

A photograph of a female teacher with short dark hair and glasses, wearing a white short-sleeved shirt, sitting on the floor and reading a book to two young boys. The boys are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves in the background. The image is overlaid with a semi-transparent blue rectangle containing white text.

**Pathways in Technology, Early
College High School (P-TECH)
Webinar
LASO | Learning Acceleration
Support Opportunities Grant**

Welcome and Thank you for Joining Today!



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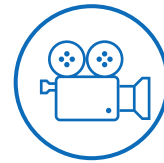


Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. Overview of the Application process and Timeline
3. P-TECH Deep Dive
| Program description, eligibility, key commitments, scoring, interview criteria, allowable expenditures
4. Next Steps and Q&A

FYIs



Please ask questions and drop them in the **Question and Answer** box in Zoom



This **recording and these slides will be posted** on [LASO website](#) at the end of the week 11/18, once all the webinar options have been conducted.



Overview of LASO

P-TECH is a part of
Learning Acceleration Support Opportunities (LASO)

Based on lessons learned from TCLAS, TEA is attempting to continue offering streamlined, consolidated grant applications, focused on a few grant programs that can be bundled and that help accelerate academic gains

~\$110M

in services and
supports

8

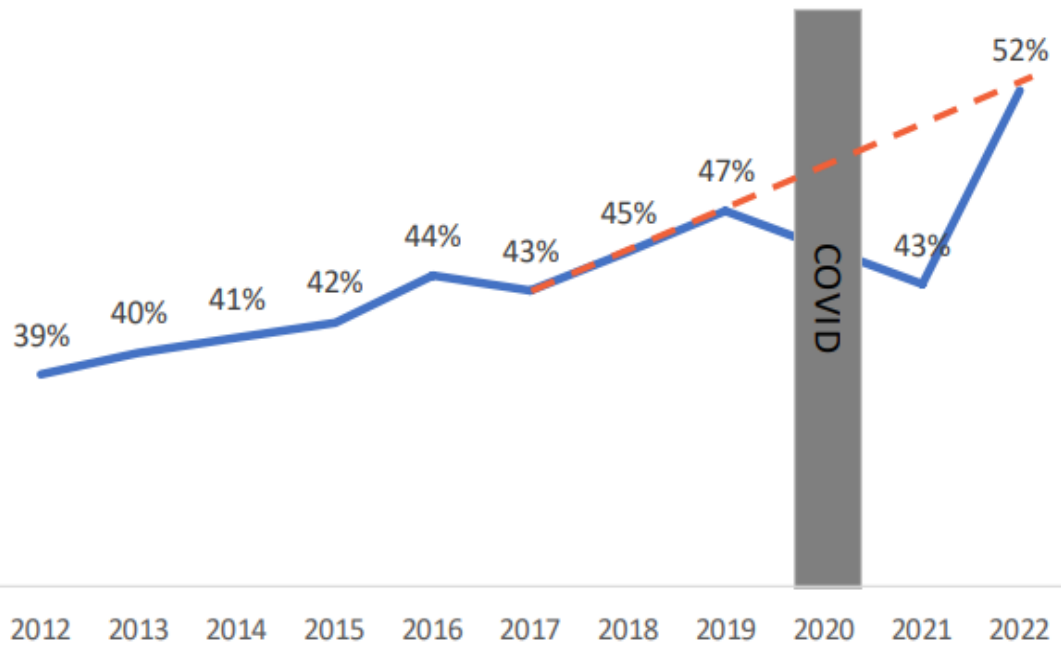
TEA initiatives to
support learning
acceleration and
innovation

