



**2021-2023 CCRSM P-TECH Planning and Implementation  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 23, 2021**

NOGA ID [redacted]

Authorizing legislation **General Appropriations Act, Article III, Rider 66, 86th Texas Legislature**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 23, 2021**.

Application stamp-in date and time

Grant period from **April 19, 2021 to June 15, 2023**

Pre-award costs permitted from **the date of the award announcement**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment #1: Document of Collaboration with Local Regional Workforce Board
3. Attachment #2: "Program of Study" Crosswalk template

**Amendment Number**

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

**Applicant Information**

Organization **Flour Bluff ISD** CDN **178-914** Campus **High School** ESC **02** DUNS **193510377**

Address **2505 Waldron Road** City **Corpus Christi** ZIP **78418** Vendor ID **1746000593**

Primary Contact **James Crenshaw** Email **jcrenshaw@flourbluffschoools.net** Phone **361-332-8390**

Secondary Contact **Velma Soliz-Garcia** Email **vsolizgarcia@flourbluffschoools.net** Phone **361-694-9205**

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name **Velma Soliz-Garcia** Title **Superintendent**

Email **vsolizgarcia@flourbluffschoools.net** Phone **361-694-9205**

Signature *Velma Soliz-Garcia* Date **3/22/2021**

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM P-TECH Planning and Implementation Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM P-TECH Planning and Implementation Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. Required by statute: P-TECH campuses will provide participating students with flexibility in class scheduling and academic mentoring.
- 6. Required by statute: P-TECH campuses 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.
- 7. Required by statute: P-TECH campuses 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 and 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.
- 8. Required by statute: P-TECH campuses will be provided at no cost to participating students.
- 9. Required by statute: P-TECH campuses will ensure that a student is 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.
- 10. The P-TECH campus will implement the design elements included within the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

**NEEDS:** Flour Bluff ISD is located in the Gulf Coast Region highlighted by Corpus Christi, the eighth largest city in Texas and 60th largest city in the United States, according to the U.S. Census. The population of Corpus Christi has increased 7.18% since the 2010 Census, and with its expected continuation of growth, this area will need more housing, businesses, schools and other developments to accommodate the expanding needs of those who flock here. According to the Workforce Solutions of the Gulf Coast occupation projections to 2026, construction occupations (such as carpenters, framers, plumbers and electricians) are expected to see an average 19.4% increase in employment opportunities. According to Workforce solutions these construction trades skills are especially in short supply in the Gulf Coast Region and across the country, because of increasing population and the growing number of Baby Boomers retiring from the industry.

**OVERVIEW:** Therefore, with grant funds, the district plans to offer a Construction Skills Trades pathway. This program involves training, education and hands-on opportunities in the building trades, such as electricians, carpenters, and plumbers, along with an opportunity to earn an Associates in Applied Science. Few high schools in the Corpus Christi area are partnering with IHEs (such as Del Mar College) to offer a Construction Skills Trade pathway of study, making it extremely inviting for Flour Bluff ISD to pursue these trades in the Coastal Bend region. Workforce Solutions Gulf Coast wage information shows plumbers earn a mean wage of about \$27 per hour, while carpenters make about \$21 per hour. This would be a new, special program that will include opportunities such as completing the actual process of building a "tiny home" intended to prepare Flour Bluff High School graduates to work in the much needed construction trades for various companies or provide the ability for graduates to start their own construction companies upon graduation or after their higher education degree program. This Construction Skills Trades pathway provides several career options as well as continuing education and additional occupations through an Associate's in Applied Science Degree in Building Maintenance or Construction Technology. For Flour Bluff ISD students, this P-TECH program of study is a need that is not currently being met through any channels in this district or other ISDs in the immediate area. This new Construction Skills Trades pathway meets the mission of Flour Bluff, which cites "in partnership with the community has high expectations for all students and is committed to: Building a solid foundation for college, career and lifelong success through academic, extracurricular and special programs."

Overall, this P-TECH program of study will address several issues within the ISD and in the region. Those include a response to assist the Gulf Coast Region in its challenges of hiring skilled staff to fill middle-skill jobs in the high need industries, assist students in attaining a smooth transitional experience through education and training into those high demand occupations and industries, and to increase the percentage of students who receive a diploma, associate's degree, a two-year post-secondary certificate/industry certification, and work-based education.

