TEA
Texas Education Agency

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 | GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §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:

Application stamp-in date and time

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Grant period from | **March 1, 2019 - August 31, 2020**

[X] 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 | Donna Independent School District | CDN | 108902 | Vendor ID | 74-000691-3 | ESC | 1 | DUNS

Address | 1116 North 16th | City | Donna | ZIP | 78527 | Phone | (956)464-1752

Primary Contact | Dr. Hafedh Azaiez | Email | hafedh.azaiez@donnaisd.net | Phone | (956)464-1600

Secondary Contact | Ludivina Cansino | Email | ludivina.cansino@donnaisd.net | Phone | (956)464-1600

Certification and Incorporation

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

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

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances

[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name | Dr. Hafedh Azaiez | Title | Superintendent of Schools

Email | hafedh.azaiez@donnaisd.net | Phone | (956)464-1600

Signature | | Date | 12/11/2018

Grant Writer Name | Dr. Sandra Quiroz | Signature | | Date | 12/11/18

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

2019-019227

701-18-102-019

Shared Services Arrangements

X 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
37.6% of Donna North High school students tested in ACT/SAT. This is less than the state's average of 71.6%. Furthermore, only 38.8% of students met the college readiness requirements through ELA, in comparison to the state average of 50.6%.	DISD will partner with STC and UTRGV to provide access to more rigorous courses. This will allow students' outcome to improve which will be measured by monitoring compliance tools. Program staff will also be invited to attend district and trainer-provided professional development training relevant to curriculum, technology, software, and data collection.
Below-average academic performance	Additional flexibility and time to plan the implementation of P-TECH at DNHS, a non-traditional program and mode of instruction that will positively affect low-income student performance.
Opportunities and program flexibility for students needing additional time and support to graduate with a diploma, associate degree, and licensure/certification and workforce experience within six years	P-TECH/ICIA programs are designed to allow students more time with more supports to attain not only a high school diploma and licenses or certifications but to also attain an associate degree (not just college coursework) while also being able to participate in work-based experiences not possible in a four-years 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.

Incorporation of additional opportunities and program flexibility are needed to provide students who need additional time and support (especially the LEP, At-Risk, and Special Education students) structures that will facilitate students to graduate in up to six years with a diploma, associate degree, and licensure/certification and workforce experience. P-TECH/ICIA programs are designed to allow students more time with more supports to attain not only a high school diploma and licenses or certifications but to also attain an associate degree (not just college coursework) while also being able to participate in work-based experiences not possible in a four-year 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

Marketing, recruitment, enrollment, retention and completion of students into pathways: degree of community/parental awareness of the P-TECH/ICIA benefits; number of students from underrepresented populations enrolled and retention percentage of student subgroups in pathways; number of student graduation rates with all program components.
Leadership Team: meeting documentation of sessions and resolutions of challenges: degree of maintained documentation of open and on-going communication; number of updated courses and programs of study; number and degree of revised MOUs and agreements to address any challenges.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Campus facilities and equipment and District department assessment Audit: Degree of CTE and other dual enrollment labs maintained and certified; Schedule of equipment tested/updated/replaced as needed to meet standards; Audit of teachers/ adjuncts curriculum and classroom.

Monitoring of Business Partner agreements and activities for work-based opportunities: Number of expanded business partnership agreements and activity opportunities; Number of expanded work-based experiences for students at all grade levels; Number of expanded number of students receiving job interviews and/or jobs.

Third-Quarter Benchmark

Collection, analysis and reporting of Student Performance/Campus & District : Increased proficiency of P-TECH students on the STAAR EOC; Increased TSI passing rates; Increased CTE students in pathways and licensures earned; Increased college courses and credits earned for Associate of Arts (AAS), an Associate of Applied Science (AAS) degree or Bachelors of Science (BS) degree.

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.

Planning and implementation will be monitored, and data collected through meeting minutes, agenda, and documentation of processes and products of grant activities. Both products and systemic processes will be implemented as the project becomes more developed. Student and stakeholder engagement will be collected through qualitative data. These qualitative data will be catalogued and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported quarterly.

