



2020-2022 P-TECH Success Grant Program
Competitive Grant Application: Due 5:00 p.m. CT, April 9, 2020

NOGA ID

Application stamp-in date and time

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 delivered by mail or hand delivery no later than the above-listed application due date and time to:

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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RFA/SAS #

2020-2022 P-TECH Success Grant Program

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. 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 district currently has a College, Career, and Military Ready rate of 65.2%. This is lower than the Region's rate of 73%. (Source: 2018-19 TAPR)	The district will address this rate by providing a smooth transitional experience to post-secondary education and the workforce. This experience will include rigorous academic courses with Coastal Bend College (CBC) and work-based programs with Retama Manor.
Only 39.8% of Raymondville ISD graduates were enrolled in a sequence of CTE coherent coursework aligned with industry-based certifications, this is significantly lower than the Region's rate of 61.9%.	The district will address this rate by combining high school and college-level courses to provide a coherent sequence of CTE coursework aligned with industry-based certifications. These courses will allow students the opportunity to earn a HS diploma while simultaneously earning industry certifications.
The average median income for individuals in the target area is \$23,281. This is significantly lower than the Region's average median of \$32,977. (Source: 2018 American FactFinder)	The district will offer CTE courses in the Licensed Vocational Nurse (LVN) Program/ Course of Study (COS). This COS will facilitate the process at which students can become an LVN. LVNs are in high-demand and on average make \$44,360, which is \$21,079 more than the targeted area's average.

5. 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.

GOAL: Provide a smooth transitional experience for students to receive a high school diploma, industry certifications (level 1 or 2 certificates) and/or an associate degree. To offer this by the 2020-2021 school year (Timely), the district will: Partner with Coastal Bend College (CBC) to provide a coherent sequence of classes (Specific); Work with the Workforce Solutions Lower Rio Grande Valley board to ensure students have job placement assistance; and Receive buy-in & work-based experiences from local businesses (Achievable). The business's partnership will be advantageous because in addition to the work-based experiences, students will receive priority during interviews. The district's goal will be tracked by the number of transferable credits/work experiences students receive (Measurable) & assist with addressing the challenges employers face when trying to fill middle-skill jobs (Relevant).

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The district created a list of events for the initial period of the grant, which will consist of the following: 1) Upon Notice of Grant Award (NOGA), a Leadership Team meeting will be conducted to discuss grant implementation and create a plan of action for the grant; 2) The established recruitment and enrollment plan will be implemented. This plan will ensure a minimum of 20% of the target population are at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment; 3) The enrollment plan will be utilized to recruit at least 25% of the 9th grade student body in the P-TECH Program as Cohort 1; 4) All participating students will be provided with flexibility in class scheduling and academic tutoring; and 5) Teachers will be provided a professional development training to ensure they are prepared to instruct students.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

For the second quarter of the program, the following benchmarks have been established to measure progress:

- Counselor/Grant Staff will develop a schedule for students that include social/emotional support, college readiness assessments, and work-based experiences;
- A minimum of 90% of the enrolled P-TECH students in Cohort 1 will pass all courses with an 80 or higher on their semester report cards;
- Academic and social/emotional support will be provided to the remaining 10% of the P-TECH students in Cohort 1 that need to improve their grades; and
- Participating students will tour the facility of the partnering employer and the partnering IHE.

Third-Quarter Benchmark

Benchmarks used to measure the program's third-quarter progress include the following: 1) Have a minimum of 90% of the enrolled P-TECH students in Cohort 1 and 2 pass all courses with an 80 or higher on their semester report cards; 2) Provide academic support to the remaining 10% of the P-TECH students in Cohort 1 and 2 that need to improve their grades; and 3) Ensure that at least 90% of the P-TECH student population in Cohort 1 will have received at least 10 college credits for the Spring 2021 school year; Ensure that at least 90% of the P-TECH student population in Cohort 1 receives at least 1 industry-based certification; and Ensure Cohort 1 students have at least 10 internship/externship hours.