**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
<p>Workforce Solutions of the Coastal Bend reports construction and extraction occupations, based on its 2019-2021 list, are among the most jobs available as of 2019 and have among the highest earning and growth potential as cited by median hourly earnings.</p>	<p>Career opportunities in professional skills and trades in the building and construction are booming. That is why Flour Bluff intends to add a Construction Skills Trades pathway through Del Mar College to address the local needs for these occupations (carpenters, plumbers, electrical). Students will have the opportunity to pursue a path that leads to certification and/or an Associates of Applied Science Degree in Building Maintenance or Construction Technology.</p>
<p>Based on TAPR (2019-2020), only 30% of graduates from Flour Bluff ISD completed a CTE Coherent Sequence Coursework program aligned with industry-based certifications. That figure is well below the state figure of 59%.</p>	<p>Being designated a P-TECH campus will ensure Flour Bluff continues to develop and elevate its offerings, while aiming at the burgeoning relationship with Del Mar College to offer students the opportunity to obtain dual credit courses that will lead to students obtaining task-oriented training leading to industry-based certifications preparing them, in this case, to be hired by local construction companies, builders, and contractors.</p>
<p>According to the 2019-2020 TAPR, 60.8% of Economically Disadvantaged students at Flour Bluff ISD are College, Career and Military Ready (CCMR). That compares to the overall student rate of 72.3%, which is similar to the state's 72.9%.</p>	<p>Work will occur with local businesses, an IHE, and area Workforce board to continue to expand the offerings of rigorous academic and work-based educational program that place students, especially ED, on a clear and smooth transitional roadway toward employment opportunities in targeted occupations and industries post their secondary education</p>

**Measurable Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The purpose of this project at Flour Bluff ISD is to establish and build upon the foundational components including design and requirements that are specifically aligned to the P-TECH Blueprint. Through these design efforts and TEA requirements, Flour Bluff ISD will expand its CTE offerings and add a Construction Skills Trades pathway to assist in the growing building market and needs in the area. At the same time, Flour Bluff's goal is to increase its CTE Coherent Sequence completion to 40% while increasing the CCMR of Economically Disadvantaged students to 65% after the 2024-2025 school year.

**ACTIVITIES TO IMPLEMENT TO MEET GOALS/OBJECTIVES**

- \* Establish a P-TECH Leadership Team to include high-level personnel from the district, business/industry and IHE personnel. Hold regular meetings to discuss planning and disseminating information during the grant period.
- \* Select and establish an Advisory Council to include stakeholders and hold regular meetings with specific agendas.
- \* Meet with and select TEA technical assistance network to partner with on planning and implementation process.
- \* Develop a marketing and recruitment plan to include written admissions policy and enrollment application/brochures.
- \* Enter into required Memorandums of Understanding (MOUs) and other necessary agreements with local business partners and the Institution of Higher Education (IHE).
- \* Develop wrap-around services and strategies specifically for students and staff for pathway success.
- \* Create a curriculum alignment plan with participating businesses to ensure appropriate grade level-work.
- \* Submit Implementation Plan to TEA
- \* Apply for P-TECH Designation by the 2022-23 school year

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

**PERFORMANCE MEASURES** - Among the data and information identified for analysis of student outcomes include:

- \* The overall number of students participating in the pathway on an annual basis.
- \* The number/percentage of students who complete the degree program.
- \* Overall Career, College and Military Readiness (CCMR) numbers/percentages at Flour Bluff as annually reported.
- \* Whether the number of Flour Bluff ISD students in CTE programs is increasing.
- \* The number and strength of the business relationships Flour Bluff ISD develops within these expanded pathways as well as other CTE programs within the district.
- \* The number of students hired in the industry within their pathway degree/certification program.

