Webinar Agenda

• Introductions and Logistics
• P-TECH/ICIA Overview
  ▪ Background and Purpose
  ▪ Funding and Eligibility
• Planning Grant Overview
  ▪ Grant Requirements
  ▪ Allowable and Unallowable Costs
• Application Requirements
  ▪ Assurances
  ▪ Priority Points
• Timeline
• Questions
Introduction and Logistics
Welcome

**Stacy Avery**  
Director, Postsecondary Preparation Programs

**Angie Rose**  
Review Grant Coordinator
• A recording of this webinar will be posted on the TEA Grants website

• After the webinar questions should be sent to:
  ▪ PTECH@tea.texas.gov
• While you are muted for the webinar, that doesn’t mean we want you to be silent.
  ▪ Type questions in the question window
  ▪ Questions answered during the webinar or in the FAQ document to be posted on 11/9/18
TEA Strategic Plan
# TEA Strategic Plan

**One Mission. One Strategy.**

- **Every child, prepared for success in college, a career or the military.**

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Enablers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit, support, and retain teachers and principals</td>
<td>Increase transparency, fairness and rigor in district and campus academic and financial performance</td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td>Ensure compliance, effectively implement legislation and inform policymakers</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
<td>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td></td>
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</tbody>
</table>
Priority 3: Connect High School or Career and College

Connect High School to career and college

Relevancy matters.

College and Career Readiness School Models (ECHS, P-TECH/ICIA, T-STEM) and Advanced Academics

Accredit high school programs that deliver on the promise of rigorous college and career opportunities and training and provide advanced academics opportunities for students

High priority initiatives include:
College and Career Readiness School Models (CCRSN)
CCRSM

TEXAS
EARLY COLLEGE
HIGH SCHOOL

TEXAS
COLLEGE &
CAREER
READINESS
SCHOOL
MODELS

TEXAS
SCIENCE,
TECHNOLOGY,
ENGINEERING &
MATH

INDUSTRY
CLUSTER
INNOVATIVE
ACADEMY

PATHWAYS IN
TECHNOLOGY
EARLY COLLEGE
HIGH SCHOOL
College and Career Readiness School Models

- Provided at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and other support services to help students succeed
- Increase college readiness
- Reduce barriers to college access
- Align to regional workforce needs for P-TECH/ICIA and T-STEM models
CCRSM Basics

Each model has own Blueprint

- Early College High School (ECHS)
- Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academy (ICIA)
- Texas Science, Technology, Engineering, and Mathematics Academy (T-STEM)

Required Design Elements

- Benchmarks
- Required activities

Outcomes Based Measures (OBM)

- Access
- Achievement
- Attainment
Blueprint

Benchmark 1: Target Population
The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

1. All ECHS must implement and meet the following requirements:
   a. The ECHS enrollment and enrollment procedures shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including but not limited to: students who are not fluent in English, proficient in English, students with disabilities, or students who have failed a state assessment.
   b. Enrollment decisions shall be based on state assessment scores, class history, teacher recommendations, and student self-assessments.
   c. The ECHS shall conduct a thorough recruitment and enrollment process and practice, analyzing and improving its process.
   d. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include, but not be limited to: parents, and community members, professional partners, target student populations as described in TEC, and the TEC, and the ECHS to educate students, parents, and community members, professional partners, target student populations as described in TEC, and the ECHS to educate students, parents, and community members, professional partners, and school board and community members.
   e. For admission, the ECHS may use a performance-based, open-access system that encourages and supports students to graduate with high school equivalency credits and to participate in post-secondary education.

Benchmark 1: School Design
The P-TECH/TECH program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary classes and work-based learning, at no cost to participating students.

Design Elements

All P-TECH/TECH must implement and meet the following requirements:
1. The P-TECH/TECH location shall be:
   a. In a high school, or
   i. A standalone high school campus
   ii. In a smaller learning community within a larger high school
   b. At a central location, such as a CTE Center where students are enrolled at their home campus, or
   c. On a college or university campus
   2. P-TECH/TECH shall include:
      a. A building-level leader who has scheduling, hiring, and budget decisions
      b. Industry/Business partner liaison or liaison to partners who interacts directly and frequently with students or staff
      c. An Institute of Higher Education (HIE) liaison with decision making authority and interacts directly and frequently (or an HIE liaison) on HIE
      d. Highly qualified P-TECH/TECH teachers who work directly with the students, which may include adjunct high school or college-level course
      e. Counseling staff who support students, including activities such as: coordinating with Institutions of Higher Education, monitoring of student’s high school and college transcripts, and monitoring high school and college course
   3. The P-TECH/TECH shall establish a leadership team that includes high-level personnel from the school district, campus, industry, and HIE with decision-making authority who must monitor and report to each other regularly.

