



2021-2023 P-TECH Planning and Implementation Grant

Competitive Grant Application: Due 11:59 p.m. CT, November 10, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant application and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: G.A.A., Article III, Rider 66, 86th Texas Legislature; TEC §§29.551-29.556 and §29.908

Grant period: From **02/15/2021** to **06/15/2023** **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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
Rosebud-Lott ISD's goal is for 100% of graduates to meet CCMR criteria. In 2019, only 40% of graduates met CCMR (8% industry-based certification, 10% TSIA/ACT/SAT or dual credit).	To provide diverse opportunities for CCMR success, RLISD will implement a P-TECH Academy with two pathway options (Welding and Cybersecurity) and targeted TSIA support. Each program of study will offer dual credit courses, industry-based certifications, and postsecondary credentials.
Welders, Cutters, Solderers, & Brazers (SOC 51-4121) is a target occupation for our region (2.5% annual growth, projected need/aging workforce: 34.5% current workers over age 45).	The RLISD P-TECH Academy will offer a program of study in Welding, leading to regionally in-demand, employer-sought credentials: AWS D9.1 industry certification, Level 1 Certificate in Structural Welding, and Associate Degree (AAS) in Welding Technology from our IHE partner (TSTC).
Information Technology is a key and targeted industry sector for our regional workforce board (234 current job openings and a projected 11.9% increase in IT-related jobs in our region by 2030).	The RLISD P-TECH Academy will offer a program of study in Cybersecurity (IT), leading to regionally targeted credentials and skills in cybersecurity: CompTIA IT Fundamentals industry-based certification and Associate Degree (AAS) in Cybersecurity from our IHE partner (TSTC).

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.

By June 2023, Rosebud-Lott ISD will have a TEA-designated P-TECH Academy at Rosebud-Lott High School with two programs of study: Welding and Cybersecurity. Each program of study will: provide students a seamless transitional experience from high school to postsecondary and the workforce, have at least 10 students participating in every grade level (20 students total/grade level), and have at least two business/industry partners (with MOUs to provide work-based learning/student priority in interviewing for jobs). 100% of enrolled P-TECH students will participate in work-based learning in every grade level and be on track to graduate ready for college, career, or the military. Each student will earn a high school diploma and at least one of the following: AWS D9.1 certification, Level 1 Certificate in Structural Welding, and/or Associate Degree in Welding Technology (Welding Program); CompTIA IT Fundamentals certification and/or Associate Degree in Cybersecurity (Cybersecurity Program).

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

By September 30, 2021, the Rosebud-Lott HS P-TECH Academy will have a formalized leadership team/advisory council to ensure both P-TECH programs of study (Welding, Cybersecurity) are built for sustainability and in response to regional labor market and employer needs. The team will have conducted at least one community conversation about the P-TECH Academy to gather input and build parent/community awareness of the benefits of the program. The team will have developed a strategic five-year plan for P-TECH implementation, including work-based learning at every grade level, a formalized recruitment/enrollment plan, curriculum planning and development, and a data monitoring schedule aligned to the TEA P-TECH Blueprint/Outcomes Based Measures. RLISD will have finalized MOUs with our IHE partner (Texas State Technical College, TSTC) and at least two business partners. All of these documents will be posted online for transparent communication to the public.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By April 30, 2022, the Rosebud-Lott HS P-TECH Academy will have applied for the TEA P-TECH designation and will have recruited students for the 2022-2023 school year, with at least ten students in grades 9/10 enrolled in each each program of study (Welding, Cybersecurity). College and career advising materials will have been developed with tailored information for Welding and Cybersecurity career pathways in our region. All equipment/supplies will have been purchased for the 2022-2023 school year. The P-TECH leadership team will have met monthly to discuss employer needs and set 2022-2023 goals aligned to the P-TECH Blueprint Outcomes-Based Metrics. RLISD will have a TEA-approved Implementation Plan posted online, including recruitment/enrollment, curriculum design, course sequences, flexible learning accommodations, work-based learning for students in every grade level, wraparound services, hiring/scheduling/budget processes, professional development, formalized data review and progress monitoring processes, and response plans to support students at-risk or in need of academic intervention.

