



# 2020-2022 P-TECH Success Grant Program

Competitive Grant Application: Due 11:59 p.m. CT, April 27, 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:** G.A.A., Article III, Rider 66, 86th Texas Legislature; TEC §§29.551-29.556 and §29.908

**Grant period:** From 06/01/2020 to 07/08/2022 **Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** Refer to the program guidelines for a description of the 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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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**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
Rowlett High School serves an (72%) underrepresented minority student population that is (53%) economically disadvantaged.	P-TECH programs are a proven method to address barriers to timely high school and post-secondary degree completion, particularly for minority and economically disadvantaged students. Students served will graduate with a high school diploma and college degree when they complete the program.
Develop and implement an annual professional development plan for all Rowlett High School P-TECH faculty. The plan must be aligned to the P-TECH blueprint and quarterly benchmarks.	Design on-boarding professional development in alignment with the P-TECH blueprint benchmarks. The onboarding plan will be developed collaboratively with our higher education and business partners to ensure all stakeholders are focused on building a college and career readiness culture.
Workforce Solutions of Greater Dallas lists software developers as a targeted occupation for Dallas County. Texas' Labor Market and Career Information reflects an average annual salary between \$108K-110K	Rowlett High School will offer an Associate of Applied Science in Software Programming and Development and an Associate of Applied Science in Interactive Simulation and Game Technology, as well as a general Associate of Science degree. Both AAS degrees have transferable BAAS degree options.

**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.

Garland Independent School District, (GISD), seeks a Success Grant for Rowlett High School where 72% of the student body consists of minority students, with 53% of the student body economically disadvantaged. Through an IHE partnership with Dallas County Community College and industry partnerships with Google, Scottish Rite, Nokia, UTD and STEMuli, Rowlett High School will increase the opportunity for 125 students annually from under-represented populations to obtain a high school diploma, an associates of applied science degree, and work-based experience through participation in the P-TECH program. By 2022, The Rowlett High School P-TECH program will be serving 500 students in cohorts of 125 students annually.

**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**

Campus, IHE, and Business leadership identified  
 IHE and business partner agreements signed  
 Facility and equipment audit  
 School within a school design model completed  
 Program marketing materials developed and distributed to stakeholders  
 Students select Rowlett High School P-TECH program during district Choice of School window  
 Students selected for program represent underserved and minority students

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Students preparing for and successfully passing TSI-A in math, reading, and writing  
Students on track for successful completion of first semester courses  
Intervention strategies implemented for students not meeting academic goals  
P-TECH cohort instructors collaborating on student SEL and academic needs and implementing student support intervention plans as identified  
Monitoring of business agreements and work-based experiences for students  
Family engagement and support plans implemented  
Instructional materials, lessons, and resources monitored for adherence to courses and career pathways

**Third-Quarter Benchmark**

Students on track to earn their high school diploma, certifications, and college degree collection, analysis, and reporting of student performance and tracking of continuation in education/training  
Stakeholder survey to determine satisfaction of Rowlett High School P-TECH program and monitor or adjust based on feedback  
Continuation of marketing and recruitment for additional students entering 9th grade cohorts

**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.

Program evaluation will be coordinated through the Grants department. Garland ISD will develop a data analysis protocol and detailed work plan to determine when and how to modify our program at the onset of the work. If benchmarks are not achieved, we will work to determine a root cause and an appropriate intervention. This might include amending our budget priorities and/or additional district personnel on the project for added support. Evaluative measures will be aligned to critical success factors: improved academic performance; use of data to drive instruction; increase leadership effectiveness; increase learning time; increase family and community engagement; improve school climate and teacher quality. Regular meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects of implementing project components. Recommendations and modifications will be reported and discussed during all meetings. Data collected during trainings will be used to gather stakeholder's perceptions of grant implementation, PD, student engagement, and growth in knowledge and skillset. Program and/or pathway enrollment and certification completion data will be collected to assess student academic achievement, engagement, and program growth. Students' demographic data will also be collected by participating campus to ensure equitable representation of students.

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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.

**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 P-TECH shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment. The applicants' information will be uploaded in the campus database and (number of students) will be selected for admissions in to the 9th grade cohort each year. Recruitment and marketing strategies include: Creation of marketing video, brochures, and one-pager that explains our P-TECH program and pathways offered. Email marketing video and one-pagers will be published and distributed to all eighth graders, we will host parent and student informational meetings on campus, visit middle schools to speak to eighth graders and provide information for the high school P-TECH representatives. These activities will be conducted during the 2020-2022 years.

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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.