DISD, STC and UTRGV will work collaboratively to establish a process to ensure continued alignment of the needed courses for the P-TECH/ICIA programs of study. The partners will monitor recruitment and retention activities for highly effective and certified instructors so all institutions continue to increase capacity in course offerings leading to an Associate of Arts (AA), an Associate of Applied Science (AAS) degree or Bachelors of Science (BS) degree.

DISD and partners will collect and analyze demographic data to ensure the targeted student population is being reached with recruitment activities through marketing including bilingual parent and community meetings and conferences. Enrollment and retention data will be monitored to ensure the targeted populations match district demographics. DISD and partners will monitor the graduation rates of students attaining all four program indicators through personal graduation plans and counselors.

The district CTE Department will conduct initial and periodic audits to monitor the availability of appropriate settings/labs, equipment, and materials. The district will monitor assessment data and pathway enrollment reports to monitor the specific pathways. DISD and partnering organizations will commit the needed funds, equipment, and personnel to ensure the P-TECH/ICIA program is effectively implemented. Much of this monitoring will occur during the Leadership Team meetings including the review of programs of study, MOUs and related agreements.

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.

DNHS P-TECH/ICIA will be operated as a no-cost, open-enrollment "school-within-a-school," serving up to 50 students at full scale by the 2020-2021 academic year. Students will be recruited with a marketing campaign through community parent meetings, print and digital literature and presentations at middle schools. The program will be housed on DNHS' campus, with transportation provided as needed. A campus assistant principal will be designated as the Director in charge of all components of the "school-within-a-school" including data disaggregation. Additionally, a Leadership Design Team will be formed, to provide expert information and feedback. All DNHS P-TECH students will take a TSI college placement exam upon entry to gauge their readiness for college-level study and their eligibility for enrollment in dual credit and/or college-level courses. Wraparound academic support will include mandatory TSI exam preparation held before and after school and/or during the school day. Through existing articulation agreements with STC and UTRGV, all credits earned will be seamlessly transferable to an AA S at STC or BAAS at UTRGV. In addition to flexible schedules, grade-and age-appropriate work-based learning experiences will be woven throughout each year of study, and DISD will explore options for summer experiences for those who wish to accelerate their time to graduation. The partners will develop a "profile" to assist in recruiting dynamic, experienced high school teachers and college faculty to educate DNHS P-TECH students, either on the school's campus or as part of a traditional college course that is taught at STC or UTRGV.

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.

The Donna Independent School District (DISD) and Donna North High School (DNHS), in partnership with South Texas College (STC) and the University of Texas Rio Grande Valley (UTRGV) and in response to the Hidalgo County Workforce Solutions Workforce Board's analysis of skill needs in computer and information technology (IT) will develop and implement a P-TECH/ICIA model aligned with industry needs and provide applied learning opportunities for students. Beginning with 50 9th grade students in AY 2020-2021 and adding a grade level each year to the "DNHS Technology Academy" will improve postsecondary degree completion and career readiness by galvanizing transitions between high school, college and the professional world. Grant funds will support planning for the innovative "school within a school" model that will provide wrap around services to students through mentoring, articulation of credits from high school to college, flexibility in scheduling, and work-based education, including paid internships that results in a commitment to interview for appropriate jobs within the computer and technology areas. DNHS students will be immersed in rigorous educational opportunities that are connected to the Rio Grande Valley's labor market demands, responsive to businesses needs and focused on both educational and employment outcomes.

DNHS is expected to be a "school-within-a-school" offering the opportunity for students from all of the Donna ISD service area to apply to the P-TECH/ICIA program. A campus assistant principal will serve as the Director charged with program teachers and students. The district level P-TECH/ICIA Leadership Planning Team, described in TEA Program Requirement 1, will be a critical component in supporting the implementation of this program at DNHS. Lessons learned from the implementation of the dual credit program will be transferred to this Leadership Design Team as well.