**HOW TO MEASURE PERFORMANCE** - The Leadership Team will be instrumental with assistance from the Advisory Council to guide and monitor data collection, which will be obtained through program enrollment and attendance numbers, completion rates, course grades, student and parent surveys, interviews with industry/business partners and annual reports from Del Mar College regarding students in the program. During each group meeting, the grant requirements, goals, quantitative and qualitative data and activities will be reviewed and analyzed. This will ensure if problems arise, timely collaboration can occur between Flour Bluff and Del Mar and those involved in the program to decide on resolutions to deal with issues that may arise regarding meeting the identified goals/objectives and performance measures. At each meeting, the group will discuss the progress reports and whether the campus is meeting the performance measures set at that time. If there are any at risk of not being met, the group will discuss why and what solutions can be implemented to address these issues.

**ENSURING EFFECTIVENESS** - If the Leadership Team and Advisory Council determine the performance measures are not being met or cannot be met for some reason, this group will discuss potential modifications to the program timeline or processes, depending on the failure to meet the measures. If these strategies are not effective, additional support will be requested from the TEA or other schools that have implemented or are implementing the P-TECH program. Significant modifications needed to ensure effectiveness and/or to meet performance measures will be led by the Leadership Team.

## Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

**MEETING NEEDS/GOALS:** To develop the proposed budget, Flour Bluff ISD administration outlined the needs and goals of this P-TECH Planning and Implementation Grant. Then the district leadership researched and determined the cost of staffing, supplies, materials, curriculum, travel, professional services, and equipment needed to meet the needs and reach those goals. The district also estimated the number of students who would be participating in the program to make sure there was sufficient funding for materials, technology, travel and certifications. In order to properly meet the goals of this project, a designated director as determined to be a need as well as expenditures for additional support with planning and preparing the P-TECH process and obtaining the designation.

### ALLOCATED FUNDS:

#### Payroll - \$35,500 total

- \* Stipend cost for Program Director to oversee the CCRSM P-TECH Planning and Implementation project. The planning and implementation of this new P-TECH program will involve significant time and the Program Director will play a key role throughout this process - \$28,500
- \* Extra Duty Pay for Counselors/Facilitators. These personnel will market and promote the program to Flour Bluff ISD students of all ages, including incoming 8th graders - \$7,000

#### Professional and Contracted Services - \$42,500 total

- \* Fees associated with student certifications in P-TECH industry (Construction Skills/Trades/OSHA) - \$8,000
- \* TEA Technical Assistant to work in depth with district for curriculum planning and development throughout the planning process and through implementation of this new program. Starting a program such as this will not be easy and if not done correctly could result in not meeting goals and objectives and especially not meeting the needs of the students and community - \$20,000
- \* Grant funds will be used to provide student workshops and guest speakers as part of the wrap around services as well as recruitment and enrollment support for the program - \$4,500
- \* Training consultant to additionally assist in the planning, marketing and implementation - \$10,000

#### Supplies and Materials - \$43,850 total

- \* Grant funds will be utilized to purchase on student instructional supplies/items and resources needed to deliver curriculum, hands on learning (which is imperative) for this Construction Skills Training P-TECH program. This will include relevant online resources, print materials as well as providing the equipment and materials needed for students to succeed in the program.

#### Other Operating Costs - \$21,750 total

- \* Travel (busing) costs for students to be transported to Del Mar College West Campus for coursework in Construction Skills Trades. These grant funds also will be used to transport students to job/work sites for additional hands-on experiences within the construction/building industry - \$16,500
- \* Marketing costs to promote program through various mediums, including print brochures and fliers as well as online efforts - \$2,750
- \* Funds to convene Leadership and Advisory teams - \$2,500

Indirect - \$6,400 total based on Flour Bluff's approved indirect rate.

**ADJUSTMENTS:** If it is determined that adjustments to the program are needed, the Leadership Team and Advisory Council will discuss at their regularly scheduled meetings what changes are needed that will help to ensure the success of the program. If these personnel require guidance on addressing a certain issue, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters to parents and guardians, community, administrators, Del Mar College and board members to notify them of the intent of the charter to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

**Statutory Requirements**

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

TARGET POPULATION - Building a purposeful, thorough, and non-exclusionary recruitment and enrollment process is imperative to the success of any program, including this P-TECH program at Flour Bluff ISD that will add this Construction Skills Trade pathway (including carpentry, electrical, framing, and plumbing training). The recruitment and selection of targeted students starts with a needs assessment, which focuses on increasing the College, Career and Military Readiness percentages of Economically Disadvantaged students within the district to approach the district and state percentages, while also focusing on increasing the percentage of Flour Bluff students who graduate with CTE Coherent Sequence Coursework program aligned with industry-based certifications.