Benchmark 1: School Design
The T-STEM academy must provide a STEM focused program serving students in grades 6-12 and 9-12 with an active relationship with the leader middle school.

Design Elements

All T-STEM academies must implement and meet the following requirements:
1. The T-STEM academy location shall be:
   a. On a college or university campus, or
   b. In a high school—standalone high school campus or in a smaller learning community within a larger high school, or
   c. At a central location, such as a CTE or CTE Center where students are enrolled in their home campus.
2. T-STEM academy shall include:
   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
   b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school or college-level course
   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Design Elements

All T-STEM academies must implement and meet the following requirements:
1. The T-STEM academy location shall be:
   a. On a college or university campus, or
   b. In a high school—standalone high school campus or in a smaller learning community within a larger high school, or
   c. At a central location, such as a CTE or CTE Center where students are enrolled in their home campus.
2. T-STEM academy shall include:
   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
   b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school or college-level course
   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Design Elements

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   a. On a college or university campus, or
   b. In a high school—standalone high school campus or in a smaller learning community within a larger high school, or
   c. At a central location, such as a CTE or CTE Center where students are enrolled in their home campus.
2. T-STEM academy shall include:
   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
   b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school or college-level course
   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

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   c. At a central location, such as a CTE or CTE Center where students are enrolled in their home campus.
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   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
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   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

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   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
   b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school or college-level course
   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Design Elements

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1. The T-STEM academy location shall be:
   a. On a college or university campus, or
   b. In a high school—standalone high school campus or in a smaller learning community within a larger high school, or
   c. At a central location, such as a CTE or CTE Center where students are enrolled in their home campus.
2. T-STEM academy shall include:
   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
   b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school or college-level course
   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Design Elements

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1. The T-STEM academy location shall be:
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   c. At a central location, such as a CTE or CTE Center where students are enrolled in their home campus.
2. T-STEM academy shall include:
   a. A STEM building-level leader with authority to make scheduling, hiring, and budget decisions
   b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school or college-level course
   c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education, monitoring and reporting on students, and credit counseling and college course, and ensuring that all requirements are met
   d. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.
## CCRSM Comparison

**Texas College & Career Readiness School Models**

<table>
<thead>
<tr>
<th>Blueprint Requirements</th>
<th>ECHS 9-13</th>
<th>P-TECH 9-14</th>
<th>ICIA 9-13</th>
<th>T-STEM 6-12 or 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open enrollment; no cost to students</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Student supports including: academic, social, and emotional</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Opportunity to earn college credit</td>
<td>Associates degree or up to 60 hours</td>
<td>Associates degree or up to 60 hours</td>
<td>Associates degree or up to 60 hours</td>
<td>15 or more hours</td>
</tr>
<tr>
<td>MOU with Institution of Higher Education</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>MOU with business/industry</td>
<td>Not required</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Aligns to regional workforce needs</td>
<td>Not required</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Work-based learning at every grade level</td>
<td>Not required</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Opportunity to earn postsecondary credential or industry certification</td>
<td>Not required</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Flexible Scheduling</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Time to earn high school diploma and postsecondary degree and/or certificate</td>
<td>up to 5 years</td>
<td>up to 6 years</td>
<td>up to 5 years</td>
<td>4 years</td>
</tr>
</tbody>
</table>
Students have an opportunity for completion of a high school diploma, an associate's degree, a postsecondary certificate/industry certification, and work-based training that prepares students for high-skill, high wage industries. Require MOU with IHE and business partners.