Third-Quarter Benchmark

By November 30, 2022, the Rosebud-Lott HS P-TECH Academy will be in its first school year of P-TECH designation. Our leadership team will have continued to meet monthly to discuss progress monitoring of both programs of study (Welding, Cybersecurity), TSIA passing rates, dual credit attainment, business partner MOUs, student recruitment/enrollment, and data determinations based on analysis of the P-TECH Blueprint Outcomes Based Measures (OBMs). A snapshot of P-TECH enrollment and performance metrics, plans for the last six months of the TEA grant period, goals for continuous improvement, and progress toward sustainability will be posted online for transparent communication to the public. All enrolled P-TECH students (100%) will have participated in at least one work-based learning experience aligned to their program of study. Half of the students (50%) will have passed the TSIA or be enrolled in dedicated TSIA tutoring support. RLISD will be on track to complete all TEA-required grant reporting measures, amendments, and expenditure reports by the end of the grand period (June 2023).

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.

RLISD is committed to bi-annual project evaluation and modification of the Rosebud-Lott HS P-TECH Academy in order to continuously improve the program and provide world-class career preparation opportunities. RLISD is also committed to building a sustainable P-TECH Academy. District and high school administrators will identify long-term/recurring P-TECH expenses and budget needs, as well as sustainable district budget allocations to support the P-TECH program after the grant ends. Our primary goal is: all (100%) of P-TECH students will participate in work-based learning in every grade level and seamlessly prepare for regional high-wage, in demand jobs while earning a high school diploma. 100% of students enrolled in the Welding program of study will graduate and earn at least one of the following within 6 years of enrolling in high school: AWS D9.1 certification, Level 1 Certificate in Structural Welding, and/or Associate Degree in Welding Technology. 100% of students enrolled in the Cybersecurity program of study will graduate and earn at least one of the following within 6 years of enrolling in high school: CompTIA IT Fundamentals certification and/or Associate Degree in Cybersecurity. By September 2021, the P-TECH leadership team will establish systems to monitor project evaluation data, protocols to use the data to guide program improvements, and data analysis schedules (spring, summer, fall, at a minimum) to conduct formalized data reviews. Data reviews and modifications will be guided by the TEA P-TECH Blueprint Benchmarks and Outcomes Based Measures (OBMs), with targeted data monitoring of the OBM categories of Access, Attainment, and Achievement. Program modification, academic intervention/student support, and resource allocation decisions will be made quickly to not delay progress in each category. Our goal is to meet the OBM metrics to be Designated with Excellence by TEA no later than the 2025-2026 school year. Campus and district leaders are also committed to modifying the program as needed in order to be responsive to regional employer needs and sought employability credentials/skills in regional Welding and Cybersecurity occupations. The P-TECH leadership team will also host targeted business/industry partner engagement sessions annually. During these sessions, our business partners and TSTC liaisons will discuss in-demand technical and soft employability skills needed in regional Welding and Cybersecurity jobs, equipment and software updates for high school programming, student participation, feedback on work-based learning placements, and goals for program improvement and sustainability.

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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 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.
6. P-TECH programs will be provided at no cost to participating students.
7. P-TECH schools 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.
8. The P-TECH Campus will implement the design elements included with 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.

