M. Sotomayor Early College High School and NAFT Federal Credit Union was established for the purpose of defining their responsibilities during the implementation of a model program to provide a smooth transitional experience for students to receive a high school diploma, a work credential, an associate's degree, and work-based education programs on or before the sixth anniversary of a student's first day of high school.

In partnership with NAFT Federal Credit Union, Sonia M. Sotomayor ECHS will provide rigorous academic and work-based programs to provide students with a clear pathway to skilled employment opportunities in a Texas regional workforce high industry occupation by providing the following: Develop and provide a seamless and coherent scope of sequence plan of courses and workplace experiences that enables students to meet the goals outlined in the program model; Work to develop a rigorous and engaging curriculum to prepare students for college-level coursework to prepare them for workplace experiences; Provide participating students with flexibility in class scheduling and academic mentoring; Commit 100% of participating students will receive mentoring from an industry professional during a work based educational opportunity; Complete work-based education through an internship, apprenticeship, or other job training program; and Provide student work-place readiness, student transportation, student supervision.

NAFT will provide work-based training to foster employability skills and qualities by providing the following: Work with PSJA ISD staff to define work-place experiences (internships, job-shadowing, and apprenticeships) to support student success in the workplace; Provide 100% of participating P-TECH/ICIA students ACCESS TO APPROPRIATE WORK-BASED EDUCATIONAL EXPERIENCES at every grade level; Give a student who receives work-based training or education an opportunity a FIRST PRIORITY IN INTERVIEWING for any job the student is well qualified for upon completion of a program of study in a high demand industry occupation. Both parties are invested and will ensure that the MOU will be reviewed at least every two years and, in the event, that modifications and/or amendments are needed, they will be updated as necessary.

TEA Program Requirements

1. Grantee must establish a Leadership Team. 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 ISD and IHE representatives: Pharr-San Juan-Alamo - Superintendent of Schools, Dr. Daniel P. King, will obligate the district to the grant activities according to state/federal regulations. Janet Robles, Assistant Superintendent for Finance will ensure grant compliance & activities & services provided by grant will be supplemental to existing federal/state/local service activities; Rosa Rakay, Principal, will ensure project remains within budget, on schedule, and within scope and design; The Career Academy Coach, TBD, will provide support services to students in individual graduation plans, dual credit coursework degree plans, and post-secondary entrance exams, design personalized programs for success, monitor student progress and academic success and path to graduation, and serve as the contact person for business, community and post-secondary engagement for academies; Griselda Quintanilla, Administrator for Career and Technology Department, oversees the advisory councils & implementations of career pathways; Linda Uribe, Administrator for College Readiness, provides support in the development of the P-TECH program design. South Texas College - Dr. Shirley A. Reed, President of STC and The Vice President for Academic Affairs, responsible for the quality of STC's academic educational programs; Dr. Rebecca De Leon, Dean of Dual Credit Programs and School District Partnerships at STC, provides the leadership for pre-college programs, Early College High Schools and middle school academies. Business/industry representation and community organizations - Workforce Solutions, Education Liaison resource for the working industry & serve as a facilitator for student outreach trainings; George Bailey, President / CEO of NAFTA Federal Credit Union Bank, P-Tech Work-Based industry partner. Agenda topics will include but not limited to: P-TECH grant Assurances & Guidelines, Review progress & Status of P-TEC/ICIA Blueprint Activities & Products of the 6 Benchmarks; SCHOOL DESIGN, TARGET POPULATION; STRATEGIC ALLIANCES, CURRICULUM, INSTRUCTION, AND ASSESSMENT, WORK-BASED LEARNING, STUDENT SUPPORT. Tentative dates are as follows: June 2019 a "Kick Off ", and twice on a quarterly basis thereafter (first Monday of the month) – Oct. '19, Feb '19, June '20, Oct '20, Feb '20 May '20

2. 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 and support necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work- based educational experiences. Describe the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH.

