NOGA ID [   ]

Application stamp/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 | Rapoport Academy Public School

Campus name | Meyer High School | CDN 161802 | Vendor ID 74-2798827 | ESC 12 | DUNS 00661180

Address | 1020 Elm Ave | City Waco | ZIP 76704 | Phone 254-754-8000

Primary Contact | Clay Springer | Email CSpringer@RAPSwaco.org | Phone 254-754-8000

Secondary Contact | Tyler Ellis | Email TEllis@RAPSWaco.org | Phone 254-754-8000

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):

[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 | Alexis Neumann | Title Dr. | Email ANeumann@RAPSWaco.org

Phone 254-754-8000 | Signature [   ] | Date 4/10/2020

Grant Writer Name | Clay Springer | Signature [signature] | Date 4/10/2020

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____

RFA/SAS # | 701-20-114/272-20 | 2020-2022 P-TECH Success Grant Program | Page 1 of 10

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
Rapoport must increase PTECH student readiness in College, Career, and Military Readiness through access to industry standard tools, technology, and safety equipment while enrolled in Work-Based Learning exprience	Rapoport has excelled as a College and Career Readiness School Model academy for over a decade but in order to prepare every graduate for College, Career, and Life, funding will supplement the quantity of industry standard equipment available for Work-Based Learning to PTECH students starting in the 8th grade and through graduation.
PTECH graduates need to be trained and certified in Industry Based Certifications (IBC) to be considered for employment at industry partners.	Funding will provide Rapoport high quality professional development for teachers to certify and to become trainers for industry certifications that key stakeholders have identified as a need for new hires. Funding will also provide for a certification testing computer lab with free access for other area school districts.
As a PTECH for Entrepreneurship, Rapoport will strategically identify, negotiate, and develop more industry partnerships to increase paid summer internships available at small businesses to at-least 60% of the junior class yearly.	Funding will allow Rapoport to hire a PTECH Coordinator to oversee WBL practicum placements, student skill development logs, resume writing, and interviewing skills. RAPS will also provide extra-duty pay to teachers to complete externships throughout the year and summer to keep up with workforce demands to better align and streamline classrooms to careers.

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.

In order to differentiate graduates at all levels of college, career, and military readiness, Rapoport will seek to have 100% of students participate and engage in authentic Work-Based Learning coursework that will lead to the Industry-Based Certification, Entrepreneurship and Small Business (ESB). Rapoport will achieve this goal by hiring-qualified professionals and training current teachers to become ESB certified. Pathway teachers will be placed in paid externships as well as encouraged and supported to start up their own small businesses utilizing RAPS facilities to bring quality networking and on-the-job training to the PTECH classroom coursework for students. Because of the rapid growth of small business in Waco, Rapoport Academy will seek to develop work-force-ready entrepreneurs by graduating student cohorts with ESB certifications at a 90% rate by June of 2022.

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 PTECH Advisory Board (PAB), led by the PTECH coordinator will: 1) Ensure ESB certified teachers have been hired or trained and at least two ESB teachers are assigned to courses in each Program of study. 2) Develop a Technology and Tool Acquisition plan as outlined by the grant and submit the plan to be school board approved. 3) The PTECH coordinator will develop pre-interview and skills training for students and teachers for externships, as well as an online tool for updates to students' career plan for later data review of effectiveness.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Any changes in the program's activities will be reviewed by the PTECH Coordinator, and submitted to the PAB for recommendations as a result of first quarter analysis. The PAB will ensure 1) the leadership team has cultivated and added partnerships with small businesses to place at least one teacher in each major program in externships starting June 2021. 2) 60% of the junior class will interview and be hired in paid Work-Based Learning with small businesses to start in June 2021. Every 2021 graduate will have had the opportunity to train and take the Entrepreneurship and Small Business Certification, participate in Work-Based Learning, as well as attend add-on training for Industry-Based Certifications in their Program of Study in addition to ESB, for example, Solidworks, Adobe Suite Products, OSHA30 training, ServSafe Food Manager, Part 107 Drone Pilot, etc. 4) PAB will ensure a certification testing specific computer lab has been deployed for student and teacher use.

Third-Quarter Benchmark

The PAB will review the effectiveness of industry certification training and teacher externships, as well as student spring, summer, and fall Work-Based Learning experiences through a programmatic review and analysis of exit surveys from each participant as well as other key stakeholders like partner businesses, families, counselors and core-content teachers. The committee will also 1) advise on programmatic improvements 2) review the results of the sophomore class performance on the ESB exam and prepare recommendations for program improvements 3) determine conversion rate of 2022 seniors for ESB certifications and ensure dedicated training to students needing support to finish the ESB certification by graduation 4) evaluate executed Technology and Tool Acquisition plan 5) submit a 5-year needs assessment to campus, district, and school board leaders to support continued success in PTECH for Entrepreneurship.