Rowlett High School will offer three pathways in their P-TECH, including an Associate of Applied Science in Software Programming/Developing, an Associate of Applied Science in Interactive Simulation and Game Technology and an Associate of Science. Students in the Associate of Applied Science in Software Programming/Developing have the opportunity to earn two certificates: Programmer Level I and Software Programmer/Developer Assistant. Students earning an AAS also work toward the Google G Suite Certification for Students. In all three degree pathway, P-TECH students will complete the first two years in a cohort of their core high school classes and AVID. Courses that meet the degree requirements for both high school and college will be dual credit. Rowlett High School, along with district representatives, will work with the IHE to confirm the crosswalk works for both schools. The Rowlett High School P-TECH has five industry partners: Google, Nokia, STEMuli, Scottish Rite, and the University of Texas at Dallas. As shown in the Work-Based Education Matrix, students began working with Goodgle in the ninth grade year. This included support through the G-Suite Certification and communicating with P-TECH students and staff. Students who completed te G-Suite Certification took a tour of Google's Austin Campus in February. Moving forward, Rowlett High School plans to implement many more work-based educational opportunities with their other industry partners, along with support of the Garland and Rowlett Chambers of Commerce. Additional work-based educational opportunities include mentoring, job shadowing, interview preparation, internships, and interviewing for open positons.

The P-TECH courses and work-based educational opportunities will offer students an opportunity to learn more about their chosen career path and potentially get started in growing career fields. CareerOneStop, sponsored by the U.S. Department of Labor, projects an increased need for software programmers and developers. Nationally, projected is an increase in demand of 26%. Texas has an increased projections of 33%. For gaming students, CareerOneStop projects an increase of 17% in positions for multimedia artists and animators through 2024, and animation is part of many computer design jobs.

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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.

A partnership exists between Garland Independent School District and Dallas County Community College District (DCCCD). This agreement is drafted to ensure Rowlett High School and DCCCD provide a rigorous course of study that incorporated students earning a high school diploma, and college credit hours. The partnership will include the following guiding principles: Collaboration in planning implementation, and continuous improvement of the Rowlett High School Program including the provision for faculty, staff, and administration, as well as curriculum development/alignment, training, and student services. Instructional materials needed, programs/courses of study, student enrollment and attendance, administration of statewide assessments  
Financial collaboration of students, faculty, and/or staff in program success  
An established instructional calendar that is consistent with the mutual needs and requirements of both parties  
Recruitment, enrollment and retention  
Compliance with all grading requirements prescribed by applicable laws or the College for continued enrollment in dual credit courses

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.

Google, Nokia, Scottish Rite, University of Texas at Dallas, Stemuli.  
  
The P-TECH courses and work-based educational opportunities will offer students an early opportunity to learn more about their chosen career path and potentially get started in growing career fields.

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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.

Carmen Blakey (Principal); Lath Staats (P-TECH Principal); Gina Makidon (Rowlett Magnet Advisor); Courtney Cox (P-TECH Counselor); Christi Allen (Magnet Coordinator); Audrey Smallwood (Magnet Coordinator); Catherine Meyers (IHE Partner); Tracy Marcheson (P-TECH Stakeholder Liaison)

Steering Committes involved campus, district, IHE, community, and Industry partner representatives  
 9/18/2019; 10/17/2019; 11/21/2019; 1/29/2020; 2/20/2020; 4/23/2020; 5/27/2020; 6/18/2020; 7/23/2020

Campus Leadership Meetings Agenda:

August (Informational parent meeting)

September (TSI goals for Cohort 1)

October (Update crosswak and teacher needs)

November (Fall 2020 recruitment)

December (Partnership with UTD and opportunities with other industry partners)

January (TSI Intervention plan)

February (Master schedule and welcome ceremony for Cohort 2)

March (Conversion to online learning)

April (Academic progress in college classes)

May (Update on recruitment efforts and needs for Fall 2020)

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 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.

A summer bridge program will prepare students for TSI-A and social/emotioanl support for a rigorous curriculum. Tutoring and intervention programs will be offered during/outside the school day. Ninth grade students will be placed in a college support class to develop and study skills and "habits of mind" to enhance success in college-level courses. Students can access college facilities including tutoring services, writing center and extra curricular activities. P-TECH Advisor/Industry Liaison will support students by monitoring college course eligibility, academic progress, and help plan interventions and conduct parent outreach. Teachers will attend professional development that supports the implementation of common curriculum, instructional strategies, assessments and common language. Teachers and administrators will meet in professioanl learning communities to examine student work, discuss academic data and reflect on teaching and learning. P-TECH staff will conduct outreach and education programs to provide parents with tools to support learning needs. College advisors will work with high school counselors to assist students in selecting courses to fulfill the course of study. Counselors will meet with students to provide college/career planning and social/emotional topics. Workplace learning experiences may include field trips, resume and interviewing support, and mentoring and internships.

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CDN 057909

Vendor ID 1756001650

Amendment #

**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.		
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies and Materials	\$122,549.02
12.		
13.		
14.		

**Other Operating Costs**

15.		
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$2,450.98

**TOTAL GRANT AWARD REQUESTED:** \$125,000

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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
<input type="text"/>	
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