With the support of wrap around services teen mothers can continue their education without interruption and prepare for graduation, career or college. The wrap-around strategies and services include social and community health services, parenting skills and counseling, job readiness and career counseling, child care assistance and transportation assistance using a holistic intervention approach to improve the lives of teen parents. Sotomayor's In-House services provides a Full time social worker, Career Academic Coach (CAC), Parental Engagement specialists, wellness Family Health Care clinic & full time pediatric and nurse for both the teen mom and their child, free transportation to and from college, specialized buses to transport children to off-site day cares, free day care services, peer mentoring, ACT/SAT/PSAT/TSI tutorials including free assessments, attendance & Incentive store. MULTIPLE STAKEHOLDERS: South Texas College provides Dual Credit programs, college advising & transition liaison. A long-standing partnership & MOU collaboratively creates data sharing allowing both institutions to closely monitor student academic, social and emotional progress ensuring student success; University of Texas Rio Grande Valley's (UTRGV) – College of Education and P-16 Integration Grant provides an Early Head Start full-day, full-year learning program serving infants, toddlers, and pre-school age children at our campus; NAFTA Federal Credit Union a contracted(MOU) industry partner serving as P-TECH work-based partner; Doctors Hospital at Renaissance (DHR) full time free student clinic in district. Other Community SOCIAL SERVICE PARTNERS & ADDITIONAL STRATEGIES: South Texas Health System Services, Workforce Solutions, Rio Grande Food Bank & Pantry, Pharr Housing Authority, Volunteer Income Tax Assistance (VITA), Women, Infants & Children Food & Nutrition Services (WIC), Texas Temporary Assistance for Needy Families (TANF), Pharr Police Athletic League (PAL), Pharr Boys & Girls Club, Medicaid, TX Agricultural & Life Sciences Department of Nutritional & Food Services & Counseling, MOU with BCFS Health & Human Services medical & mental health care, ARISE, ADVANCE non-profit empowering parents & children from the cycle of poverty, United Way, LUPE a community Engagement Colonias Representative, and Valley Initiative for Development & Advancement (VIDA) for job training.

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 - 6100 (include direct program and direct admin costs)	BUDGET
(1) FTE- Career Academic Coach/CTE Instructor	59,470
Supplemental Extra-Duty Pay	32,560
Employee Benefits	31,955

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)	
Consultant Fees	7,500
External Evaluator	12,000

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)	
Supplies and Materials	45,430

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)	
Out of District Travel: Other non-approval (staff TEA orientation)	1,300
Student Field Trips	3,000

CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)	

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs)

REQUIRED MATCH AMOUNT (total budget request x 20%)

ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM

Crosswalk Template

You may delete or expand rows but **do not exceed one page**

CDN: 108909

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Computer Application Specialist	South Texas College	Yes	Certificate of Completion
Computer Specialist	South Texas College	Yes	Associate of Applied Science

Year / Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Total Year 0 High School Credits				Total Year 0 College Credit Hours		
Year 1 / Grade 9	H23651	Principles of Information Technology	1.0			
Total Year 1 High School Credits			2.0	Total Year 1 College Credit Hours		
Year 2 / Grade 10	H23781-1	Business Information Management I DC	1.0	ITSC 1409	Integrated Software Applications I 5/6 A&B-days CRN#: 27246	4.0
Year 2 / Grade 10	H23728	Digital and Interactive Media DC	1.0	ITSE 2409	Database Programming	4.0
Year 2 / Grade 10						
Year 2 / Grade 10						
Year 2 / Grade 10						
Total Year 2 High School Credits			4.0	Total Year 2 College Credit Hours		
Year 3/Grade 11	H23782	Business Information Management 2 DC	1.0	ARTC 1413	Digital Publishing I	4.0
Year 3/Grade 11	H23728	Digital and Interactive Media II DC	1.0	ITWS 2434	Advanced Spreadsheet	4.0
Year 3/Grade 11	H23651	Principles of Information Technology/FALL	1.0	ITSC 1405	Introduction to PC Operating Systems	4.0
Year 3/Grade 11	H23655	Principles of Information Technology DC/Spring	1.0	ITSC 1425	Personal Computer Hardware	4.0
Year 3/Grade 11	TBD	Networking	1.0	ITNW 1425	Fundamentals of Network Technologies	4.0
Year 3/Grade 11	B23815	Web Technologies	1.0	ITSE 1411	Beginning Web Page Programming	4.0
Year 3/Grade 11	TBD	Networking	1.0	ITNW 2421	Networking with TCP/IP	4.0
Year 3/Grade 11	H2356B	Internetworking Technologies /Spring	1.0	ITNW 1454	Implementing and Supporting Services	4.0
Year 3/Grade 11	H64965	Sociology	1.0		Humanities Elective	3
Total Year 3 High School Credits			9.0	Total Year 3 College Credit Hours		
Year 4/Grade 12	H53825	Speech	1.0	SPCH 1318	Interpersonal Communications	3
Year 4/Grade 12	H64765	Psychology	1.0		Social and Behavioral Sciences Elective	3
Year 4/Grade 12	H43161	English 3 Composition	.5	ENGL 1301	Composition I	3
Year 4/Grade 12	H73461	College Algebra	1	MATH 1332 OR 1414	Contemporary Mathematics or College Algebra	3-4
Year 4/Grade 12	H2356B	Interworking Technology I	1.0	ITSC 2439	Personal Computer Help Desk	4
Year 4/Grade 12	TBD	Practicum in Information Technology	1.0	ITSC 2165	Capstone: System Administration Practicum	1
Year 4/Grade 12						
Year 4/Grade 12						
Total Year 4 High School Credits			5.5	Total Year 4 College Credit Hours		
Optional Year 5						
Optional Year 6						
Optional Year 6						
Total Years 5 & 6 High School Credits				Total Years 5 & 6 College Credit Hours		
Total High School Credits			15.5	Total College Credit Hours		
Total High School Credits			15.5	Total College Credit Hours		
Total High School Credits			15.5	Total College Credit Hours		
Certification (s) to be earned by high school graduation:			Computer Application Specialist Certificate			
Degree (s) to be earned by high school graduation:			Computer Specialist Associate of Applied Science			

ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX TEMPLATE

Work-based education is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based education experiences for the P-TECH program should be provided at every grade level and should be appropriate in scope for the age of the student. Examples of work-based learning experiences are: job shadowing, cooperative education, career mentoring, internships, apprenticeships and can be paid or unpaid.

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level.

You may delete or expand rows but **do not exceed one page**

Year / Grade Level	Work-based Education Example # 1			Work-based Education Example # 2			Work-based Education Example #3		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	Career Exposure	Guest Speakers Project Days Guest Speakers Soft Skills Training Career Fairs	NAFT FEDERAL CREDIT UNION	Career Exposure	Project based Industry Projects Guest Speakers Career Fairs	NAFT FEDERAL CREDIT UNION	Career Exposure	Web Searches Literature Reviews Guest Speakers Career Fairs Soft Skills Training	NAFT FEDERAL CREDIT UNION
Year 2/ Grade 10	Career Exposure Career Engagement	Guest Speakers Job Fairs Soft Skills Training Employability Skills	NAFT FEDERAL CREDIT UNION	Career Exposure Career Engagement	Informational Interviews Soft Skills Training Employability Skills	NAFT FEDERAL CREDIT UNION	Career Exposure Career Engagement	Mock Interviews Telephone Interviews Employability Skills	NAFT FEDERAL CREDIT UNION
Year 3/Grade 11	Career Exposure Career Engagement	Classroom Observations	NAFT FEDERAL CREDIT UNION	Career Exposure Career Engagement	Classroom Observations Company Tours	NAFT FEDERAL CREDIT UNION	Career Exposure Career Engagement	Job Shadowing Interview Readiness	NAFT FEDERAL CREDIT UNION
Year 4/Grade 12	Career Exposure Career Engagement Career Experience	Internship Skills Training Mentoring	NAFT FEDERAL CREDIT UNION	Career Exposure Career Engagement Career Experience	Cooperative Ed Youth Apprenticeship Skills Training	NAFT FEDERAL CREDIT UNION	Career Exposure Career Engagement Career Experience	Externships Transitional Jobs Skills Training	NAFT FEDERAL CREDIT UNION
Optional Year 5	Career Engagement Career Experience	Internship Mentoring	NAFT FEDERAL CREDIT UNION	Career Engagement Career Experience	Apprenticeship Mentoring	NAFT FEDERAL CREDIT UNION	Career Engagement Career Experience	Customized Training Transitional Jobs On the Job Training Mentoring	NAFT FEDERAL CREDIT UNION
Optional Year 6	Career Experience	Internship Mentoring	NAFT FEDERAL CREDIT UNION	Career Experience	Registered Apprenticeship	NAFT FEDERAL CREDIT UNION	Career Experience	Customized Training	NAFT FEDERAL CREDIT UNION

CDN: _____

**Memorandum of Understanding
for PSJA Sonia M. Sotomayor Early College High School
between South Texas College
and the Pharr San Juan Alamo ISD Independent School District**

This Memorandum of Understanding is hereby entered into by and between South Texas College, a political subdivision, (hereinafter called the "College"), acting by and through its President; the PSJA ISD Independent School District, a Texas political subdivision, (hereinafter called School "District"), and acting by and through its Superintendent.