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.

The process to collect data includes Benchmark data, Industry-Based Certification (IBC) testing pass rates and EOC scores for CTE courses, quarterly reporting, scheduled management team meetings, and evaluations after each quarterly benchmark. Changes in program activities will be reviewed and recommended as a result of the 2nd and 3rd quarter report. The PTECH Advisory Board will refine, improve and strengthen the program using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. Quantitative measures include required scheduled reports, attendance and discipline records in WBL, student, staff, and business partner satisfaction surveys, and performance assessment data (i.e., IBC pass rates). The performance assessment data will be used to benchmark campus performance as a whole with a dedicated focus to PTECH. Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. Data collection methodologies such as PTECH Coordinator teacher observations and partner-parent-teacher-student surveys will be used to assess program progress. Formative evaluation will begin during project development and will continue through the first year of the project. This will ensure progress toward the summative SMART goal will be made while maintaining high quality implementation of the program. These strategies include measures designed to show gains in student learning and skill acquisition through work-based learning as well as evidence of program impact on all stakeholders, (i.e. partner businesses are able to train add-on career specific skill sets right away instead of entry level skills) The PTECH Coordinator will communicate monthly with the PTECH Advisory Board to ensure Work-Based Learning and IBC preparation are continually being improved for a better student experience. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from all stakeholders will ensure quality in all activities and products.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS #   701-20-114/272-20   2020-2022 P-TECH Success Grant Program   Page 4 of 10

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.

As an open-enrollment charter Rapoport Academy Public School was established to serve the economically disadvantaged students through preparing students for college, career, and life. The district serves a higher number of English Learners and Special Population students than the Region 12 service area and state average. 70.7% of Rapoport students are economically disadvantaged with a student population of Hispanic, 34.3%, African American, 41.8%, White 21% and over 50% of students are at-risk population. RAPS has developed a program series called "Rapoport on the Road" to take STEAM learning to the East Waco Community surrounding the historic Paul Quinn College campus that is now home to Rapoport's secondary campuses. East Waco has the highest concentration of at-risk population in the Greater Waco Area. "Rapoport on the Road" participates in events across the community to highlight PTECH and each event includes programming for all grade levels like technical crafts, CNC/CAD design, air rockets, downhill racers and more. Rapoport participates in more than a dozen business, neighborhood, and public events a year highlighting PTECH pathways available to families. Kinder through seniors at Rapoport have adopted national Lemonade Day for training entrepreneurs of all ages in a collaborative, cross-grade level project. Rapoport hosts a HBCU Fair event in the spring to showcase Historically Black Colleges and Universities to students in partnership with Alpha Kappa Alpha Sorority, Central Texas African American Chamber of Commerce, Cen-Tex Hispanic Chamber of Commerce and Waco ISD. Another great event is the yearly fall event called STEM Pathways nights to help students and families identify a clear pathway from RAPS PreK to career with local industry partners communicating starting salaries, programs of study, and the post-secondary requirements offered through our PTECH to get there.

Rapoport has adopted STEM education PreK-12 and builds awareness for the STEM and PTECH programs through focusing each of the recruiting and community events around the programs of study offered by the Rapoport PTECH Academy for Entrepreneurship in STEAM disciplines. It is important for students and families interested in PTECH to know the value of earning the Entrepreneurship and Small Business (ESB) certification along with add-on certifications that coincide with the programs of study offered. Activities typically cover one or two programs of study for each pop-up event, and the district Community Relations Director, Parent and Family Liaison, and PTECH Coordinator will ensure the proper signage displaying PTECH programs is on site and lead conversations with families in English and Spanish to recruit students to find the training and job placement for these high-demand and high-wage careers at Rapoport.

After the STEM Careers course in 8th grade and Intro to Entrepreneurship in 9th grade students continue on through a pathway to career in one of these four major Programs of Study. Each program has personal graduation plans to include Associates degrees with coursework from both TSTC and MCC, as well as level I and II certificate programs from the Institutes of Higher Education partners.

Modern Design - This program includes training on Adobe Suite products like Photoshop, illustrator, website design, HTML coding and technical skills like photography, videography, and audio engineering. Students learn how to take a client's art based vision for a product to digital format to create turnkey marketing campaigns.

Engineering and Mechatronics - The program includes training in OSHA, CAD/CNC computer design like AutoCAD and Solidworks as well as hard skills like laser cutting, welding and fabrication. Students learn to work with clients to bring products to life through engineering design and production like the major project of 2019, a mobile axe throwing trailer students built for Waco Axe Company.