In order to meet the numbers desired by Flour Bluff administrators and leaders, which is an all-inclusive effort to recruit students of all levels and demographics, with a focus on at-risk students (Economically Disadvantaged), the following overarching strategies and activities will be utilized.

TIMELINE & ACTIVITIES - Starting as early as May of 2021 and running through March of 2022:

- \* Marketing materials such as fliers, brochures, videos, social media information, online advertising will be created by the district's Communications/PI department and initially made available in both English and Spanish, as needed.
- \* Develop surveys and prepare to distribute student interest/skills for career development in order to better identify students.

From late 2021 to the fall of 2022

- \* Upon receiving the P-TECH designation, marketing materials will be distributed to all students, parents and other stakeholders with interest in the programming available.
- \* Utilize surveys, fliers, and emails to attract interest from students.
- \* Any student interested in the program will be provided an application and encouraged to apply (the application will include a student essay as well as responses to questions about why they want to be part of the program).
- \* Administrators will form a committee to finalize a list of potential program participants based on a blind-review of the applications. When looking at these students, all factors will be taken into account, ensuring enrollment potential/equal opportunity for at-risk students and those with limited English proficiency who have previously failed state assessments.
- \* Meetings will be held between administration and the list of interested students along with their parents/guardians to detail the program specifics, its requirements, commitment, benefits and rigor.
- \* After meetings are held, students along with their parent/guardian will be required to sign documentation stating they would like to be included on the participation list and understand the program's requirements.
- \* The district will hold a weighted lottery intended to be inclusive of students who are Economically Disadvantaged, At Risk or members of the targeted sub-populations, including limited English proficiency students.
- \* Once the selection process is complete, participants will be notified. A full program orientation will be held and the students will be asked to sign a contract to participate in the program. Alternates will be selected in the situation where a student is unwilling to sign the contract.
- \* Once students are in the program, assign them a counselor/mentor/teacher to meet with them regularly to keep up to date on whatever they may be struggling with or need wrap around services.

In order to continue to build on recruitment and for persistence and sustainability purposes, several activities will be ongoing. These activities include:

- \* Provide tours of the facilities for the P-TECH program and other CTE programs
- \* Hold an annual Open House to explain the aspects of the programs and the recruitment and enrollment process.
- \* Each semester, hold new student/parent/guardian welcome meetings and discuss the opportunities and process.
- \* Communicate with local media outlets to make them aware of the district's programming and the impacts it is making with hopes to increase visibility to the community and beyond for Flour Bluff ISD
- \* Provide social services to parents/guardians as necessary to ensure success of the students in the program.

**Statutory Requirements (Cont.)**

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

EXPANDING CURRENT OFFERINGS - Flour Bluff ISD currently has significant course offerings in partnership with Del Mar College in several pathways and clusters, including in health sciences, welding, public safety, Information Technology and Transportation. Now, the district would like to pursue expanding its dual-credit course offerings to include Construction Skills Training. This additional pathway, which all would be held on the Del Mar College West Campus and include student transportation to and from courses, leads students to a pathway in the high demand construction trades with significant salaries and growth potential. By the time students graduate, they will have obtained certification in Construction Skills and/or an Associates of Applied Science Degree in Construction Technology or Building Maintenance. The education received in this P-TECH program will provide students a seamless transitional experience from high school to post-secondary and this invaluable workforce in the Gulf Coast Region.