I. PREAMBLE

WHEREAS the parties to this Memorandum of Understanding desire to establish PSJA Sonia M. Sotomayor Early College High School ("PSJA Sonia M. Sotomayor ECHS"), serving grades 9-12, and provide dual enrollment for academic dual credit college courses for high school students free of charge. The student population of the PSJA Sonia M. Sotomayor ECHS will be composed of underserved and underrepresented high school students (grades 9-12); consisting of students who are at-risk, economically disadvantaged, first generation college goers, and who have not received the academic preparation necessary to meet college credit entrance standards. Potential students for the PSJA Sonia M. Sotomayor ECHS will be screened and selected through the use of a lottery system that encourages and considers applications from all students. PSJA Sonia M. Sotomayor ECHS is a wall-to-wall district; therefore, all students will have an equal opportunity for acceptance, regardless of background or academic performance.

WHEREAS Early College High Schools prepare this population of high school students for successful career and educational futures through a full integration of high school, college, high demand/high skill career preparation, improved academic performance, and increase high school and college/university completion rates;

WHEREAS both PSJA ISD and South Texas College are willing and able to participate in the facilitation of this program to benefit the students they both seek to assist.

NOW, THEREFORE, in consideration of the covenants, and conditions and provisions set forth herein, the parties hereto agree as follows:

II. STATEMENT OF GENERAL DUTIES AND OBLIGATIONS

I. GOVERNANCE:

- a. The Early College High School established under this agreement will be governed by state and federal laws and regulations, school district, and college policies and requirements. The School District shall apply to the Texas Education Agency for the establishment and approval of an Early College High School designation.
- b. A Leadership Team comprised of members of the district and the college will meet regularly as mutually agreed to by both parties to plan and make decisions

curriculum as defined by the Texas Administrative Code (TAC 4.28 or an associate's degree or at least 60 credit hours towards a baccalaureate degree during grades 9-12. The **PSJA Sonia M. Sotomayor ECHS** will provide students with academic, social, and emotional support in their course of study. The College will regularly update the **PSJA Sonia M. Sotomayor ECHS** counselor and principal regarding College curricular changes. **PSJA Sonia M. Sotomayor ECHS** is responsible for ensuring that state course requirements for high school graduation are fulfilled.

9. INSTRUCTIONAL MATERIALS: The School District will provide **PSJA Sonia M. Sotomayor ECHS** students with state-adopted textbooks, college textbooks, supplemental materials, supplies, and operational equipment required for high school credit and college classes. Textbooks purchased by the School District for dual enrollment college courses taught as part of the Early College High School academic program will be used for at least four (4) years from the date of purchase, as mutually agreed upon by both institutions. When the textbook is no longer available from the publishing company or when the textbook is for a technology-based course, the District is responsible for purchasing new textbooks for **PSJA Sonia M. Sotomayor ECHS** students, as needed. All other textbooks needed for **PSJA Sonia M. Sotomayor ECHS** students taking college classes among College students will be the responsibility of the School District and shall be the current textbook as adopted by the College's Divisions and Departments.

10. INSTRUCTIONAL CALENDAR: For College credit courses taken for credit in the high school, the instructional calendar to be used is that of the participating School District. For College courses taken for credit on the College campus, the College instructional calendar is to be used.

11. ELIGIBILITY OF PSJA SONIA M. SOTOMAYOR ECHS STUDENTS FOR FINANCIAL ASSISTANCE: **PSJA Sonia M. Sotomayor ECHS** students are eligible for financial assistance for courses taken outside of the course offerings at **PSJA Sonia M. Sotomayor ECHS**. Tuition and fees are waived when students enroll in classes to advance within their selected degree plans. Courses can be taken during a regular (fall or spring) semester or summer and may include non-traditional course offerings such as distance education courses. Enrollment in courses outside of the student's selected degree plan will require approval from **PSJA Sonia M. Sotomayor ECHS** and the College prior to enrollment in the course.