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Statutory Requirements

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

RLISD will develop a formal recruitment and enrollment plan for the Rosebud-Lott HS P-TECH Academy, including processes and timelines for recruitment and enrollment activities, which will be posted to online for transparent communication to the public. RLISD is committed to achieving P-TECH Academy enrollment processes in alignment with the Blueprint and Access OBMs, with enrollment proportionate to or over reflecting the percentage of at-risk students, economically disadvantaged students, English learners, and students with disabilities. We will also provide targeted recruitment for students of all ethnicities, with the goal of P-TECH enrollment reflecting district ethnic distributions. Finally, we will encourage female enrollment in both programs of study (Welding, Cybersecurity) as females are historically underrepresented in both Manufacturing/Welding and STEM/IT/Cybersecurity industries. The P-TECH Academy will not exclude or discourage enrollment of any subpopulations of students, including those who have limited English proficiency or have failed a state assessment. Over the past 10 to 20 years, Rosebud-Lott HS has not had a robust college-going culture. Most students who graduate from RLISD remain within 90 miles of our city. Students who do go to college often drop out before completing a degree. RLISD is currently a D-rated district by TEA. Rosebud-Lott HS is a C-rated campus. Therefore, our district leadership team has ambitious goals to not only improve campus and district performance, but to also revitalize the school district. For this reason, our district and campus leaders strongly believe the P-TECH program will be embraced by our community as an innovative opportunity for our high school. In Fall 2021, we will kick off targeted recruitment activities to inform our community, families, and students about the benefits of P-TECH in preparing students for regional, in-demand, high-wage jobs. We will explain how the P-TECH Academy will be funded and the amount of dual credit which will be offered at no cost to students. Our recruitment materials will show diverse pictures of students and industry employees, to illustrate job opportunities in each industry. We will clearly communicate regional jobs, career pathways, and average salaries aligned to our P-TECH Academy programs of study. We will also advertise work-based learning as an opportunity to learn skills and be set up for success after graduation. Materials will show a cost breakdown of typical post secondary costs to earn similar credentials. Rosebud-Lott HS P-TECH Academy will be open enrollment for students zoned to attend RLISD and neighboring school districts. Students will be recruited from RLISD’s middle school as well as from Westphalia ISD, our neighboring district, which only serves students in K-8. Currently, most of the families in Westphalia ISD choose to enroll in a different district due to the low academic ratings in RLISD. Our innovative programs of study in Welding and Cybersecurity may attract more of these families to enroll in RLISD for high school, in addition to improving CCMR accountability metrics over time. Each year, our recruitment/outreach activities will begin in late Fall and continue through mid-Spring. Information about P-TECH Academy options will be advertised on the RLISD website, social media, and via flyers at local businesses and restaurants. At the beginning of each Spring semester, we will host a P-TECH open house for students (targeting 8th grade students for enrollment), families, and the community at large. The open house event will feature P-TECH student-led tours of our Student Center, cybersecurity classroom, and welding lab. Students from each program of study will have the opportunity to present their work and speak to prospective students about what they have learned. Career interest inventories will be taken by 8th grade students each January and results will be shared with the high school counselor to use for advising students on their four-year graduation plan and P-TECH opportunities. The marketing materials and recruitment/enrollment plan will be updated annually and posted to the RLISD website by November each year. The plan will include enrollment timelines and procedures, including open enrollment, performance-blind policies and a lottery enrollment system if application volume is higher than the Academy’s capacity. If application volume is low, we will conduct direct outreach to 8th/9th grade families via phone calls and emails. Applications for P-TECH enrollment will be released in December and due by April each year. Each summer, students who enroll in the P-TECH program will have the opportunity to participate in a Bridge program, including industry tours, TSTC (Waco) tour, TSI support, and study skill workshops. Students in need of additional support to meet TSI criteria will be given the opportunity for targeted instruction. The counselor will meet with P-TECH students twice a year to discuss their program of study, work-based learning opportunities, and college/career plans.

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Statutory Requirements (Cont.)

2. P-TECH schools must provide for a TEA CTE program 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, sequences 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.

