



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): **N/A**

1. Applicant Information

Name of organization **Louise Independent School District (ISD)**

Campus name **Louise High School** CDN **241906** Vendor ID **74-6011537** ESC **03** DUNS **048758916**

Address **408 Second Street** City **Louise** ZIP **77455** Phone **979-648-2982**

Primary Contact **Dr. Garth Oliver** Email **goliver@louiseisd.net** Phone **979-648-2982**

Secondary Contact **Sandra Holik** Email **sholik@louiseisd.net** Phone **979-648-2982**

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 **Dr. Garth Oliver** Title **Superintenden** Email **goliver@louiseisd.net**

Phone **979-648-2982** Signature **Dr. Garth Oliver** Date **11/10/2020**

Grant Writer Name **Oscar Alaniz** Signature **[Signature]** Date **11/10/20**

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

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RFAS/SAS # **701-20-114/272-21**

2021-2023 P-TECH Planning and Implementation Grant

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
Welders, Cutters, Solderers, and Brazers are high demand occupations based on information provided by TWC. Further, based on Texas Career Check, these positions ranked 12th highest demand occupations, with a projected 7,183 job openings.	Partner with Wharton County Junior College to offer students the opportunity to receive a high school diploma and (16) additional certificates from the American Welding Society (AWS). Also, partner with Mark's Machine Co. Inc. to ensure students graduate with work-based experience in the field of welding.
A high concentration of Economically Disadvantaged (ED) are at the Louise ISD. In fact, the district's current ED rate is 65.3%, in comparison to the State's average of 60.6%. (Source: 2018-19 TAPR).	Offer wrap-around services, to include: individualized career, course, and graduation planning; employment of a full-time Counselor that can assist with social/emotional support; and work-based learning opportunities, through their partnership with Mark's Machine Co. Inc. (local business).
The current College, Career, and Military Ready graduation rate is only 45.7%. This is significantly below the State's average of 65.5%. (Source: 2018-19 TAPR)	Offer students the ability to obtain TSI preparation courses and AWS certificates (Ex. Welding Safety, Fabrication Math, etc.), at no cost to students or their families.

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.

The district will target the most in need (Ex. ED, at risk, minority) students and assist them in attaining a smooth transitional experience into high demand jobs in the area. These students will be able to attain AWS certificates by the school year 2022-2023. This will assist with filling the relevant 7,183 job openings within the area (according to Texas Career Check), as well as increase the district's current 45.7% College, Career, and Military Ready graduation rate to 65.5% (the state's average). This program will be successful with the district's planning process and personnel rigor.

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

1. Select and work closely with the TEA-assigned technical assistance provider to establish a recruitment strategy.
2. Develop and secure any required P-TECH Memorandums of Understanding (MOUs), articulation agreements, and data sharing agreements with the local business and the Institution of Higher Education (IHE).
3. Meet with the local industry partner to determine curriculum and equipment needs.
4. Create a timeline on when budget line items should be purchased.
5. Create a Leadership Team and establish a policy to have the technology department upload meeting dates, agendas, and meeting minutes on the school website throughout the duration of the grant funding period.
6. Create a marketing plan for students and community members.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Work with the industry partner to plan out days and times student internships and services will be provided to each grade level.
2. Coordinate TSI preparation activities.
3. Offer professional development services to teachers and staff.
4. Conduct Leadership Team meetings (monthly).
5. Apply for P-TECH designation by November 2021.

Third-Quarter Benchmark

1. Have the middle school campus administrators and staff meet with students and parents regarding the implementation of a P-TECH program and its benefits.
2. Offer more advanced professional development services to teachers and staff.
3. Reduce Leadership team meetings to occur only on a quarterly basis.

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.

District and Campus Administrators, Industry Advisory Partners, and Advisory Partners from the IHE will work together as part of the Leadership Team. This team will assist with evaluating and determining need for modifications. In order to do so, the team will work with teachers and counselors initially monthly then meet a minimum of four times per project year to evaluate benchmark progress metrics and guide their decision-making process.

These team members will be responsible for reviewing key pertinent information such as: marketing materials and timelines; the strategies and activities listed in the recruitment plan; and types of services to be provided as academic and social/emotional support, just to name a few. Furthermore, the team will also review surveys that are created and completed by campus administrators on teachers to receive feedback obtained during classroom observations on the teachers' instructional strategies and coursework.

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

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
4. The P-TECH school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
5. P-TECH schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma 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.