1

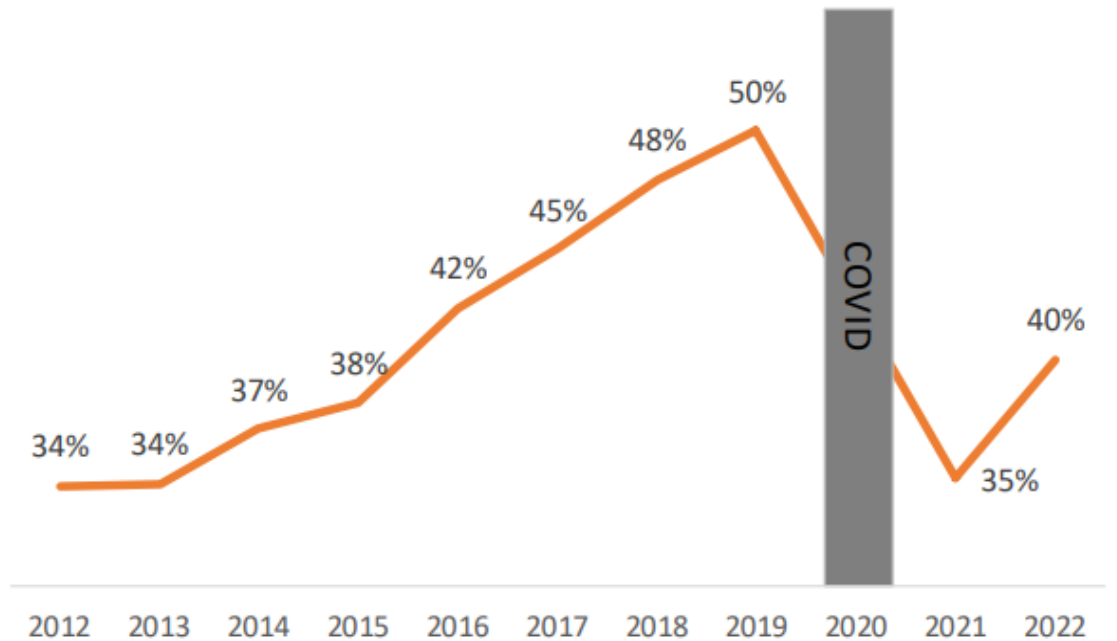
LEA program
application to
access funding

While we have seen a rebound in STAAR RLA results, continued attention is needed toward both Reading and Math to be able to accelerate learning

Percent of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)



Percent of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: 2012-2021 Spring STAAR Data

Accelerated Learning Strategies

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials



Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

Teacher Pipelines



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



More time for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework



Instructional Materials

Strong Foundations Implementation Supports

Ready to Implement in SY23-24

**K-5 Math/RLA high quality instructional material planning support*

Strong Foundations Planning Supports

Ready to plan in SY23-24

**K-5 Math/RLA high quality instructional material planning support*

Technology Lending Grant

Ready to Implement in SY23-24

**Tablets, hardware, and internet hotspots to provide access to digital instructional materials*

Blended Learning Grant

Ready to Implement in SY23-24

**Math/RLA licenses for blended learning products*



More Time

ADSY Planning and Execution Program - Summer

Ready to Implement in SY23-24

**PreK-5; One year planning support to design summer learning program*



Innovative School Models

P-TECH (Pathways in Technology Early College High School)

Planning Year | SY 23-24

Implementation Year | SY 24-25

ECHS (Early College High School)