The district will administer the Investigating Careers at grade eight grade to identify a pool of students who have interest in the P-TECH/ICIA pathways. Based on scores from the Investigating Careers, students in 8th grade will be invited to visit the high schools to see the course offerings and learn about the programs from students pursuing the pathways. High school students, along with staff (CTE Counselors and pathway instructors) in these pathways, will visit each middle school to help recruit students for the program in the spring semester of 2020, so students will be ready to enter the programs in Fall 2020. Enrollment in the P-TECH "school within a school" will be open to all students in the DISD service area. In particular, first-generation college students, English Language Learners, students who are economically disadvantaged, served by Special Education and students who have failed at least on state assessment will be recruited to participate in the P-TECH/ICIA program.

If the campus receives more than 50 applicants for the cohort, students will be selected via a weighted lottery. The proposed weighting would give students an additional lottery "ticket" for each of the following criteria they meet: minority, low socio-economic, and/or At-risk using state criteria. The district will support curriculum transfers for students who are not zoned for this high school and all students district-wide will be eligible to apply to become a member of the cohort. Through this innovative, first-of-its-kind school within a school collaboration with higher education partner STC and UTRGV, new course sequences and articulation agreements will be developed to allow P-TECH students to complete their high school diploma, a CompTIA Security+ Certificate, and an AAS degree or BSAS in technology. DNHS will add five technology classes: Principles of IT, Networking Computer Technician Practicum, Extended Computer, Technician Practicum; Principles of Cyber security, and Networking/Networking Lab to its current two classes in the technology .

Flexible class scheduling options for DISD P-TECH students include extended school days to accommodate TSI test preparation, work-based learning experiences, mentoring, and academic tutoring, and up to two additional years to complete all required work-based learning experiences and college course requirements. Students will also have opportunities to accelerate their progression to graduation via summer internships and/or summer college courses offered by STC or UTRGV on the colleges' campus. With summer courses, or if students are prepared to enroll in dual credit courses as soon as student are eligible, completion of all required credentials could be possible in less than six years.

Leadership Design Team members will develop policies and procedures to ensure each P-TECH student receives academic mentoring at least every three weeks. "Attendance, Behavior, and Coursework (ABC)" checks will be performed by the DNHS P-TECH Director or Counselor, where students' attendance, behavior, and performance in class/accumulation of credits are reviewed one-on-one with students. Parents will be notified of the status of each ABC check-up, and follow-up parent-teacher conferences will be scheduled as needed.

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.

DISD has in place Board approved on-going Memorandum of Understandings (MOUs) with South Texas College (STC), the University of Texas Rio Grande Valley (UTRGV) for academic dual and certificate courses. The implementation of the Academy will build upon a long history of partnership between DISD and local institutes of higher education. The MOUs with STC and UTRGV will expand as the district moves forward in implementing the requirements for the P-TECH/ICIA program in technology.

The current MOUs, which will be updated to reflect the addition of a P-TECH pathway for students functions on the following principles: establishment of a mutually beneficial partnership between STC, UTRGV and DISD that allows a flexible and creative response to the organizational, mission, fiscal, and data needs of all institutions collaboration planning, implementation, and continuous improvement of DNHS programs including the provision for faculty, staff, administration, curriculum development, professional development, and student services; provision of rigorous college readiness, dual credit, and technical and early college credit courses; financial collaboration that addresses costs of all parties to the MOUs and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the program successfully; use of facilities including classrooms, labs, offices, and libraries that reduces operating costs and promotes collaboration of students, faculty, staff and community members in program success; vertical alignment that promotes a college-going culture in all areas: teachers, college faculty, high school and college counselors; collaboration that addresses the instructional calendar, instructional materials, student enrollment and attendance, as well as both the Texas Education Agency and THECB grading periods and policies.

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.

Career and Technical Education (CTE) in the Donna Independent School District has long-standing business relationships and partnerships with businesses and industries in Hidalgo County. These advisory board members currently assist with curriculum review, program recommendations and provide onsite experiential learning for our students.
The DISD Advisory board is committed to serving as the primary industry partner on the launch of the DNHS Technology Academy. Existing relationships with our industry partners will continue to be developed, and new ones will be explored, so the areas of advanced technologies may offer their expertise to our CTE programs in this area.
Workforce Solutions Hidalgo is already part of our advisory board. This board will need to expand to include partners in the technology fields, who will be important partners in this industry cluster. The district and campus will need to expand partnerships with more organizations who are able to assist students with earning certificates in soft skills, interview readiness, and in finding placement for student internships. In anticipation of receiving the ECHS designation, DISD has applied and has already begun implementing the ECHS structure. DNHS needs the time and supports provided by this grant to establish a strong implementation plan to completely provide a program in Technology beginning in AY 2020-2021.

