



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:

Grant period: Pre-award costs:

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
In recent years, FCISD students have obtained 100% CCMR status, but our only certification is in Microsoft Office. A need for skilled labor in manufacturing and machinists is a high need for our rural community and regional/state workforce.	FCHS plans to develop and offer ,in partnership with South Plains College and our local economic development corporation, a CTE pathway that leads to, at minimum, a Basic Welding certification. This pathway would offer dual credit CTE options for Basic and Advanced certification to an Associate of Applied Science in Welding while in high school or within 2 years after graduation.
Floyd county poverty rate is 21%, 6% over the state rate. 70% of students are economically disadvantaged. Programs are needed to connect school and workforce to impact lifetime earning potential.	Through grants and partnerships with IHE/businesses, students will have access to college and career courses/meaningful work experiences to help make connections between school and career at no cost. This will lead to degrees/certifications for FCHS students resulting in higher lifetime earning potential.
54% of students graduating in 2008 through 2010 enrolled in postsecondary. 24% earned a bachelors, 2% earned an associate, and 3% earned a certification. Our students need pathways to impact postsecondary completion in 4 year, 2 year, and certifications.	FCHS, by developing certification and associate pathways in high need areas, will give students the opportunity to start and complete a certification and/or associate degree upon graduation from high school. Extended support after high school and articulation will allow for seamless transition to a 4-year degree helping to ensure all completion rates are increased.

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.

Floydada Collegiate High School will expand CTE pathways with dual credit courses and CTE certification options that result in 80% of students earning an associate degree and/or 70% earning an industry certification by May 2026.

This grant will be utilized to help establish the welding pathway Basic and Advanced certification and/or Associate of Applied Science in Welding from South Plains College. This pathway will increase the number of students that can gainfully participate in a certification completion and/or an associate degree path while at FCHS thus expanding student's overall pathway options and overall degree and/or certification completion rates.

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

In the first quarter of the grant, FCHS will establish a program manager, vision, mission and OBM goals for the program, establish MOUs with IHE and business/industry partners, detail desired pathways and work-based experience options, detail equipment and instructor needs for the program, begin establishment of recruitment policies and procedures (beginning with community education and awareness of the program opportunities and the connections to college and career advancement), and convene Leadership/advisory board to prepare for oversight of planning and implementation of the grant/program.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

In the second-quarter of the grant, establishing an instructor and engaging in any required training/certification to meet program requirements, finalizing pathways, finalize IHE and Industry MOUs, begin purchasing required equipment to expand welding shop, begin work on sustainability plan, continue enrollment and recruitment processes and plans to build interest in the program, continue education and engagement of community stakeholders of program opportunity and benefits. Utilize leadership/advisory team to define WBL expectations by grade, and identify academic and social emotional support structure for the program.

Third-Quarter Benchmark

Third quarter benchmarks will include, installment of equipment to meet industry/IHE standards, certification/ approval of program instructor with IHE, finalized pathways, finalized recruitment policies and processes, finalized WBL activities outlined and set-up with business/industry where appropriate, summer bridge needs planned and communicated to students wanting to enroll in the program. 9th grade 2022-2023 will be the first cohort to have program access for all four years in high school, although all students will have access to the program for various pathways to complete at minimum a certification/AAS while in school and/or during year 5 and 6.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The P-TECH Director, administrative team, counselor, and PEIMS Coordinator will evaluate areas of program design, program enrollment, success, course completion, certification completion, program work-based learning activities, student academic data, and student attendance data to determine areas of the program that need possible modification to impact progress. Feedback from student surveys will also be used to inform program management. Data for the program will be monitored monthly and utilized to determine the degree of planning, collaboration, communication, student interest, curriculum/instruction needs, industry-based experience needs, and other program requirements. Monthly monitoring will allow for response to needs in a timely manner and planning foresight. The P-Tech Director, High School Dean, and counselor will be instrumental in working with the program instructor and students on corrective actions and support if progress is not being made. The director and administrative team will utilize data to identify needs, solutions for program sustainability and program/student success.

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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.