7. 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.

EVALUATION DATA USED TO MODIFY PROGRAM: In order to determine when to modify the program, the district has created an evaluation process that will collect data on the required performance measures such as: Leadership Design Team Members, Meeting Dates, Agendas and Meeting Minutes (meetings will discuss how the school is reviewing student qualitative and quantitative data); Completing enrollment guidelines that adhere to the requirements of the grant; Creating a recruitment plan that includes marketing materials, timelines, and includes a method for implementing input from parents, community members, etc.; Providing the signed and dated list of high demand occupations; Providing the signed and dated Memorandum of Understanding (MOU) with a business partner; Providing the signed and dated MOU with an Institution of Higher Education (IHE); Completing a Program of Study List and Crosswalk template; and Creating a plan of wrap-around strategies and services that can be provided to students. In addition to the TEA required performance measures that will be tracked, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities that are provided. Furthermore, administrators will also participate in surveys that will provide feedback obtained during classroom observation on the teachers' instructional strategies and coursework. Finally, the district will review student achievement results and attendance data (TSI results, report cards, College, Career, and Military Ready rate, employer sign-in sheets, etc.) to determine if there was increase in student academics.

DATA WILL MODIFY PROGRAM FOR SUSTAINABILITY: This data will be consolidated and reviewed during the Leadership Design Team meetings. During these meetings, members will discuss the outcomes of the data and determine if the strategies being utilized are effective. If it is determined that the strategies proposed are not enabling the district to meet the grant objectives and goals, modifications will be discussed. If other, more effective, strategies must be implemented and cause a change in the grant, the district will send out letters to the community, administrators, and board members. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

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8. 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 compliance.

- 1. 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.

- 2. 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.

- 3. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.

- 4. The P-TECH 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.

- 5. P-TECH 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.

- 6. P-TECH programs will be provided at no cost to participating students.

- 7. P-TECH 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.

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Statutory Requirements

1. P-TECH campuses 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.

The district has created an open enrollment process that does not base decisions off of state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment. Below you will find the established recruitment and enrollment processes that will be utilized in order to encourage the enrollment of any of the subpopulations of at-risk students.

Recruitment – In May 2020, once the grant is awarded, the district will implement its established recruitment process and distribute marketing materials to all students; thus, not discouraging/excluding, any of the subpopulations such as: at-risk students, students who are of limited English proficiency, and/or students who have failed a state administered assessment. Additionally, these materials will be distributed at feeder schools and other appropriate locations in the community. This includes brochures and marketing material in Spanish, English, and/or relevant second language(s). In the event that students are unable to return to campus, due to COVID-19, all marketing materials will be distributed virtually and mailed out.

Finally, a written communication plan has been approved for targeting identified audiences, parents, community members, school board, higher education personnel, etc. This communication plan includes targeted media outlets (local newspaper, school newspaper, Facebook, etc.), daily announcements, district and campus websites, and school marquee. The 8th grade Counselor will also meet with at-risk students to personally inform them of the P-TECH Program and its benefits.

Enrollment – 1.) In late May and early June 2020, the Principal and/or Counselor will conduct an in-depth orientation and interview for both the parent/guardian and student. This orientation will cover the structure, goals, intent, and standard expectations of enrolling in the P-TECH Program. 2.) An application/written essay will be required to be completed by the parent/student so it can be reviewed blindly (i.e. all identifying information hidden from the selection committee). The selection committee will consist of district and campus administration, counselors, and teachers. 3.) Applications meeting the selection criteria will be placed in a lottery pool in which students will be selected to become the future P-TECH cohort by random drawing 4.) In June 2020, the district will select applicants and notify their parents/guardians within two weeks following the lottery drawing. 5.) In August 2020, a second random lottery drawing will be held to fill any vacancies and meet the TEA agreed upon cohort size. This criterion will be utilized for the open enrollment process.

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Statutory Requirements (Cont.)

2. P-TECH 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/certificate/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.