Louise ISD is classified as rural, according to TEA (5 priority points). Due to the fact the district is rural, the recruitment and enrollment process conducted will need be thorough and efficient in order to ensure student interest is generated. Therefore, the recruitment and enrollment process will begin well before the implementation of services.

The recruitment and enrollment plan will include the following activities and general timeline:

- March 2020 - November 2020 - Marketing materials will be developed that will be made available in English and Spanish.
- November 2020 – August 2021– Upon receiving P-TECH Designation, marketing materials will be distributed to all students, parents, and other stakeholders. Counselor will meet with the 8th grade student to discuss the P-TECH Program.

Any student interested will be provided an application & encouraged to apply. Campus administration will meet with each student’s guardian so they can be made aware of the commitment being made to the program. The district will hold a weighted lottery that will favor students who are at-risk or part of the targeted sub-populations. Participants will be notified of their selection & the student & guardian will be asked to sign a contract. If unwilling to sign, an alternate will be selected.

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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.

Prior to applying, Louise ISD met with Workforce Solutions Gulf Coast, their local workforce board to (Evidence of collaboration is seen in the attached email provided by the Thomas Brown, Planner of the Workforce Solutions Gulf Coast - 10 priority points). It was at this time that Louise ISD determined that Welders, Cutters, Solderers, and Brazers are in high demand. Therefore, Louise ISD plans to offer students to opportunity combine their high school courses and postsecondary courses. By their 6th year anniversary, students will be able to simultaneously earn their high school diploma and AWS Welding Certificates which include but are not limited to: Science of Non-Destructive Testing; Welding Safety; Welding Fundamentals I, II, and III; Welding Symbols; Metallurgy I and II; Welding Economics; and Destructive Testing.

Currently, the district offers the following dual credit courses: English 1301 and 1302, Government 2305, History 1301 and 1302, Biology 1406 and 1407, Economics 2301, Calculus 2413, Pre Calculus – 2312, and Speech 1315. With the implementation of this program, the district will be able to expand upon their current offerings, to now offer the following courses: Introduction to Flux Cored Arc, Introduction to Blueprint Reading, Introduction to Shielded Metal, Introduction Intermediate Shielded, Introduction to Gas Tungsten, Introduction to Pipe Welding, Advanced Flux Cored Arc, Advanced Gas Tungsten, and Advanced Pipe Welding A detailed crosswalk with Wharton County Junior College can be seen on Attachment 2.

This course crosswalk was created in collaboration with Wharton County Junior College, which will be the IHE to provide students the opportunity to receive experience in (4) welding processes: Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding, and Flux Cored Arc Welding (FCAW). Additionally, upon successful completion of the program, students will obtain 16 different American Welding Society (AWS) certificates. The district will utilize their current classroom CTE facility, CTE Staff, CTE equipment, furniture, and supplies at no cost to the P-TECH program. These items/facility usage total to the district's 20% match.

To provide students with a work-based education, the district will partner with Mark's Machine Co. Inc. This business fully supports the program (signed letter provided – 5 priority points) and plan on providing students various work-based experiences. Experiences that will be provided to students, along with in what grade level each student will receive the experience, can be seen below:

- Facility visits (9th) – Visit the job facility to become familiar with the environment and equipment that is utilized;
- Career mentoring (9th, 10th) – Meet with and discuss career opportunities, goals, and objectives that need to be completed to follow the Welding career pathway. These discussions will be held with the employers or assigned employees at Mark's Machine Co. Inc.
- Job shadowing (11th) – Observe the employer and/or assigned employees in performing day-to-day activities. During the job shadowing, students will be able to ask questions and get a better understanding of the workday as a Welder, Cutter, Solder, or Brazier.
- Internships/Externships (12th) – Students will be able to perform the more simplistic tasks as a Welder, Cutter, Solder, and Brazier. Some of the activities that could be done consist of repairing and welding and fabricating metal, steel, etc.

Prior to high school graduation, Mark's Machine Co. Inc. will ensure that all students are trained properly and are capable of performing basic skills and techniques in the field. To maintain a quality partnership, the representatives of the district and industry partners will meet at least annually to review student outcomes and address any issues.

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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.