- **P-TECH**
  - Serve students in grades 9-12 and may serve students in grades 13-14
  - Students have up to 6 years to earn their high school diploma (TEC §29.553)
  - Business/industry partner provides students participating in work-based experiences first priority in interviewing for jobs which the student is qualified

- **ICIA**
  - Serves students in grades 9-12 and may serve students in grade 13
  - Students have up to 5 years to earn their high school diploma (TEC §29.908)
  - Business/industry partner provides students participating in work-based experiences first priority in interviewing for jobs which the student is qualified
P-TECH & ICIA Overview
This webinar is for the 2019-2020 P-TECH & ICIA Planning Grant:

• Campuses who are not currently serving students in a P-TECH or ICIA (or like) program
• Campuses who would like to open a P-TECH or ICIA program
• Campuses who will spend 16 months planning with a TEA technical assistance provider to open in the 2020-2021 school year as a P-TECH or ICIA
P-TECH/ICIA Background

• P-TECH passed in the 85th Legislative Session (SB 22)
• Established an Advisory Council appointed by the Governor, Lieutenant Governor and Speaker of the House of Representatives
  ▪ Blueprint
  ▪ Designation process
• Appropriation to fund grants and technical assistance
• Aligns with current Tri-Agency work of The Texas Education Agency, The Texas Higher Education Coordinating Board and The Workforce Commission
P-TECH/ICIA Purpose

- Provide students with smooth transitional experience to postsecondary and workforce
- Allow students opportunity to earn:
  - a high school diploma
  - Industry certifications
  - Level 1 or 2 certificates; and/or
  - Associate degree
- Establish partnership agreements with local business/industry and institutions of higher education (IHE)
- Integrate work-based learning at every grade level

(P-TECH/ICIA Planning RFA, pg. 6)
P-TECH/ICIA Eligible Applicants

• Local Education Agencies that:
  ▪ Serve students in grades 9-12; or
  ▪ Will begin serving students in grades 9 or 9-10 in the first year of implementation (20-21 school year) and will progressively scale up by adding at least one grade level per year

• Eligible applicants may only apply for the grant on behalf of one campus

(P-TECH/ICIA Planning RFA, pg. 7)
P-TECH/ICIA Funding

• $500,000 nonfederal funds
• TEA will fund no more than 10 P-TECH and ICIA Planning grants
  ▪ Grantees may request up to $50,000

• Recipients of the 2018-2019 P-TECH and ICIA Planning Grant are not eligible for the 2019-2020 P-TECH and ICIA Planning Grant
• Recipients of the 2018-2020 P-TECH and ICIA Success grant are not eligible for the 2019-2020 P-TECH and ICIA Planning Grant

(P-TECH/ICIA Planning RFA, pg. 4)
P-TECH/ICIA are open-enrollment programs that:

• Create systems and partnerships that result in students earning:
  ▪ a high school diploma and;
  ▪ work credentials, including certifications and licenses, and;
  ▪ an associate’s degree

• Provide 100% of students opportunities for appropriate work-based education at all grade levels (internships, apprenticeships, or other forms of job training programs)

• Create flexible schedules, provide mentoring, and, if necessary, an extension of a student’s graduation date by up to one year for ICIA and two years for P-TECH

(P-TECH/ICIA Planning RFA, pgs. 6-10)
P-TECH/ICIA Overview

P-TECH/ICIA are open-enrollment programs that:

- P-TECH/ICIA programs have clearly defined (in writing) partnerships with one or more Institution/s of Higher Education (IHE) that include:
  - Articulation of Credits
  - Curriculum Alignment
  - Instructional Calendar
  - Instructional Materials (such as textbooks)
  - Programs/courses of Study
  - Enrollment and Attendance
  - Grading Policies
  - Administration of Statewide Assessments

(P-TECH/ICIA Planning RFA, pgs. 6-10)
P-TECH/ICIA are open-enrollment programs that:

- P-TECH/ICIA programs have clearly defined (in writing) partnerships with one or more employers/business partners that include:
  - Appropriate work-based educational experiences for 100% of participating students at all grade levels
  - Ensure that agreements with employer partners emphasize that students completing the program and who meet hiring requirements, have priority in interviewing with the applicable employer

(P-TECH/ICIA Planning RFA, pgs. 6-10)
P-TECH & ICIA
Blueprint
Six Benchmarks
- Design Elements for Each Benchmark
- Required Activities and Products

Three Levels of Designation:
- Provisional
- Designated
- Designated with Achievement

Design Elements
- Benchmarks
- Required Activities

Outcomes-Based Measures (OBM)
- Access
- Achievement
- Attainment

Access
Relate to student opportunity to engage in the program and diversity of program

Achievement
Relate to student college and career readiness

Attainment
Relate to program completion targets
P-TECH/ICIA Blueprint

6 Benchmarks

• School Design
• Target Population
• Strategic Alliances
• Curriculum, Instruction & Assessment
• Work-Based Learning
• Student Support
P-TECH Blueprint

Design Elements

• Minimum program requirements
  • Benchmarks and Required Activities
• Establishes the **what**; leaves the **how** to the local P-TECH or ICIA