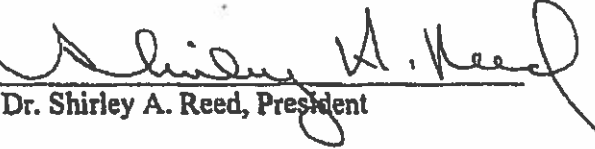
12. STUDENT ENROLLMENT POLICIES: Upon mutual agreement, the College will assist with enrollment at least once per semester for all students who are qualified and wish to enroll in academic dual credit courses. **PSJA Sonia M. Sotomayor ECHS** students must meet the same requirements and pre-requisites as all College students for college classes. Academic placement is based on STC adopted TSI scores. **PSJA Sonia M. Sotomayor ECHS** students are required to meet TSI requirements when changes to the exemption scores occur at the State or College level to comply with policy.


a) Student Eligibility

The College requires School District partners to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the *College Dual Credit Enrollment Support Services Manual*. An electronic copy of this document may be accessed

IN WITNESS THEREOF, the parties have duly approved this Memorandum of Understanding, executed in duplicate originals on this 15 day of June, 2018

SOUTH TEXAS COLLEGE

By: 
Dr. Shirley A. Reed, President

By: 
Dr. Alejo Salinas, Jr. Chair of STC Board of Trustees

PHARR-SAN JUAN-ALAMO ISD INDEPENDENT SCHOOL DISTRICT

By: 
Dr. Daniel P. King, Superintendent of Schools

By: 
Ronaldo Cantu, President of the PSJA ISD Board of Trustees

2019-2021 P-TECH and ICIA Success Grant Program

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered by, and between Pharr-San Juan-Alamo Independent School Sonia M. Sotomayor Early College High School and NAFT Federal Credit Union by the below signatories for the purpose of defining their mutual rights and obligations during the implementation of a model program to provide a smooth transitional experience for students to receive a high school diploma, a work credential, an associate's degree, and work-based education programs on or before the sixth anniversary of a student's first day of high school.

Whereas, Pharr-San Juan-Alamo Independent School and Sonia M. Sotomayor Early College High intends to submit a proposal to the Texas Education Agency in response to Program Solicitation RFA #701-19-108: SAS 2019-2021 PTECH/ICIA Success Grant Program.

Whereas, Sonia Sotomayor ECHS seeks to provide educational opportunities to students at every grade level 9th through 12th to address and develop work-based learning integrated with classroom learning at no cost to students who are at-risk of dropping out or who wish to accelerate completion of high school to combine high school courses and college-level courses. In partnership with Naft Federal Credit Union, Sonia M. Sotomayor ECHS will provide rigorous academic and work-based programs to provide students with a clear pathway to skilled employment opportunities in a Texas regional workforce high industry occupation.

- Develop and provide a seamless and coherent Scope of Sequence plan of courses and workplace experiences that enables students to meet the goals outlined in the program model.
- Work to develop a rigorous and engaging curriculum to prepare students for college-level coursework to prepare them for workplace experiences.
- Provide participating students with flexibility in class scheduling and academic mentoring
- Commit that every participating student will receive mentoring from an industry professional during a work based educational opportunity.

-
- Complete work-based education through an internship, apprenticeship, or other job training program.
 - Provide student work-place readiness, student transportation, student supervision.

Whereas, Naft Federal Credit Union, a business partner in Texas, will in cooperation with Sonia Sotomayor ECHS provide a work-based training commitment to foster employability skills and qualities.

- Work with PSJA ISD staff to define work-place experiences (internships, job-shadowing, and apprenticeships) to support student success in the workplace.
- Provide 100% of participating P-TECH/ICIA students access to appropriate work-based educational experiences at every grade level.
- Give a student who receives work-based training or education an opportunity and first-priority to interview for any job the student is well qualified for upon completion of a program of study in a high demand industry occupation.
- Review this agreement at least every two years and update as necessary.

Modification and Amendments:

This MOU may be amended or modified by the consent of all Partners at any time during its term.

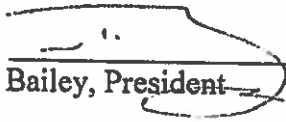
Amendments to this MOU must be in writing and signed by authorized representatives of PSJA ISD and Consortium. No change in, addition to, or waiver of any term or condition of this MOU shall be binding for any Partner unless approved in writing by all Partners.

Term:

The effective date of this agreement is June 1, 2019 to June 15, 2021.

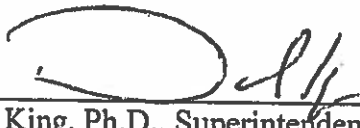
IN WITNESS WHEREOF, intending to be legally bound, the parties have caused this agreement to be executed by their duly authorized representatives.

Naft Federal Credit Union

Signed:  _____ Date: 4-5-19

George Bailey, President

Pharr-San Juan-Alamo Independent School District

Signed:  _____ Date: 4/8/14

Daniel P. King, Ph.D., Superintendent