9th graders in the fall of 2022 will be the first cohort on the pathway towards an associate degree through SPC. Current 9th-12th grade students (2020-2022) have engaged in dual credit course offerings and will have access to pathways within the program that will lead to industry certification at minimum. The 2022-2023 cohort and all other students will be encouraged to take college courses and work toward CTE certification including the welding program. Students in 7th-8th grade will be made aware of program offerings, advantages, impact on earning potential, and certification and degree pathways and alignment with endorsement pathways. The program director and campus counselors will advise all high school students through personal graduation planning meetings and course enrollment sessions with emphasis on completing certification, associate, and options for pursuing a 4-year degree within 2-years of graduation. Emphasis will be placed on the difference in earning potential over a lifetime if a certificate or degree is completed and matching student interest, skill, and workforce needs.

Communication of program offerings will be distributed within the planning year to community and parents via social media, postal mail, local newspapers, local radio, and meetings. All courses and activities are open-enrollment for FCHS current students and transfers, and will be paid for by the district. All students regardless of race, ethnicity, economic status, and at-risk indicators will have access to the program.

The welding program would officially begin in the fall of 2022. The 2021-2022 school year would be used for planning, recruitment, and shop outfitting.

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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.

Currently, 9th-12th students are engaged in dual credit course offerings that could apply to an associate program, but our only certification offering is in Microsoft Office. This grant would will be used to fully establish a course of study that would lead to a Basic and Advanced Welding certificate from SPC. Pathway courses would also be offered for students to pursue the Associate of Applied Arts in Welding through FCHS and SPC. These pathways are mapped to allow for a student to complete the AAS in Welding by graduation, but could be extended into the 5th or 6th year as need with continued access and support in our system.

Trained, credentialed individuals are in high-demand for the welding, manufacturing, and construction industries. Potential careers include: construction, manufacturing, foreman, welder, certified welding inspector, metal and pipe sales representative, and metal sculpture.

South Plains College welding certificate program provides intense training in the major welding processes such as shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux cord arc welding (FCAW), gas tungsten arc welding (GTAW), blue print reading, welding layout and fabrication. At the completion of the certificate program, the student must pass a capstone procedure event designed to demonstrate master of the skills learned in the certification area. South Plains College offers the following degrees and certifications: Basic Welding (Level 1) and Advanced Welding (Level 2), and an Associate of Applied Science in Welding.

The attached Crosswalk Template outlines the full AAS pathway that includes completion of the Basic and Advanced certification as well. Students will begin 9th grade with core curriculum courses as required, but electives would be 3 hours of dual credit art or music and 12 hours of welding courses. 10th graders in the program will take 3 hours of dual credit Psychology and continue with 12 hours of welding courses. This would allow for completion of the Basic certificate by the end of 10th grade. 11th grade students would continue with dual credit English for 3 hours (possibly 6 if ENGL 1302 is used to complete high school credit) and 12 hours of intermediate and advanced level welding courses. 12th grade students would finish out with 6 hours of dual credit in math and speech and complete the advanced welding coursework in pipe welding and layout and fabrication (Advanced certification and AAS in Welding).

While work-based experiences will be in place at all levels, as student progress through the program, job-shadowing, career mentoring and networking, and internships would be a high priority.

Our main goal is to determine pathways within this program that encourage students to earn the highest credential possible while in our system, account for unforeseen circumstances that may arise for individuals and the program itself, and still allow for students to pursue a certificate and/or have access to support in order to build towards a higher credential after high school, if needed. Another goal in this program is to get students involved in the pathway as early as possible and build on meaningful work-based experiences so they can make the connection between career and coursework. Having the opportunity for students to start the pathway in 9th or 10th grade is a priority in our planning and preparation.

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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.

South Plains College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and proficiency certificates. FCHS has partnered with SPC to provide dual credit courses since the late 1990's. SPC is a comprehensive, two-year community college that serves the South Plains region. SPC's educational programs include academic transfer courses with align with university programs for students who plan to earn a bachelor's degree. SPC offers one and two-year technical programs for students to develop specific job skills and enter the world of work. In the Health Sciences Division and Technical Education Division, the College offers 74 programs which lead to the Associate of Applied Science degree, Associate of Applied Arts degree or a Certificate of Proficiency. All technical programs are continually updated with the help of advisory committees composed of representatives from community, education, and business and industry. South Plains College also provides short-term training and workforce development programs in a variety of formats which help individuals gain marketable skills for immediate employment or that help them upgrade existing skills to meet emerging job technologies. Though a detailed MOU with SPC, all aspects of the Certified Welding Pathway offered at FCHS will be in alignment and meet the standards as outlined by SPC in order to allow students to earn a certification at the completion of course work and skill level proficiency evaluation. The district and college will agree upon the following: instructor credentials, curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment, attendance, grading, policies, and administration of statewide assessments. Upon award of P-TECH funding, parties will finalize and execute the MOU to begin the program.