Outcomes-Based Measures (OBMs)

• Meet yearly targets across access, achievement, and attainment indicators
  • *TEA uses PEIMS reported data*
• Qualify for designation categories
• Identify which designees need improvement

OBMs are phased in over a series of years
P-TECH & ICIA
Planning Grant overview
The grant application is due on December 13, 2018 at 5:00 pm (no late applications accepted)

Grant is for schools not currently serving students in a P-TECH/ICIA (or similar program)

Grantees will engage in 16-months of planning to establish foundational requirements of P-TECH or ICIA

TEA will provide a technical assistance provider to assist with planning – grantees are required to work with the provider
Planning Year Activities

• Creation of an implementation plan to be submitted to TEA on January 15, 2020

• Implementation plan will help outline, define, describe and guide the grantee’s P-TECH/ICIA program

• Implementation plan will address all grant requirements (statutory and program)

• TEA will provide a template for the implementation plan

(P-TECH/ICIA Planning RFA, pgs. 6-10)
Planning Year Activities (continued)

• TEA and the technical assistance provider will review implementation plans and provide feedback

• If necessary, grantees will be expected to work with the technical assistance provider to revise and improve implementation plans until the plans meet the expectations of TEA

• When the implementation plan is approved by TEA, campuses will be invited to apply for designation in February of 2020 (anticipated)
Planning Year Activities (continued)

The template for the implementation plan will align with the P-TECH/ICIA Blueprint, and will require grantees to describe plans for P-TECH/ICIA components such as:

- School Design
- Leadership
- Recruitment
- Partnership Agreements with Businesses
- Partnership Agreements with an IHE
- Student Supports (academic and 21st century)

(P-TECH/ICIA Planning RFA, pgs. 6-10)
Applicants must address two types of requirements in their application to be eligible:

- **Statutory** requirements
- **TEA program** requirements

Applicants must also agree to the **Provisions and Assurances**

(P-TECH/ICIA Planning RFA, pgs. 7-8)
P-TECH & ICIA
Statutory Program Requirements
TEA Program Requirements
Provisions and Assurances
Statutory Program Requirements

- Establish recruitment and enrollment process and requirements that will not exclude or discourage enrollment of any subpopulations
- Provide for a program/course of study that allows students to combine high school and postsecondary courses
- Enter into an articulation agreement with IHEs to provide students access to postsecondary educational and training opportunities
- Enter into an MOU with regional industry or business partner

(P-TECH/ICIA Planning RFA, pgs. 7-8)
TEA Program Requirements

- Establish a Leadership Design Team to complete the TEA required Implementation Plan
- Develop wrap-around strategies and services to strengthen both academic and 21st century skills for high school and college readiness for students to be successful in rigorous academic and work-based experiences

(P-TECH/ICIA Planning RFA, pgs. 7-8)
• Complete an Implementation Plan based on the P-TECH/ICIA Blueprint
• Provide participating students flexibility in class scheduling and academic mentoring
• Be open enrollment

(P-TECH/ICIA Planning RFA, pgs. 9-10)
Program-Specific Assurances

- All students to complete the requirements on or before the 6th anniversary of the date of the student’s first day of high school
- Be provided at no cost to participating students
- Ensure students are entitled to the benefits of the foundation school program in proportion to the amount of time spent by the student in high school courses

(P-TECH/ICIA Planning RFA, pgs. 9-10)
Advisory Council

- Grantee may establish an advisory council consisting of stakeholders to provide advisement regarding the strategic direction of the P-TECH/ICIA program. The Advisory Council should consist of representatives from business, community, IHEs, the LEA and campus.

- Not a grant requirement – is allowable under the grant if the campus decides to utilize one.

- The campus Site Based Decision Making Committee (SBDM) may serve as the advisory council provided that the appropriate stakeholders listed above are members of the SBDM Committee.

