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:

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

Application stamp-in date and time
RECEIVED TEXAS EDUCATION AGENCY DEC 13 PM 3: 04 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION

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): | NA

Applicant Information

Organization Pflugerville ISD | **CDN** 227904 | **Vendor ID** 1746001874 | **ESC** 13 | **DUNS** 069457893

Address 1401 W. Pecan Street | **City** Pflugerville | **ZIP** 78660 | **Phone** 512.594.0188

Primary Contact Brandy Baker | **Email** brandy.baker@pfisd.net | **Phone** 512.594.0188

Secondary Contact Traci Hendrix | **Email** traci.hendrix@pfisd.net | **Phone** 512.594.0118

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 Douglas Killian, Ph.D | **Title** Superintendent

Email douglas.killian@pfisd.net | **Phone** 512.594.0010

Signature [signature] | **Date** 12/12/2018

Grant Writer Name Brandy Baker | **Signature** [signature] | **Date** 12/12/2018

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

2019-019233

701-18-102-024

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
The Labor Market and Career Information database suggest that Information Security Analysts will experience a 21.2% growth. PfISD enrollment in Information Technology cluster is stagnant; less than 7% enrollment.	Develop a P-TECH program that allows students to earn relevant industry-recognized certifications in Computer Information Technology and/or an Associate of Applied Science degree in Local Area Network Systems-Cybersecurity Specialization.
Data shows a gap in IHE enrollment between our priority students (Black & Hispanic males who are low income) versus their "comparison population" (non-low income White females) is over 20%.	Develop a P-TECH recruitment/enrollment plan and wrap-around services that increases access for students who are traditionally underrepresented in higher education and the skilled workforce.

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.

Pflugerville ISD will:
Assign a P-TECH Coordinator to oversee, support, and monitor the P-TECH program by March 2019.
Develop P-TECH program vision, goals, and indicators by Aug 2019. These goals and indicators will be based on the Designated with Excellence criteria and will serve as an evaluation standard for P-TECH student and program progress.
Develop a 3-year P-TECH implementation timeline based on the P-TECH Blueprint for John B. Connally High School by August 2019.

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

Program vision, goals, and indicators will be clearly defined and shared with all key stakeholders
Implementation timeline developed and shared with key stakeholders
Clear roles and operating structure for P-TECH leadership team established
Established IHE, industry, and community partners to support implementation and project
Establishment of career pathway and course of studies
Assignment of liaison from purchasing, budget, and/or finance that will work with Curriculum and Innovation Department to monitor expenditures and follow procurement processes to purchase resources for P-TECH implementation.
P-TECH leadership team roster, agendas, meeting minutes.
Input from parents, community, business,and postsecondary partners

Measurable Progress (Cont.)

Second-Quarter Benchmark

Alignment between P-TECH and other district initiatives to support leader and teacher understanding; curriculum focused, updated pathways, four-year crosswalk, and course catalog
Presence of district message to all stakeholders the why, what, and how of P-TECH in the district
Integrated leader and teacher development structures, to include professional learning, coaching and mentoring systems and processes, professional development plan
A written admission policy and enrollment application
Evaluation of facilities and technology
Structures to support collaborative processes included in the master schedule
P-TECH leadership team roster, agendas, meeting minutes

Third-Quarter Benchmark

Signed MOUs with IHE, business and industry partners in place
Work-based opportunities (list) clearly defined aligned with high demand occupations;
Bridge program calendar
Calendar of family outreach events
Menu of wrap-around services provided to students and families
P-TECH leaders and teachers participate in professional development opportunities and provide positive feedback
P-TECH leadership team roster, agendas, meeting minutes.
Input from parents, community, business,and postsecondary partner

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.

To comply with reporting and evaluation requirements established under TEA and to provide staff with information necessary to support effective program implementation decisions, Pflugerville ISD's Department of Accountability and Compliance (DAC), in cooperation with our IHE, industry/business, and community partners, will engage in ongoing monitoring towards continuous improvement. The DAC reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, DAC will work closely with staff (P-TECH leadership) to collect and submit identified data in a timely fashion and will meet regularly (bi-monthly) to monitor progress and make any adjustments as issues arise. DAC will use objective performance indicators that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the greatest extent possible.

Pflugerville ISD will assign a P-TECH Coordinator to oversee, support, and monitor program implementation, progress, and success. The P-TECH Coordinator and Chief Academic and Innovation Officer will be responsible for collecting all campus and student data associated with the implementation, including written agreements with IHEs and industry/business partners, parameters for curriculum alignment, instructional materials, the instructional calendar, programs/courses of study, student enrollment, attendance policies, grading periods and policies, and administration of state assessments. The P-TECH Coordinator will collect meeting minutes with all P-TECH partners, and minutes of all leadership meetings to continuously evaluate whether the program is on track to accomplish goals and indicators. Bi-monthly leadership meetings will provide opportunities for the Pflugerville ISD P-TECH Coordinator to ensure that any issues with project implementation are addressed immediately via leadership and directives from the Superintendent and Board.