HIGH SCHOOL AND POST-SECONDARY COURSES: The district, in partnership with Workforce Solutions Lower Rio Grande Valley board (Signed Letter Shows Collaboration- 5 pts) determined that the best Program/Course of Study (COS) to offer is LVN. This COS will be offered through Coastal Bend College (CBC), to ensure participating students receive a combination of high school and post-secondary courses.

CURRENT OFFERING/HOW PROGRAM EXPANDS OFFERINGS: The district currently offers the following certifications to students in the LVN program of study: (1) CNA Certificate, (2) Marketable Skills Fundamental of Nursing Assistant Certificate, and (3) Pre-Nursing Certificate. The P-TECH Program will expand the current course offerings to include the LVN COS. With this expansion, the district will be able to offer the following courses: Principles of Health Science (13020200), Medical Terminology (13020300), and Practicum in Health Science (13020500).

DEGREES, SEQUENCE OF COURSES, CERTIFICATES, WORK-BASED EDUCATION: This Program/Course of Study will enable students to combine high school courses and post-secondary courses through a strong partnership with Coastal Bend College (CBC). The established course crosswalk and sequence of courses with Coastal Bend College (CBC) can be seen in the course attachment #1- "Crosswalk Template" (5 pts). Students will be able to earn the CNA, Marketable Skills, and Pre-Nursing certifications and experience work-based opportunities through internships and externships that will be provided by Retama Manor, who will make these experiences available to students at every grade level. All student-related work experiences are delineated on attachment #2- Work-based Education document (5 pts).

SELECTED COURSE OF STUDY ADDRESSES REGIONAL WORKFORCE NEED: The district utilized LWDA Labor Market Information provided by TEA to obtain regional labor market information. Utilizing this resource, Raymondville ISD was able to determine that the following are high demand occupations: Licensed Practical and Licensed Vocational Nurse (25% projected increase between 2016-2026) and Registered Nurse (24% projected increase between 2016-2026). These occupations fall under the LVN COS. Therefore, through this grant, Raymondville ISD will be able facilitate the process in which students fill these occupations; thereby, addressing the current regional workforce needs (Address Workforce Need- 10 pts).

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Statutory Requirements (Cont.)

3. P-TECH 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 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 of 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.

Raymondville ISD was a recipient of the 2019-2020 P-TECH and ICIA Planning Year grant (10 pts). During this planning year, the district strengthened their existing agreement with CBC, who is accredited by the SACSCOC, a regional accrediting agency that is recognized by the THECB. CBC will provide Raymondville Early College High School (ECHS) students with a rigorous and accelerated course of study in both college-credit courses and preparatory/college readiness courses. Items discussed in the agreement include: CBC is focused on student success and will work with the ECHS personnel to select courses that guarantee completion of degree and/or certificate and transferability to Texas public four-year institution. All high school courses in the program will be directly aligned with the college's courses to ensure a smooth transitional experience for students; All instructional materials will be provided by the ECHS; The school district will adjust its instructional calendar as necessary to enable students to attend college-level courses provided by the college; Dual credit courses may include, courses in the core curriculum, career and technical, and/or workforce field that applies to a certification or associate's degree; Participating students must report regularly and promptly to dual credit/concurrent credit courses; Grades are awarded on a 4-point scale at the college but will be converted to letter grades for the district; In order to enroll in dual credit courses, students will need to demonstrate college readiness by achieving the minimum passing standards under the provisions of the TSI Assessment. In order to maintain a quality partnership with CBC, district administrators will meet with the College President, Vice President of Instruction, College Liaison, and College Counselor to address any questions or concerns as they arise (Quality IHE Partnership- 10 pts).

4. P-TECH 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 received work-based training or education from the partner with a P-TECH 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.