(P-TECH/ICIA Planning RFA, pg. 10)
### Advisory Council

#### Leadership Design Team
- Meets Frequently
- Makes day-to-day operating decisions
- Completes implementation plan
- Daily work to establish and manage the program
- Reviews data often
- Decides direction of program
- “Working Group”

#### Advisory Council
- Meets less frequently
- Provides support, ideas and guidance
- Flexible roles
- Variety of members who can provide input and advice
- “Voice of the Community”
- Program Advocates
- Consultants
- “Strategic Planning”

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Possible characteristics of a leadership team and advisory council. The specific roles are a local decision.
P-TECH & ICIA

Performance Measures
Agree to college and report on the following required performance measures:

- Data report of projected student enrollment
- Leadership Design Team members, meeting dates, agendas, meeting minutes posted on the website
- Successful (TEA approved) completion of the Implementation Plan
- Provide enrollment guidelines and requirements
- Provide Recruitment Plan

(P-TECH/ICIA Planning RFA, pgs. 12-13)
Agree to college and report on the following required performance measures (cont.):

- Current signed and dates list of high-demand occupations and programs/courses of study that lead to these occupations developed in partnership with the local workforce development board
- Current signed and dated MOU with a business partner that includes the statutory requirements
- Current signed and dated MOU/articulation agreement with an IHE

(P-TECH/ICIA Planning RFA, pgs. 12-13)
Agree to college and report on the following required performance measures (cont.):

• Completed Career and Technical Education program of study supported by regional labor market data and crosswalk template that provides a clear plan and outcome for a structured sequence of courses that combine high school and postsecondary courses

• Plan for wrap-around services to provide academic and 21st century support for student success
P-TECH & ICIA
Allowable/Unallowable
PTECH/ICIA
Allowable Use of Funds

• Completed Reasonable and necessary items for accomplishing the objectives of the P-TECH/ICIA program
• Curriculum planning and development
• Convening of advisory council/leadership team including travel
• Materials and supplies for P-TECH/ICIA meetings or convenings
• Teacher Professional Development
• Salaries for instructional staff
• Teacher credentialing specifically related to identified Career and Technical Education programs of study

(P-TECH/ICIA Planning RFA, pgs. 12-13)
• Equipment necessary for implementation of identified Career and Technical Education programs of study

• Career Counselor salary

• Salary for dedicated program director/administrator

• Extra duty pay for instructors in the Career and Technical Education programs of study

• Supplies and materials for advisory council (excluding food, beverage, snacks)

• Development of student recruitment materials and activities

(P-TECH/ICIA Planning RFA, pgs. 12-13)
Unallowable Use of Funds

- Debt service (lease-purchase)
- Audit services for state-funded grants
- Travel costs for officials
- Hosting/sponsoring conferences
- Cost of membership in civic/community organization
- Tuition, course fees, or instructional materials for students
- Food, beverage, snacks
- Field trips for students

(P-TECH/ICIA Planning RFA, pgs. 12-13)
P-TECH & ICIA
Timeline
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2, 2018</td>
<td>Last date to submit questions to be included in the FAQ document. Questions submitted to <a href="mailto:ptech@tea.texas.gov">ptech@tea.texas.gov</a></td>
</tr>
<tr>
<td>November 9, 2018</td>
<td>Due date for Notice of Intent to Apply (not required)</td>
</tr>
<tr>
<td>November 9, 2018</td>
<td>Due date for Reviewer Information Form</td>
</tr>
<tr>
<td>November 9, 2018</td>
<td>FAQS posted to TEA Grant Opportunities webpage</td>
</tr>
<tr>
<td>December 13, 2018</td>
<td>Due date for the application in the TEA Document Control Center, 5:00 p.m.</td>
</tr>
<tr>
<td>March 1, 2019</td>
<td>Start date of the grant</td>
</tr>
<tr>
<td>January 15, 2020</td>
<td>Implementation Plan due to TEA</td>
</tr>
<tr>
<td>June 2, 2020</td>
<td>Final date to submit an amendment</td>
</tr>
<tr>
<td>August 31, 2020</td>
<td>End date of grant</td>
</tr>
</tbody>
</table>
P-TECH & ICIA
Grant Specific Review Criteria
Priority Points
<table>
<thead>
<tr>
<th>Grant-Specific Criteria</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of proposed IHE Partnership as described in Statutory Program Requirement #3 on page 6 of the application</td>
<td>10</td>
</tr>
<tr>
<td>Quality of proposed Regional Industry or Business Partnership as described in Statutory Program Requirement #4 on page 6 of the application</td>
<td>10</td>
</tr>
<tr>
<td>Strength of collaboration with the regional/local workforce board and/or chamber of commerce as evidenced in Attachment#1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total maximum number of grant-specific criteria points</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