Business and Hospitality - This program provides training for students like Servsafe Food Manager and Hospitality certifications. Students learn the in and outs of working front-end clients services and small businesses like operating a school owned food truck.

Health and Wellness - This program is focused around nutritional and holistic health of students to be successful in college, career, and life. Hosted by the athletics department, students experience Work-Based learning with personal trainers, dietitians, start-up gym owners, and healthy lifestyle chefs.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Every student at Rapoport Academy will deeply experience the entrepreneurial spirit of hard work, problem solving, learning how to learn. This foundation will be the strong base for each student to choose the program of study right for their career path, whether they become entrepreneurs or corporate innovators. This is accomplished by embedding Entrepreneurship and Small Business (ESB) training into freshman classes in all subjects preparing students to become certified in ESB. Students are also able to see their instructors start up small businesses while also teaching, creating an exciting ecosystem for innovation inside the high school's walls. Entrepreneurship and Small Business is one of the fastest growing industries in Waco according to the 2019 Greater Waco Chamber of Commerce economic activity report. In 2018, the federal intellectual property court moved to downtown Waco which has led to a burst of IP litigation in Waco as well as a Baylor University and City of Waco partnership to develop an Innovation Business park for tech startups walking distance from Rapoport Academy. With the major economic growth in Waco, Central Texas has seen a rise in new business startups, tourism, and retail. This economic boom is anticipated to have a 3 billion dollar impact on the Waco services industry and 1.5 billion dollar impact on trade disciplines in Waco by 2040 (Perryman report, 2018) which is expected to cover more than 50% of the high wage jobs in the Waco Area. Rapoport will target 3 of those top 5 fastest growing industries projected for 2016-2026 growth rates. Leisure & Hospitality, Retail Goods and Services, and Business Services as identified by the Heart of Texas Workforce labor market index at 25.2%, 28.2%, and 25.8% respectively for the growth period. The Greater Waco chamber employment report also reports approximately 130% employment growth collectively for each target area quarterly. The Chamber also marks each target area as indexed to the total labor market in the Waco MSA as 14.5% for Retail Trade, 10.2% Leisure & Hospitality, 10.3% for Professional & Business Services (Published by Waco Chamber of Commerce, 2020 by dataZoa). These jobs make up over 80,000 jobs in the MSA. With the economic times that we have experienced in the spring of 2020, there is no better time to send our teachers into the community for externships with many of these businesses. RAPS will cover financial costs of the paid externship to create a co-beneficial and lasting relationship with partner business to not only see these businesses return to normal but surpass growth expectations.

Through PTECH, the more small businesses we can help grow, the more opportunities for RAPS teachers and students to experience real and authentic Work-Based Learning. Rapoport has also developed an Entrepreneurial Teacher role for local entrepreneurs to become part-time instructors at Meyer High School in their discipline while gaining access to RAPS facilities for office space, prototyping, fabrication, and ESB training to launch their business. This eases the financial burden of entrepreneurs by providing some salary and benefits but also the incubation support of Rogue Capital and Rapoport Academy. In 2019-2020, RAPS brought on three Entrepreneurial Teachers and the program has become a huge success, all three teachers completed the training and earned ESB Certifications. One teacher will be launching a store front of his food truck in late 2020, and another will be using RAPS students in summer 2020 to build a mobile sound recording studio for his audio engineering business, Apollo Sound. One teacher has been offered a full-time teaching contract because of the success bringing real-world entrepreneurship and engagement into the classroom.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

| RFA/SAS # | 701-20-114/272-20 | 2020-2022 P-TECH Success Grant Program | Page 6 of 10 |

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.

Rapoport is leveraging more than a decade of partnering through ECHS with both Texas State Technical College and Mclennan Community College through the transition to a PTECH academy for Entrepreneurship in 2018. Rapoport employs a College and Career Counselor, a Parent Liaison, as well as a College Student Coordinator to support, encourage, and transport dual-enrolled students through the rigors of being a college student. In 2018, Rapoport saw almost 50% of graduates earn an associates degree alongside high school graduation. Each major program of study includes classes at both institutions for a more diversified graduate and is outlined in detail in the student personal graduation plan. The college counseling staff holds quarterly meetings with students and biannual meetings with families to advise and improve the dual enrollment experience for every PTECH student. The combination of IHE partners in MCC and TSTC creates a unique environment for RAPS PTECH students as students can enroll in class on the college campus or online at both colleges, creating a diverse learning experience from our students that include traditional college classes and hands-on industry based training.