During the planning phase of the P-TECH grant, the district entered into an Industry Partner MOU with Retama Manor on February 11, 2020 to provide work-based experiential training for ECHS students. Retama Manor will job opportunities in the Health Care industry, which is determined by the local workforce board to be a regional workforce need. To address this need, Raymondville ISD will ensure Retama Manor provides work based-learning experiences for 100% of participating students appropriate to each grade level with wrap-around services for a rigorous, comprehensive education. This will include: Facility visits; Career mentoring; Job shadowing; Internships; Externships; Apprenticeships; Flexibility in scheduling; and/or Work-based education (e.g. observing patients, charting and reporting changes in patients' conditions, such as adverse reactions to medication or treatment, and taking any necessary actions). These proposed quality services are discussed more in depth on the "Work Based Education Matrix" template attached to the submission of this application (Quality Work-Based Education Plan- 10 pts). In addition to these services, the industry partner has also agreed to give priority in interviewing students for any jobs that are available upon the student's completion of the program. Prior to high school graduation, Retama Manor will ensure that all students are trained properly and are capable of performing basic skills and techniques in the field. To maintain a quality partnership, the representatives of the district and industry partner will meet at least annually to review student outcomes and address any issues (Quality Business Partnership – 10 pts).

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TEA Program Requirements

1. The grantee must have an established Leadership Design 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.

As per the P-TECH Planning grant requirements, a Leadership Team was created and is comprised of the following individuals: Benjamin Clinton, Deputy Superintendent; Andrea Mungia, Curriculum and Instruction Director; Dr. Sandra Nieto, High School Principal; and Abiel Cantu, Career and College Readiness Coordinator. Each of these individuals have the experience needed to ensure the successful implementation of the program goals, objectives, and activities.

The Leadership Team will meet monthly to review agreements, monitor progress, and analyze data to address problems and concerns as necessary. In addition, all meeting dates, agendas, and meeting minutes (including attendance) will be posted on the district's website. The minutes will include how student data will be reviewed and how the program will improve the rate of student success.

Since the creation of the Leadership Team, the individuals have met on November 7, 2019, December 19, 2019, January 28, 2019, February 3, 2020, and February 19, 2020, to discuss program goals and objectives, as well as, the partnerships with an IHE and local businesses. The Leadership Team will hold a meeting in April 2020 to discuss what is needed of the staff to run a successful P-TECH Success Program.

2. The grantee must be implementing wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills 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. Services should include both 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 campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

CURRENTLY IMPLEMENTED WRAP AROUND SERVICES (SOCIAL/EMOTIONAL AND ACADEMIC) THAT INCLUDE MULTIPLE STAKEHOLDERS: The high school employs a full-time Counselor that provides wrap-around services to students including: Using aptitude and achievement assessments to evaluate students' interests, skills, and abilities; Providing academic and social/emotional services to support student success in rigorous academic and/or work-based educational experiences; and Evaluating students' background, education, and training to develop realistic educational and career goals. The high school implements a follow-up procedure to ensure that students feel comfortable and are successful in their classroom and coursework. For example, if a student is not performing at the required level in two or more college courses, the Principal and Counselor will personally meet with the student to identify the reason for the student's low performance. This occurs after each 3-week progress reporting period and after each 6-week report card distribution. The social and emotional support of the students are crucial to maintain, in order to improve attendance and ensure academic success. The campus provides continuous social and emotional support to the students by employing a full-time Counselor and Teachers that are devoted to student success. The Counselor provides individualized career, course, and graduation planning with all students. Group sessions are provided when necessary to handle social and emotional issues. **ADDITIONAL STRATEGIES AND SERVICES PROPOSED:** The district plans to increase services to include: work-based experiences for its students through partnerships with local businesses, parenting skills meetings, and flexibility in class scheduling.

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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

1.	Program Director Stipend	\$8,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Teacher Professional Development	\$15,000
7.	Tuition and Fees for Teachers to Obtain Dual Enrollment Teaching Credentials	\$20,000
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	\$39,982
12.		
13.		
14.		

Other Operating Costs

15.	Student Travel for Day Field Trips for P-TECH Students to IHE and Industry Site	\$15,500
16.	Leadership Team Travel for Professional Development	\$6,000
17.	Media communications to promote the program to students and parents	\$15,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
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