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.

In working with our local economic development center and chamber of commerce, we are engaging in conversations with local industry/business partners in our regional area that would enter into an MOU with FCHS P-TECH Academy to provide work-based learning experiences, mentoring, and internships that lead to employment. Due to COVID, securing an official MOU with an industry partner at this time has been delayed. Based on our community, regional, and student needs, we have identified possible partnerships with business entrepreneurs and welding/fabrication shop owners such as a local equipment dealer and a fabrication business in Floyd County and 2 other businesses in neighboring counties.

Our goal in the planning year would be to solidify industry/business leaders to serve on our Advisory Team in order to plan and advise on skill needs, equipment specifications, work-based learning opportunities, internships and interview/application priority. The top priority would be to secure an MOU with an aligned business/industry partner in order to outline roles, responsibilities, and program guidelines and secure commitment to ensure appropriate work-based learning and training opportunities for all enrolled students.

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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.

Floydada Collegiate Leadership Design Team currently consists of individuals interested in expanding quality educational and work-based opportunities for students in FCISD. Our P-20 committee has district and campus level staff, community members, regional workforce development directors, Chamber of Commerce leaders, Collegiate Edu-Nation network partners, and IHE administration. The FCISD P20 Administrative Team includes: Dr. Gilbert Trevino, Superintendent; Shauna Lane, Dean of Academic Affairs; Wayne Morren, Dean of Secondary; Monica Smith, Dean of Elementary; Alica Bice, Business Manager; Kristie Rehkopf, Secondary Counselor; Rex Holcombe, Assistant Superintendent (Technology and Information). Justin Brown, Floydada Economic Development Corporation; Heather Blount; ESC 17 CTE Specialist; and Dr. Brad Johnson from West Texas A&M also serve as consultants and committee members. Working through our economic development corporation, Rotary, and Chamber of Commerce we are seeking to expand our business and industry representatives for the P-20 committee as well.

The full P-20 Committee will meet twice a year, while the Administrative Team meets twice a month. The team has begun discussions and planning of the welding certification program and required additions to the welding shop so that it meets the required standards. The team has had preliminary meetings with Collegiate Edu-Nation, Floydada Economic Development Corporation, SPC, Workforce Commission, and West Texas A&M. The team has worked very closely with South Plains College in the planning and development of pathways process. Top priority for future meetings is with business and industry partners and other community stakeholders (many local community meetings have been canceled due to COVID.)

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.

Floydada ISD intends to extend current 4-year graduation plans to a 6-year plan to include college and career readiness advisory and support connected to a student's program of study. WBL experiences will continue to be offered developed to align with endorsement areas and P-TECH academy programs of study. Students have direct access to college/career guidance counseling both on an individual and group basis. Students also have access to counselors via night school 2-3 evenings per week. LEARN, Inc. staff will continue to be utilized to support parents and students with college application and FAFSA completion. FCISD is in the process of partnering with Floyd County Extension Agency other industry experts to begin student-led research projects via a schoolwide 4-H program beginning in 2021-2022 to foster student ownership and exposure to real-world research, problem solving, and college/career level skills. FCHS has engaged with the AVID program to foster individual determination so students will have the necessary skills and tutoring to be successful in dual credit and certification courses. WBL opportunities will be implemented for each grade level to increase exposure and experience for college and career. Conversations with SPC, West A&M, and TTU have begun for transition plans from an associate degree to a bachelor degree. Students are also encouraged to be active in Business Professionals of America, FFA, and UIL chapters as ways to apply skills to work-based learning. Floydada Collegiate HS also engages with Communities In Schools program both at the secondary and elementary level to support students educational and SEL before and after school. Communication with parents, student, and community stakeholders in regards to expectations and opportunities will be critical.

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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.	Instructor Salary	\$50,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Installation of Wiring and Ventilation	\$7,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Welding Shop Supplies and Materials	\$24,000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	Welding Equipment	\$64,000
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
<input type="text"/>	<input type="text"/>
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