Both TSTC and MCC have strong dual-enrollment departments that are well suited for aligning curriculum and crosswalks, providing instructional suited for dual-enrollment, and working with grading periods and policies ,as well as instruction calendars. TSTC and MCC work with students through the rigors that first-generation college students face, and excel at championing these students to the finish line of graduation at extraordinary rates.

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.

Ten years in the making, Rapoport has dedicated staff members, advisory boards, and family committees to work closely with IBM, TEA, and Educate Texas to develop the unique Entrepreneurship model for PTECH that best fits the regional workforce demands. RAPS has not partnered with one business for a single pipeline to industry, but in the spirit of Entrepreneurship and Small Business support, RAPS has partnered with more than 10 small businesses to meet the individual needs of our students and teachers to provide access to WBL for all students. Rapoport strategically works to find the best partner business for each student's internship, seeking a co-beneficial relationship for student and business. The largest partner, Rogue Capital, LLC, a local venture capital firm has invested in over 20 small businesses. Rogue Capital operates a co-working space in close proximity to the school which provides a variety of small businesses that are renting space, including an electrician, realtor, barbershop, photography-studio, bakery, podcasting studio, and several other hospitality businesses. Rogue Capital has leased the 10,000 sqft warehouse space attached to the co-working space to Rapoport free of charge to use for Work-Based Learning experiences and Career and Technical Education classes. The proximity of students, teachers, and businesses extends the entrepreneurial ecosystem to create an organic partnership while students experience the life of small businesses everyday by attending classes in the same space that these partner businesses operate. Rapoport has also partnered with the Central Texas YMCA for WBL for the Health and Wellness pathway students. Each partner is required to have a representative sit on the PTECH Advisory Board.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS # 701-20-114/272-20   2020-2022 P-TECH Success Grant Program   Page 7 of 10

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.

PTECH leadership team at RAPS will be broken into three areas of impact based on blueprint benchmarks. Leadership consisted of two district employees, two campus leaders, and a representative from both the IHE and Industry Partners. The PTECH Advisory Board will consist of stakeholders including partners, Educate Texas representatives, school representatives, families, teachers, and students. Rapoport has also established design and vision teams for each Program of Study to dream the future and potential impact of every student. Rapoport will also implement a three tiered advocate team for every student in the academy that includes one campus staff, one industry partner, and one junior or senior in the same Program of Study.

Superintendent - Dr. Alexis Neumann
District STEM and CTE Director - Clay Springer
Principal, Campus Administrator - Dr. Tyler Ellis
College and Career Counselor - Ami Andrade
IHE Partner, Mclennan Community College - Londa Carriveau
IHE Partner, TSTC - Patty Lopez
Rogue Capital Industry Partner and Advisory Board Chairman, Cory Dickman
Entrepreneurial Teacher, Camera Coach, Corey Dunigan

Campus and District leaders meet every other Monday over lunch throughout the school year, and are joined by the leadership team once a quarter. The PTECH advisory board will also meet over lunch on Tuesdays. Yearly, the PTECH Advisory Board, RAPS Leadership Team, and school board representatives assemble in an open public meeting to report out, plan, advise and ideate on PTECH.

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.

Rapoport Academy has long devoted several staff positions to meet the needs of our largely at-risk students population in both academic and social/emotional support. These positions include both a Dean of Students and a Dean of Academics, as well as a College and Career Counselor, College Student Coordinator, and a Parent Liaison. As part of the T-STEM school model Rapoport developed a community group model for tiered mentoring that has continued through the transition to PTECH. Every morning PTECH students gather as community groups to start the day together and share shout-outs, concerns, announcements, and community apologies. On Fridays, students are able to spend more time during an extended lunch to connect and grow as community groups that are vertically aligned by programs of study to provide leadership opportunities for students studying the same disciplines. The high school is also continually analyzing School Climate survey data to identify improvement for student experience in both social/emotional and academic difficulties that come from the rigors of the PTECH academy.
      As part of the grant funding, Rapoport will partner with a local not-for-profit, Prosper Waco, for race and equity training as well as Advancement Via Individual Determination (AVID) training for teachers and administration to better provide holistically College, Career, and Life counseling and services. Prosper Waco is a leading organization in the education success space for at-risk students in the Central Texas area. Deployment of the AVID program with the mentoring and counseling already in place, Rapoport will better ensure the career success of every graduate.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.	PTECH Coordinator (1/2 FTE)	$30,000
2.	Extra duty pay and Stipends	$10,000
3.	Externship Stipends	$5,000
4.		
5.		

Professional and Contracted Services

6.	Professional Development	$10,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Industry Standard Equipment	$65,000
12.		
13.		
14.		

Other Operating Costs

15.	Program Administration	$5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$125,000
TOTAL GRANT AWARD REQUESTED:	$125,000

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.