Louise ISD will enter into an articulation agreement with Wharton County Junior College (WCJC) because they have the capability to address the program’s needs and are accredited by Southern Association of Colleges and Schools (evidence of support on the attached letter – 5 priority points). The agreement will allow students to receive access to postsecondary educational and training opportunities at the IHE. Additionally, the agreement will encompass the following items, to ensure the IHE meets TEA requirements:

1. Curriculum Alignment – High school courses will be approved by the IHE and provided by an IHE approved teacher to ensure curricular alignment and smooth transitional experience for students.
2. Instructional Materials – All instructional materials purchased throughout the P-TECH program will be approved by the IHE.
3. Instructional Calendar – For the CTE coursed offered through this program, the district will follow the IHE’s instructional calendar.
4. Programs of Study – The program of study to be offered is Welding and the courses are detailed on Attachment 2, the crosswalk template.
5. Student Enrollment and Attendance – Students in dual credit courses will be required to maintain regular, punctual attendance to meet both the ISD’s requirements as well as those set by the IHE.
6. Grading Periods and Policies – In addition to receiving a numerical grade by the high school (0-100), students will also receive a letter grade (A-F) provided by WCJC upon completion of their course. The grading period will be each Fall and Spring semester throughout the grant period.

Administration of Statewide Assessments – Statewide assessments, such as end-of-course exams and STAAR tests will be administered by the district.

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.

Louise ISD will enter into a Memorandum of Understanding (MOU) with Mark’s Machine Co. Inc., their business partner for this program. Mark’s Machine Co. Inc. will meet TEA requirements by:

1. Providing 100% of participating students access to appropriate work-based education at every grade level. A detailed explanation of the types of work-based education that will be provided is located on “Attachment 3, Work-based Education” (5 priority points).
2. Addressing regional workforce needs by assisting students in becoming Welders, Cutters, Solderers, and Brazers the 12th most high demand occupation in the region.
3. Providing students who receive work-based training or education through the P-TECH Grant with priority when being interviewed.
4. Reviewing the MOU at least every two years to update it as necessary.

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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 Leadership Design Team will be comprised of the high-level personnel such as:

- Superintendent – Dr. Garth Oliver;
- High School Principal - Donna Kutac;
- CTE Teacher - Ronny Wilson; and
- Business Manager – Pam Wagner, Business Manager/HR Director, 20 years of Experience at the District.

Individuals that will be added to the Leadership Team will include:

- Mark's Machine Co. Inc. (MMCI) – Danielle Pratka, MMCI Representative;
- Wharton County Junior College – Natalie Stavinoha, Coordinator of Instructional Retention, Dual Credit, and University Transfer; and
- TWC - Michael Temple, Executive Director of Workforce Solutions-Gulf Coast.

These individuals will a minimum of four times per project year to determine if the district is on track to meet grant objectives, etc. Topics that may be discussed during these meetings include but are not limited to:

1. Identification of each member's role in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH;
2. Progress on meeting annual outcome-based measures and providing annual reports to their respective boards as well as to the public;
3. The mid-course corrections that are needed; and
4. Sustainability structures that need to be in place to address and minimize the challenges of staff turnover.

All members, meeting dates, agendas, and minutes will be posted on the school's website.

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.

Louise ISD currently provides a personalized learning environment to ensure there is a seamless transition between high school and college. To do this, the district provides students both academic as well as layered social/emotional support.

This support assists students to thrive in high school, become college ready, and be successful when taking on rigorous academic and work-based educational experiences. Some of the wrap-around support services currently provided include:

1. Individual guidance from a counselor to ensure students find the best pathway and school schedule.
2. Parent and student meetings to provide guidance and support for students that plan on transitioning into a postsecondary education.
3. Skill building instruction for students, such as time management, study skills, collaboration, and interpersonal relationship skills.
4. The opportunity to set up individual sessions with a school counselor to receive assistance with class registration, testing support, and with any personal/family issues that may have arisen (social/emotional support).

In addition to the services currently provided, the district will focus on ensuring student success by: providing students with flexibility in class scheduling and academic mentoring; providing all books, resource materials and supplies free of charge, and connecting with external partners (Ex. El Campo Memorial Hospital) to provide social/emotional support.

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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.	Project Director stipend	\$20,000
2.	Substitute pay so teachers can attend targeted trainings	\$8,000
3.	Benefits	\$4,200
4.		
5.		

Professional and Contracted Services

6.	IHE will assist in credentialing teachers specifically related to identified programs of study	\$7,000
7.	Trainings for staff which will prepare teachers to teach the targeted courses	\$10,000
8.	Workshops for students which will generate student interest in the targeted programs of study	\$6,956
9.		
10.		

Supplies and Materials

11.	Equipment and supplies necessary for the implementation of identified programs of study	\$30,800
12.		
13.		
14.		

Other Operating Costs

15.	Travel to trainings that will prepare teachers to be credentialed in a related programs of study	\$5,000
16.		
17.		

Capital Outlay

18.	Technology (Zspace) for teachers to access virtual curriculum in targeted programs of study.	\$50,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
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