RLISD already offers core academic dual credit courses (mathematics, English language arts, sciences, social studies) through Temple College. The P-TECH Academy will build on existing dual credit offerings, allowing students to continue taking core academic dual credit through Temple College and technical courses through TSTC. TSTC and Temple College have an articulation agreement already in place, which allows TSTC to accept Temple College core academic courses as credit toward applicable academic courses in TSTC Associate Degrees. Students will begin having access to the P-TECH Academy programs of study in the 2022-23 school year, with an initial enrollment cohort of 9th and 10th grade students and a phase-in model to add additional grade levels in 2023-24, 2024-25, and 2025-26. Students in the Welding and Cybersecurity programs of study will be required to participate in work-based learning in every grade level (gr. 9 field trips, gr. 10 job shadowing, gr. 11 internships, gr. 12 practicum, additional opportunities for students in year 5/6). Work-based learning will take place in-person and virtually with our industry partners (Butler Weldments, RLISD IT Department, CareerCraft, additional business partners to be identified by Fall 2021). All courses and transportation will be offered at no cost to the student. The P-TECH Cybersecurity program of study will be completed in four or five years (depending on student course load) and lead to an industry-based certification (CompTIA IT Fundamentals) and an Associate Degree in Cybersecurity. Information Technology is a targeted industry for our regional workforce board. These credentials and skills in cybersecurity will prepare students for projected job growth and employer need in our region. Students may begin the program of study in grade 9 or 10, but RLISD will target enrollment to begin in 9th grade. All Cybersecurity courses will be taken online (as dual credit) through TSTC, with TSTC staff providing instruction and RLISD providing student support and oversight. The high school Cybersecurity courses will include: Foundations of Cybersecurity (gr. 9), Computer Science & Digital Forensics (gr. 10), Engineering Applications of Computer Science Principles & Networking/Lab (gr. 11), Extended Practicum in STEM (1st Time; gr. 12), and Extended Practicum in STEM (2nd Time) & Cybersecurity Capstone (Yr 5). The TSTC courses will include: ITNW 1325 Fundamentals of Networking Technologies; ITNW 1354 Implementing & Supporting Servers; ITSC 1325 Personal Computer Hardware; ITDF 1300 Intro to Digital Forensics; ITNW 2321 Networking with TCP/IP; ITSY 1374 Secure Linux Administration; ITNW 2312 Routers; ITNW 2355 Server Visualization; ITSY 2343 Computer System Forensics; ITSY 1342 Information Technology Security; ITSY 2301 Firewalls & Network Security; ITSY 2330 Intrusion Detection; ITNW 2350 Enterprise Network; ITSY 1375 Security Scripting; and ITSY 2359 Security Assessment & Auditing. The Welding program of study will be completed in five to five-and-a-half years. Welding is a high-demand occupation for our regional workforce board, with high rates of employment and wages for qualified workers with the Level 1 Certificate in Structural Welding. Workers who also have an AAS in Welding Technology are often put on management tracks early in their careers. To ensure ample student scheduling availability and compliance with TSTC grade level requirements, students will complete core academic courses in grade 9 and officially begin the welding program in grade 10. Welding courses for grades 10-12 will take place at RLISD's welding lab and lead to a certification (AWS D9.1). Students who wish to continue in the program will take year 5 courses at TSTC's Waco campus and complete a Level 1 certificate in Structural Welding (an in-demand certification for our region). Students who want to continue in the program will be able to complete their Associate Degree in Welding Technology with one additional semester of courses (total of 5.5 years). High School welding courses will include: Intro to Welding (gr. 10), Welding I (gr. 11), Welding II/Lab (gr. 12), Extended Practicum in Manufacturing (1st Time Taken) & Occupational Safety & Environmental Technology I and II (Yr 5), and Extended Practicum in Manufacturing (2nd Time Taken) & Occupational Safety & Environmental Technology III (Yr 6). TSTC AAS welding courses include: WLDG 1407 Intro to Welding Using Multiple Processes; WLDG 1313 Intro to Blueprint Reading for Welders; WLDG 1428 Intro to Shielded Metal Arc Welding; TECM 1303 Technical Calculations; WLDG 1417 Intro to Layout & Fabrication; WLDG 1434 Intro to Gas Tungsten Arc Welding; WLDG 1457 Intermediate Shielded Metal Arc Welding; WLDG 2413 Intermediate Welding Using Multiple Processes; WLDG 2435 Adv. Layout/Fabrication; WLDG 2443 Adv. Shielded Metal Arc Welding; WLDG 1327 Welding Codes/Standards; WLDG 1337 Intro to Welding Metallurgy; and WLDG 2432 Welding Automation.