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 P-TECH program will be operated as a no-cost, "school-within-a-school," located on the campus of John B. Connally High School. Transportation to relevant partner sites include Austin Community College and business/industry, for completion of applicable college courses and work-based learning, will be provided to participating students. PfISD will establish recruitment and enrollment processes that shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students. 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. Weighted lottery enrollment policies for the program will be put in place for interest beyond capacity, with priority for at-risk, targeted subpopulations but open to all PfISD students. The Pflugerville ISD Community Relations, Special Programs (Advanced Academics, Counseling, CTE) and Curriculum & Innovation teams will collaboratively develop the recruitment plan. Options include program information sessions, course fair, middle school presentations, campus open house events, online course selection and career awareness program (currently Bridges), social media, website and/or local media coverage. Timeline: Late fall 2019- campus outreach to feeder middle schools, introduce P-TECH program (program information sessions); Early spring 2020- continue recruitment (course fair), student course selection, review enrollment projections, recruit specifically if necessary; Late spring 2020- master scheduling and program orientation for participating students; Summer- Bridge activities to provide academic and SEL preparedness, Fall 2021-program begins

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.

Connally High School currently offers an Information Technology program that is not fully developed, nor does it provide rigorous academic connections or embedded work-based learning opportunities for all grade levels, or every participating student. Pflugerville ISD has been fortunate to offer a Dell Ignite internship to Pflugerville ISD students interested in computer science and gaming; however, identifying students appropriately qualified to participate in the internship has been a challenge without prerequisite knowledge and skill derived from the existing program.

There is a growing demand for Computer and Information Technology professionals in the Capital Area. Projections from the Labor Market and Career Information database suggest that Information Security Analysts will experience a 21.2 percentage growth, and a search of Indeed.com job postings reveals hundreds of openings with a starting salary of at least $40,000 for entry level positions in related fields. Pflugerville ISD will continue to work with the local workforce development board and regional Information Technology professional organizations to identify the most appropriate degree and certificate programs for the P-TECH.

Currently, the proposed P-TECH program course of study combines rigorous academic and technical courses, with college credit opportunities leading up to an Associate of Applied Science Degree in Local Area Network Systems-Cybersecurity Specialization. This degree plan aligns to the labor market data for our region, and is supported by the current job postings on popular job search sites like Indeed.com.

The proposed crosswalk is attached and illustrates the sequence of courses, recommended grade levels, credits and college equivalencies. Students will have the opportunity to complete dual credit courses both on the high school campus and nearby Austin Community College campus(es), with flexible scheduling of courses to accommodate all of the necessary credits within 4-6 years of beginning the P-TECH program.

Participating students will be provided work-based learning opportunities in all grade levels, scaffolded along a continuum, as follows:
9th grade: IT career awareness guest speaker series, by business partners, and field trips to business sites
10th grade: group mentorships, by business partners, based on career interest, and job shadowing
11th grade: business partner class projects with one-one mentorship, first level internships (short-term)
12th grade: internships with business partners, continued one-one mentorship with expert in career field

Other work-based learning opportunities may include: industry presentations, career fairs, informational interviewing
Other postsecondary credential opportunities may include: Cisco Certified Network Associate (CCNA), Cisco Certified Network Associate Security (CCNA Security), C++, CompTIA A+, CompTIA Security+, or other certifications identified by the industry partner organizations.

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.

Currently, Pflugerville ISD and Austin Community College have an ongoing articulation agreement and Dual Credit memorandum of understanding. Pflugerville ISD will collaborate with Austin Community College administrators to establish a course of study, course sequences, and articulation agreements that will allow Pflugerville ISD P-TECH students to earn relevant industry-recognized certifications in Computer Information Technology and/or an Associate of Applied Science degree in Local Area Network Systems-Cybersecurity Specialization.

Pflugerville ISD, in partnership with Austin Community College, will establish at least one or more career pathways that include industry relevant classes, and develop a plan for sequencing courses for students. These course pathways will be informed by regional and state workforce and economic development needs and contribute to students earning a high school diploma, associate degree, postsecondary certificate provided by Austin Community College, or industry certification that prepares them for high-wage, high-demand, high-skill career fields on or before the sixth anniversary of the date of the student's first day of high school.

The P-TECH leadership team will collaborate with Austin Community College to outline a course of study, detailing how students will progress toward the goal of aligning high school, college-level courses, and industry/business training. Pflugerville ISD will establish annual assessment measures and provide an opportunity for the Austin Community College and industry/business partners to provide feedback on the value of the P-TECH program. Pflugerville ISD's curriculum and innovation team will work with Austin Community College and industry partners to ensure curriculum alignment. Pflugerville ISD will adjust current curriculum documents, assessments, and resources to accommodate alignment needs. Currently, Pflugerville ISD has several teachers employed by Austin Community College as adjunct instructors. Pflugerville ISD will expand the opportunity for Pflugerville ISD teachers to be credentialed as Austin Community College instructors in order to meet the flexibility and performance requirements of the P-TECH Blueprint and fulfill the course of study and career pathway options.