(P-TECH/ICIA Planning RFA, pg. 15)
**Priority Points**

<table>
<thead>
<tr>
<th>Priority Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attach a letter(s) of support from potential business partner(s) – maximum of two letters worth 2 points each</td>
<td>4</td>
</tr>
<tr>
<td>Attach a letter of support from an IHE – maximum of one letter worth 2 points</td>
<td>2</td>
</tr>
<tr>
<td>LEAs that are classified by TEA district type as rural. According to the TEA definition, a rural district has either:</td>
<td>10</td>
</tr>
<tr>
<td>a. An enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or</td>
<td></td>
</tr>
<tr>
<td>b. An enrollment of less than 300 students</td>
<td></td>
</tr>
<tr>
<td>LEAs that establish a Career and Technical Education program of study in Education and Training as evidenced in Statutory/Program Requirement #2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total maximum number of statutory or TEA Priority Points** 26
P-TECH & ICIA
Additional Considerations
Additional Considerations

• When partnering with institutions of higher education, consider whether the college credits earned by students are both rigorous and portable (i.e., credits transfer to a 4-year college and count towards a baccalaureate degree)

• Industry-based certifications that can be offered in the focus areas are one means of providing students with meaningful career skills and experiences
Additional Considerations

• When establishing business and industry partners, there should equivalent return on investment (ROI) for both students and the industry partner (e.g., meaningful apprenticeships, internships, work experiences tied to in-demand job opportunities, priority in interviewing)
Additional Considerations

Needs Assessment
• What local needs will this grant address?
• How were the needs identified?
• What are the expected results?

SMART Goal & Measurable Progress
• Clearly define our student outcomes
• How will the student outcome be measured?
• What are attainable (but stretch) benchmarks?
• Determine quarterly benchmarks
Additional Considerations

Project Evaluation and Modification
• How will formative evaluation data be collected?
• How will formative evaluation data be used?
• How will you know the grant is on track for success?

Statutory/Program Assurances
• Does the district have a clear understanding of the assurances?
• How will the assurances impact other programs in the district?
Additional Considerations

Statutory and Program Requirement
• Answer as clearly and specifically as possible
• What exactly will be implemented?
• How will the requirements be achieved?

Grant Funds
• How will the funds be used during the grant period?
• Do all planned activities have an appropriate budget?
• Are all costs allowable?
Yes, an ECHS that is currently designated may apply to convert to a P-TECH model. A cohort of students may only be served by one CCRSM model, it will reclassify that ECHS.

A campus may choose to implement two smaller learning communities with separate cohorts of students (P-TECH and ECHS).

If the LEA is an existing ECHS, are they eligible to apply for a P-TECH Planning Grant? If so, will this reclassify the ECHS?
Is an LEA able to submit more than one application if they have more than one campus interested?

No, pg 4 of the Request for Application program guidelines states that “Eligible applicants may only apply for the grant on behalf of one campus.”
Yes, districts are allowed to submit a grant application for a campus other than the one that was awarded the 2018–2019 P-TECH and ICIA Planning Grant or the 2018–2020 P-TECH and ICIA Success Grant.

The program guidelines state: Recipients of the 2018–2019 P-TECH and ICIA Planning Grant or the 2018–2020 P-TECH and ICIA Success Grant are not eligible for the 2019–2020 P-TECH and ICIA Planning Grant.

Are we able to submit for another campuses other than the one that was funded in the grant mentioned above?
Eligibility requirements for TEA grants are detailed in the program guidelines for the grant. Due to the competitive nature of a grant, TEA is unable to provide information on future grant requirements.

If we receive a P-TECH Planning Grant are we automatically eligible or awarded any future P-TECH Success grants?
Yes, you should apply for both. If awarded the P-TECH Planning Grant; the grant would take precedence. If the campus is not awarded a P-TECH Planning grant, they would still be eligible for the P-TECH Planning Year through the designation application.

Since the P-TECH Planning Grant announcement occurs after the College and Career Readiness School Models (CCRSM) planning year application, should we apply for both if our goal is to become a P-TECH?
Resources
Technical Assistance Provider: ECHS/T-STEM/P-TECH/ICIA
  • http://www.texascccrm.org

Texas Education Agency
  • http://www.tea.texas.gov/echs
  • http://www.tea.texas.gov/T-STEM
  • http://www.tea.texas.gov/PTECH
  • http://www.tea.texas.gov/industrycluster

For Information on Designation:
  • https://ccrm.stemcenter.utexas.edu/
Contacts/Questions

Stacy Avery
512.463.8211
ptech@tea.texas.gov

Angie Rose
512.463.9777
angie.rose@tea.texas.gov