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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 19 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.

The Rosebud-Lott HS P-TECH Academy will partner with Texas State Technical College (TSTC) to provide dual credit courses and instruction leading to a high school diploma, work-based learning opportunities in each grade level, and postsecondary credentials for the Welding program of study (AWS D9.1 certification, Level 1 Certificate in Structural Welding, Associate Degree in Welding Technology) and Cybersecurity program of study (CompTIA IT Fundamentals, Associate Degree in Cybersecurity).

TSTC is accredited by the Texas Higher Education Coordinating Board (THECB) and offers high-quality dual credit courses for post-secondary certificates and associate degrees. By September 2021, RLISD/TSTC will have an official MOU with course crosswalks and sequences leading to simultaneous earning of a high-school diploma, industry-based certifications, and Level 1 certificate/associate degrees within 6 years of 9th grade enrollment. The MOU will: a) specify that courses will be offered at no cost to the student; b) specify a designated IHE liaison with decision making authority to support implementation with the P-TECH campus leader; c) include the articulation agreement addressing curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments; and d) include policies for transferability of all college credit earned and offered, student advising availability, student access to the IHE facilities and services, transportation costs and fees, data sharing agreements, and details of how the associate degree and accrued credits could lead to a baccalaureate degree.

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 receives 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 review the MOU at least every two years and update 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.

Prior to the start of the 2022-2023 school year (first year of P-TECH implementation), Rosebud-Lott P-TECH Academy will have at least two business/industry partners for the Welding program of study and at least two business/industry partners for the Cybersecurity program of study. These businesses and future business partners will provide insight into employer needs, technical and soft skills valued in the industry, and regional job opportunities. Each business will sign a formal MOU with RLISD, which will be reviewed and updated at least every two years. The MOU will include roles and responsibilities of each party, a designated liaison with decision making authority to interact directly with the P-TECH campus leader, agreement to provide work-based learning to 100% of students at every grade level (9th grade industry tours, 10th grade job shadowing, 11th grade micro internships, 12th grade practicum placements, and advanced opportunities to students enrolled for year 5 and 6). The MOU will also describe industry certification and regional workforce need alignment, and guarantee interviewing priority for available jobs to qualified students upon the student's completion of the program. Currently, we already have two business partners who have agreed to provide work-based learning to P-TECH students. RLISD's Information Technology Department and CareerCraft will provide virtual work-based learning in the IT field for students in the Cybersecurity program of study. Butler Weldments will provide in-person and virtual work-based learning in the Manufacturing field for students in the Welding program of study. We will recruit more businesses over the coming months. MOUs will be developed by RLISD and signed by each business/industry partner in Fall 2021.