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.

Pflugerville ISD will engage with Information Technology professional organizations such as the Austin Women in Technology, CompTIA-AITP, and the Information Technology Industry Council. The Pflugerville Community Development Corporation has signed a letter of support to provide connections to local IT businesses, along with the Texas Workforce Solutions-Capital Area office. We will work closely with our workforce board to ensure the program provides relevant training for high-demand careers in the IT field. The Pflugerville Chamber of Commerce is also available to assist in identifying and connecting PfISD to regional businesses interested in partnering with the P-TECH. The goal is to provide diversified opportunities for students and the business partners by establishing MOUs with multiple IT businesses. This expands the number of available internship placements, IT career field experts, and resources available to the program while also provided additional workforce pipelines for the partners. Each business partner will provide input on curriculum alignment and development, instructional materials, provide work-based learning to all participating students, and first priority in interviewing for qualified positions upon completion of the CIT P-TECH program.

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.

Pflugerville ISD has established a P-TECH Grant Planning Team. This team has met on: Nov 13, Nov 29, and Dec 7, 2018. The meeting topics consisted of needs assessment, alignment of P-TECH to district strategic plan, expansion of Austin Community College programming, industry/business partners, and readiness of system. The membership consist of: Doug Killian, Superintendent; Troy Galow, Chief of Staff; Brandy Baker, Chief Academic and Innovation Officer; Holly Galloway, Director of Curriculum; Shirley Bachus, Director of Guidance and Counseling/Advanced Academics; Traci Hendrix, Director of Career and Technical Education; Shield Reed, Principal of Connally High School, and John Edwards, Associate Principal of Curriculum and Instruction at Connally High School. If the planning grant is approved, this team will become the P-TECH leadership team and will add an IHE representative, business/industry representative, instructor representative, P-TECH Coordinator, P-TECH Counselor, parent representative, and student representative. This team will meet bi-monthly.

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.

Connally High School counselors support students by meeting with all incoming eighth graders to complete four year planning. Advancement Via Individual Determination - AVID- system, which the district offers at all secondary campuses, is a program that will be required for all P-TECH students. Many of our AVID students will be the first in their families to attend college, and many are from traditionally underrepresented populations in higher education. AVID elective teachers are an additional social and emotional support system for learners and help to bridge the counseling to classroom gap. This year Connally High School is in the process of becoming a National Demonstration campus. If the campus is able to achieve this goal, it is another indicator that all students receive quality academic and emotional support based on a system of proven learning and opportunity for all. AVID is our primary tool to help support students in challenging coursework as it provides study skills, systems for organization, and critical thinking supports. This tool will be leveraged to ensure all student in the P-TECH program are prepared to ask higher level questions, self-advocate for academic help from peers and college tutors, and participate in college-going activities. Connally High School has one College and Career Advisor in addition to their team of grade-level Counselors and Lead Counselor. Additionally, the campus has a dedicated social worker and LSSP providing social and emotional health services. This team works together to support student learning goals and ensure students are ready to learn. The campus also has an Integral Care Therapist who supports the campus twice a week and Lifeworks, which provides services to teen parents to help support their continuing education. We will add one P-TECH High School counselor to ensure a full array of support services specific to the students in the school. The P-TECH counselor will be instrumental in creating individualized education plans for each P-TECH students. The learning plan will include points where students can be coached to measure their own academic achievement and celebrate the growth in their learning.The campus also uses a daily intervention period called PAWS for dedicated tutorial time during the school day. During this intervention time, student individualized learning plans will be leveraged to support the specific learning needs of students enrolled in the school by progress monitoring each student and providing targeted learning interventions connected to class work, TSI readiness, or SAT suite of assessment readiness.

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)

#	Description	Amount
1.	Extra duty pay for curriculum planning and development	$6,000
2.	Stipend for P-TECH Coordinator	$8,000
3.		
4.		
5.		

Professional and Contracted Services (6200)

#	Description	Amount
6.	Teacher credentialing specifically related to identified Career and Technical Education programs of	$2,000
7.		
8.		
9.		
10.		

Supplies and Materials (6300)

#	Description	Amount
11.	Recruitment and Marketing Materials	$3,000
12.	Supplies and materials for advisory council (excluding food, beverage, snacks)	$2,000

Other Operating Costs (6400)

#	Description	Amount
13.	Limited travel for leadership team to visit exemplary and best practice schools	$4,000
14.		
15.		

Capital Outlay (6500)

#	Description	Amount
16.		
17.		

Total Direct Costs   25,000

Total Indirect Costs   815.75

TOTAL GRANT AWARD REQUESTED   25,815.75

(Total Direct Costs + Total Indirect Costs)