COURSE OF STUDY/ADDRESSING WORKFORCE NEEDS - According to Workforce Solutions, careers in the construction trades provide good benefits and pay, numerous job openings and shift options and a rewarding career for the highly skilled and motivated. The Gulf Coast Region, including the Corpus Christi area is home to corporations in the oil and refining industries and the area continues to show significant population growth, which requires building for homes, businesses, schools and industries. From 2016 to 2026, Construction Trades, specifically carpenters, framers, plumbers and electricians, are expecting a 19.4% increase in growth in available positions. These are the reasons Flour Bluff ISD administrators believe it is imperative to offer its students this opportunity to earn a certification and/or an Associates in Applied Science in Construction Technology/Building Maintenance to make Flour Bluff students competitive in several aspects of the construction trades job market wherever they may go. The program would consist of 30% book/classroom work and 70% hands-on construction work. At the end of this two (2) year or four (4) year program, graduating seniors will have built a "tiny home" and be capable of being employed by a local construction firm as an entry level trades worker. By creating this robust P-TECH program, with numerous opportunities for work-based learning including internships, students from Flour Bluff interested in pursuing and achieving certification, and even better, an associate's degree, will have a competitive edge in the job market. Students will be able to earn a general construction OSHA 30 certification, Occupational Skills Award and be able to matriculate course work taken toward a certificate and associate's degree upon graduating high school.

COURSES AND SEQUENCES - Del Mar College provides state-of-the-art equipment and materials for this Construction Skills Trades pathway where students train on and learn how to use many types of equipment properly, efficiently, and safely. These courses combined with core academics, including math, science and English can lead to a certificate coinciding with high school graduation and also toward an associate's degree of applied science.

Among the specified Construction Skills Training coursework for a certificate/ associate's degree pathway includes:

Year 1 - Principles of Construction

Year 2 - Construction Tech I

Year 3 - Safety - OSHA 30 Construction Safety Course; Construction Tech 2A - Carpentry Part I; and Construction Tech 2B- Carpentry Part 2.

Year 4 - Practicum of Construction A - Plumbing and Practicum of Construction B - Electrical.

WORK-BASED EDUCATION - Because of the proximity to so many companies locally in the building and construction industry, students in all grades will have numerous opportunities for work-based experiences through field trips, attending college and career fairs sponsored by the corporations, participate in job shadowing, hands-on workshops and field experiences with the industry partners, and job shadowing opportunities. Internship opportunities will also be provided along with the potential for full-time employment after certification and graduation. Specifically, the students who follow the pathway will have a practicum of construction the summer between their junior and senior years where they work with partnering construction/contracting companies.

**Statutory Requirements (Cont.)**

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

Flour Bluff ISD has had a successful partnership with Del Mar College, located in Corpus Christi, just a few miles from Flour Bluff. With agreements already in place for several other CTE programs, creating an articulation agreement with Del Mar regarding this program of study will build an even stronger relationship. (See attached letter of support)

Del Mar College has a history of successfully coordinating with various schools to provide students with college experience while still in high school. The campus size (Del Mar's West Campus will be the main one used for Flour Bluff students in this Construction Skills Trades program) offers a diverse number of programs and majors as well as services to suit the needs and interests of students. Del Mar offers numerous degree and certificate options, including associate degrees in a variety of liberal arts, social sciences, business, math, technology, manufacturing and health fields of study. These opportunities and knowledge of P-TECH programs and needs, along with the proximity to Flour Bluff makes Del Mar College the ideal partner in this endeavor. The plan of study for the P-TECH program will provide a seamless transition for students from grade level to grade level with college-level courses integrated into the high school schedule. This provides a road to a certificate and associates degree in a high demand industry. Flour Bluff and Del Mar College will enter into an articulation agreement to address several specific items regarding this program, including:

- \* Curriculum alignment
- \* Instructional materials
- \* Programs/courses of study
- \* School calendar/scheduling
- \* Student enrollment and attendance criteria
- \* Grading periods and policies
- \* The administration of statewide assessments
- \* Student transportation to and from IHE

4. 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.

Flour Bluff ISD will partner with STREAM Construction, located in nearby Mathis, South Shore Homes Inc. in Corpus Christi, and with Victory Building Team of Corpus Christi. These businesses have a history of partnering with Flour Bluff ISD and are excited to be part of this P-TECH program plan. (Letters of Support and work-based attachment included in application materials)

One of the expected goals of this process is for these businesses in the construction trades industry to provide students with work-based opportunities to include hands-on experience to create a strong building block of work-based learning for students. The intent of this partnership is to ensure career readiness skills for every student at all grade levels and increase the likelihood of student success in the program and beyond. The partnership will afford students access to summer and senior year internships, job shadowing opportunities, apprenticeships, safety briefings, site visits, and field experiences.