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.

The Leadership Team will consist of high-level personnel with decision-making authority who will report to each member organization and ultimately to the Superintendent of Schools. District – DISD: Assistant Superintendent of Curriculum and Instruction, Mr. Rana; District-level Director of CTE, David Moreno; Director of Technology, David Chavez; Campus Principal; Asst. Principal/P-TECH/ICIA Director; Executive Director of Workforce Solutions Hidalgo, South Texas College Vice-President of Instruction; UTRGV Vice-President of Instruction; and Business partner representatives.

Meetings will continue monthly through the entire planning period with additional meetings scheduled as needed to ensure completion by the deadlines. The district has a significant history with grant implementation and has the capacity and expertise to ensure the plan is completed with the inclusion of campus administration (including the individual designated to initially work as the P-TECH/ICIA Director) and teachers. The team will also make use of the current ECHS Cabinet meetings and CTE Advisory groups as appropriate to bring in their expertise in the development of a strong implementation plan which will guide the campus implementation to early and sustained success in meeting all of the performance measures. The P-TECH/ICIA Leadership Team is keenly interested in working with the TEA technical assistance

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.

Social and emotional skills will be supported by the high school transitional CTE counselor, the academic counselors, as well as the P-TECH Director, CTE Director. Each P-TECH student will be required to participate in "Attendance, Behavior, and Coursework (ABC)" checks at least once every three weeks. The counselor (s) will monitor students' attendance, behavior, and performance in class/accumulation of college credits, etc. Status is reviewed one-on-one with students, and parents will be notified of their child's progress after each meeting, with follow-up parent-teacher conferences scheduled as needed. In addition, the P-TECH Director and/or DNHS Counselors will host a one-day summer orientation for all incoming P-TECH students and their families. At the orientation the students and parents will receive assistance with selecting a degree pathway and creating a plan for attaining college readiness via TSI exam preparation (if needed). P-TECH students who are not TSI complete will be mandated to attend the no-cost TSI exam prep programs offered at the high school or at the college campus during the summer and/or after school through the year.

The campus has integrated many college-going support strategies and academic supports over the past decade. Students are guided to choose an individualized career pathway and are informed about the available CTE programs of study. The campus also has a Dropout Prevention Team to help students address the myriad of at-risk factors many students encounter on a daily basis in our community. Counselors will also continue to work closely with personnel in DNHS' "Go Center" to ensure seniors are taking advantage of the vast array of support services offered for college exploration and enrollment. The GO Center provides personnel and technology resources to help all students prepare for college, including scholarships, financial aid assistance, college transition coaching, help with goal setting and career planning.

The district will continue to make available appropriate computer assisted instruction software, such as APEX (Texas Success Initiative assessment and academic supports) and SureScore (student six-year graduation plans, student portfolios, AP/Dual courses credits earned, TSI assessment results, and interest/career searches).

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.	Curriculum Development 2 CTE teachers x 90 hrs. x $30 (spring & summer)	$5,400
2.	Fringes	$581
3.	P-TECH I/CIA Scheduling (summer) 2 counselors & 1 P-TECH I/CIA Director x 40 hrs. x $30	$3,600
4.	Fringes	$387
5.		
	Professional and Contracted Services (6200)	
6.		
7.		
8.		
9.		
10.		
	Supplies and Materials (6300)	
11.	Flyers & Brochures, Newspaper Ads	$2,500
12.		
	Other Operating Costs (6400)	
13.		
14.		
15.		
	Capital Outlay (6500)	
16.	25 Computers x $1,250	$25,000
17.	Internet Routers, Switches	$11,500
	Total Direct Costs	48,968
	Total Indirect Costs	1,082
	TOTAL GRANT AWARD REQUESTED	50,050

(Total Direct Costs + Total Indirect Costs)