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TEA Program Requirements

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. 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 Rosebud-Lott HS P-TECH Academy will have a formalized leadership team, who will develop the P-TECH Implementation Plan and Five-Year Strategic Plan, determine funding needs for sustainability, and drive continuous improvement and alignment of program outcomes with the TEA P-TECH Blueprint Outcomes-Based Measures (OBMs). Formal leadership team meetings will occur monthly with dedicated data review discussions happening at least three times a year (fall, spring, summer). Leadership team members and meeting minutes will be posted online for transparent communication to the public. Meeting agenda topics will include topics aligned to the P-TECH Blueprint Benchmarks and OBMs (access, attainment, achievement), including curriculum/instruction/assessment, program of study crosswalks, school program design, budget, hiring, scheduling/master schedule planning, cost sharing, strategic alliances, work-based learning and skill development, student support, target population/student enrollment. The leadership team has met (informally) in June, August, September, and October 2020 to discuss P-TECH planning, regional workforce needs, and CCMR metrics. Our next leadership team meeting will be in December 2020 to discuss TSTC dual credit planning. The Rosebud-Lott P-TECH Academy leadership team will meet monthly beginning in February 2021 and will be composed of district and campus leaders, as well as other stakeholders knowledgeable of both P-TECH Academy programs of study (Welding, Cybersecurity). Specifically, the leadership team will be made up of: Rosebud-Lott ISD staff (Dr. Jim Rosebrock, Superintendent; Natalie Parcus, Assistant Superintendent; Shanna Howell, Curriculum Director; Dr. Jerrod Barton, HS Principal; Amy Ballard, HS Counselor; Kenneth Benson, Welding Teacher; Patricia Trubee, Business/Technology Teacher; Amanda Spencer, Dual Credit Facilitator), at least one TSTC representative/liaison with knowledge of both Welding and Cybersecurity programs (individual TBD); at least one welding business/industry representative (individual TBD); at least one cybersecurity business/industry representative (individual TBD); and at least one liaison from each company providing work-based learning to students (individuals TBD).

2. The grantee must develop 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, and to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

RLISD already offers several wraparound services to support all students in social/emotional and academic growth. For instance, the high school counselor meets with students and parents/guardians at the end of each summer to go over upcoming school year course schedules, progress towards endorsements and graduation requirements, and provide advice for college/career planning. Through the P-TECH program, we will build on our existing services, particularly to build success on the TSIA, improve student persistence in dual credit courses, and provide dedicated support for students who are at-risk and in need of academic intervention. We will also produce college and career advising materials for each program of study (Welding, Cybersecurity) with clearly communicated program expectations, career opportunities/salaries, and education requirements. Enrolled P-TECH students will take all online TSTC courses in our collaborative Student Center (re-designed classroom space with a Dual Credit Facilitator always present). The Dual Credit Facilitator (teacher) in the Student Center will assist students with online course access, complete daily check-ins with each student on assignment/course progress, and provide coaching for student engagement. Parents/families will be provided with quarterly communication about their students' progress. Students in the P-TECH Academy will have a 30 minute block each day for intervention (for students needing additional TSI support) or dedicated studying. To ensure equitability in student support and internet access, the Student Center will be open before and after school every day for students to access tutoring and complete homework assignments. Work-based learning experiences will help students understand how their coursework applies to careers and learn employability skills. RLISD will have modified bus schedules to ensure equitable student access to these services and opportunities. Quality of wraparound services and future improvements will be determined based on progress toward the OBMs and annual parent/community, staff, and student surveys.

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Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Extra Duty Pay for P-TECH Planning/Coordination and TSI support	\$15,000
2.	Substitute Teachers for P-TECH Site Visits and Teacher Externships	\$2,300
3.		
4.		
5.		

Professional and Contracted Services

6.	Work-Based Learning Coordination and Technical Assistance	\$15,000
7.	Data Dashboards and OBM Analysis	\$7,500
8.	Technical Assistance for Strategic Planning and Implementation	\$7,500
9.	Student Transportation to Industry Tours/Work-Based Learning	\$20,000
10.		

Supplies and Materials

11.	Student Laptops for Online TSTC Courses	\$22,500
12.	Welding Equipment and Supplies	\$20,000
13.	Cybersecurity Equipment and Supplies	\$12,000
14.	Recruitment Materials	\$6,000

Other Operating Costs

15.	Staff Visits to Exemplar P-TECH Campuses	\$5,000
16.	Transportation for Teacher Externships	\$1,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

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"/>	

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