During the planning stage of this P-TECH designation, a Memorandum of Understanding (MOU) will be developed with STREAM Construction, South Shore Homes, and Victory Building Team which will define the roles and responsibilities of both the district and the businesses. These partnerships also will provide further opportunities for students regarding priority in interviewing for jobs at the company upon completion of the certification and/or associate degree.

Among the items the MOU will address, includes:

- \* Detailed plan for work-based learning experiences for students at each grade level;
- \* Clear roles and responsibilities for the work location supervisors, mentors, teachers and other personnel;
- \* Career mentoring with the business/industry partner;
- \* Student requirements for internships and practicums; and
- \* Additional plans for learning and job experiences such as presentations and job fair opportunities.

**TEA Program Requirements**

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The Leadership Team for P-TECH has been comprised of high-level personnel and administration that includes, but is not limited to, the following individuals:

Velma Soliz-Garcia - Flour Bluff ISD Superintendent  
 James Crenshaw - Flour Bluff Deputy Superintendent  
 Linda Medley - Flour Bluff High School Interim Principal  
 Dr. Linda Barganski - Flour Bluff Associate Superintendent of Student Services  
 Zachary Graf - Flour Bluff CTE Teacher  
 Louise Day - Flour Bluff Business Manager  
 Chris Hamilton and Chuck Clark - Industry/Business Partner Liaisons  
 Arnold Mendez and Leonard Rivera - IHE Partner Liaisons, Del Mar College

In order to accomplish the goals set forward in this P-TECH LOI and keep a close eye on the objectives, activities and benchmarks, this group will meet up to twice each month during the planning process. During these imperative meetings, which will be organized through focused and detailed agendas available on the district's website, the items to be discussed will include all facets of the P-TECH program from the planning stage through implementation.

There will be initial discussion requirements that will focus on processes and organization of the team and meetings later into the development of the program will focus on the success of processes, implementation challenges and sustainability. Specifically, topics to be discussed during these meetings include, but are not limited to:

- \* Identification of each member's role in the design, governance, operations, accountability, data collection, curriculum development, professional development, outreach, sustainability, and continuous monitoring of the P-TECH program;
- \* Progress on meeting outcome-based performance measures;
- \* Who will be charged with compiling annual reports and how will they be disseminated to whom; and
- \* Sustainability and ensuring structures are in place to address and minimize challenges in the program's implementation.

2. Describe wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

Currently, the campus offers several academic and emotional wrap-around services and strategies, including but not limited to: individual academic counseling, internet access to Economically Disadvantaged students, homework assistance and college and career guidance. The district also has career counseling staff that provides information on financial aid, college advising and employment assistance to Flour Bluff ISD students. Del-Mar College also provides tutoring and college major advising and review. Additional strategies will include, but are not limited to: Summer programs, parental meetings, career counseling for interviews and resume building, health screenings for those assigned to work-based learning opportunities, transportation for students to fulfill educational and work-based learning requirements and interventions to strengthen the mental and emotional wellbeing of the students.

Through this grant, Flour Bluff ISD will have the opportunity to work specifically with the local Workforce Development Board of the Coastal Bend to create the pathways that best address regional employers' workforce needs. During this preparation, the Workforce and district carefully analyzed the current and near-future needs of the area when it comes to the targeted and high-demand occupations. Further analysis included looking at more statewide and nationwide numbers regarding the industry growth projections of the construction and building industry.

Through these connections with Workforce Solutions, the community, local business industry partners and the potential for grant funding, Flour Bluff will work on increasing the number of wrap-around services to include additional academic mentoring; social and emotional support for those students taking on these rigorous programs, such as parent outreach efforts, connections to social services and peer mentoring; counseling, guidance and student advisory services for academic and social/emotional support; flexibility in scheduling; and the work-based education efforts.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

N/A

Group		Barrier	

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

**Appendix I: Amendment Description and Purpose** (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

Amended Section	Reason for Amendment