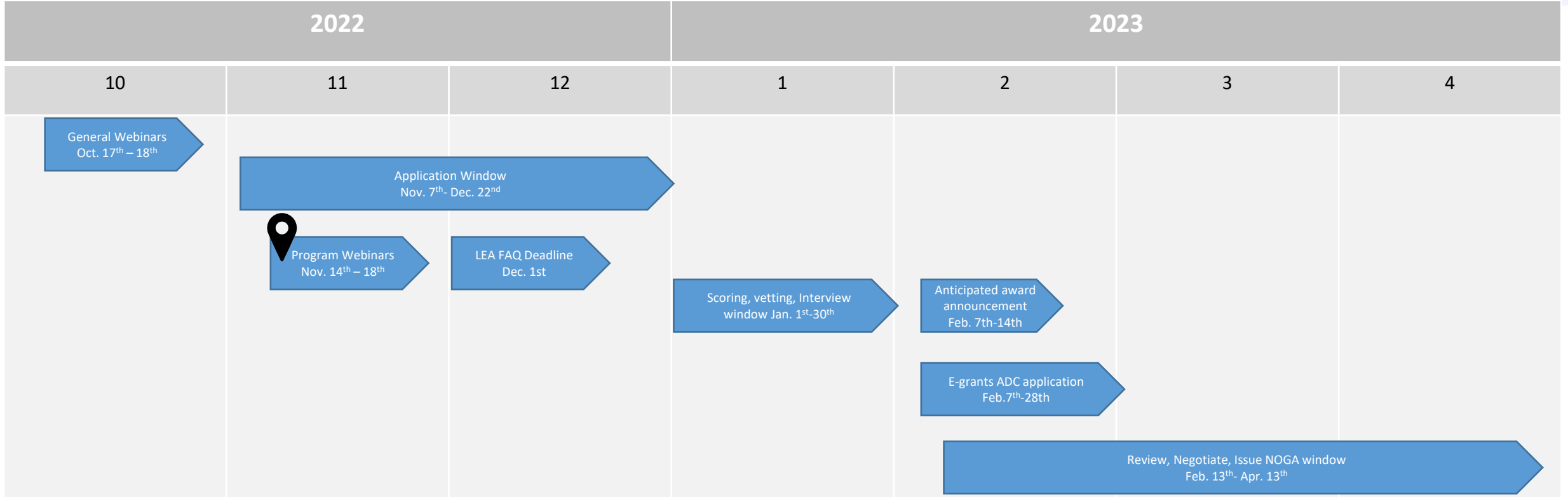
Planning Year | SY 23-24

Implementation Year | SY 24-25

SAF School Action Fund

Ready to plan in SY23-24

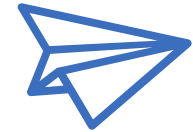
Timeline and Application Process



Key Considerations

- **Application** | opens on November 7th and closes on December 22nd at 11:59pm. The LEAs have 45 days to complete the application for the grants that they wish to apply.
- **Scoring and interview** | opens Jan. 1st- Jan. 30th. This is the window for TEA to score the applications and reach out to LEAs for interviews if the score meets the threshold. The intent of the interview is to provide a two-way opportunity to determine readiness and fit.
- **NOGA** | There is a 60-day window for NOGA issuing. The process will start on Feb. 13th and culminate on Apr. 13th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits the budget in the e-grants system. Therefore, if there is a delay in LEAs submission, that may impact the NOGA date.

- We recognize that this window runs up against the winter break in some cases. Our intent here is to provide as much time and a longer runway to application completion as possible.
- Application **unique link was emailed to LEA superintendents on November 7th.**
- If the LEA is unable to receive the application link in the superintendent email, LEAs can refer to a [form](#) posted on LASO website to acquire a new link.
- A **PDF** of the application was posted on the LASO website on November 7th. However, formal submission of the application will be through the Qualtrics application survey.



Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding.
- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs
- Since, with LASO, we are no longer operating under the unique circumstances of TCLAS, we are going back to the traditional grant process for equity and fairness
- LASO will be anchored in the Informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year



**P-TECH
Deep Dive**

P-TECH (Pathway in Technology Early College HS) High Level Overview

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework

Estimated Total Funding Available	~\$1 Million
Estimated Range of Award	Up to ~\$100,000
Estimated Award Numbers	10 LEAs
Estimated Timeline	Planning Year SY 23-24 Implementation Year SY 24-25



P-TECH (Pathway in Technology Early College HS) Program Description

Purpose

The P-TECH grant offers campuses an opportunity to plan to build a Pathways in Technology Early College High School (P-TECH) within their district.

P-TECH Academies offer opportunities for students to earn a high school diploma while simultaneously earning industry certifications, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student.

The P-TECH grant requires a campus to maintain a partnership with an institution of higher education (IHE) that will serve to provide dual credit opportunities to the P-TECH academy and with a business/industry partner to provide work-based support.

Program Authority

General Appropriations Act, Article III, Rider 64, 87th Texas Legislature, and Texas Education Code (TEC), §§29.551-29.556 and §29.908.

P-TECH (Pathway in Technology Early College HS) Program Description

The purpose of the P-TECH Planning and Implementation Grant is to help eligible applicants who, upon receipt of the grant, will engage in months of P-TECH model planning and implementation with support from the TEA selected technical assistance provider, to establish the foundational components of the PTECH program.

- Grantees who receive the P-TECH Planning and Implementation Grant will spend the first months planning to implement the design elements and requirements aligned to the P-TECH Blueprint.
- Services provided by the TEA selected technical assistance are provided at no cost to grantees

The PTECH program may be established as a whole-campus model, a small stand-alone campus, a school within-a-school model, or another model as chosen by the campus and approved by TEA.

Planning grant funds will be utilized to support campus needs for establishing the foundational implementation elements of P-TECH.



P-TECH (Pathway in Technology Early College HS) Program Description

Community College Partnership | The LEA partners with the identified community college to implement the PTECH model

P-TECH Blueprint | The P-TECH campus will implement the design elements included within the 6 benchmarks of the P-TECH Blueprint and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

Recruitment Plan | P-TECH campuses must establish recruitment and enrollment processes and requirements that are open to all students

CTE study | P-TECH campuses 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.

Postsecondary Training | P-TECH campuses must enter into an articulation agreement with accredited institution of higher education to postsecondary educational and training opportunities

Industry experience | P-TECH campuses must enter into a MOU with regional industry or business partners in Texas to provide access to students for appropriate work-based education at every grade level

P-TECH (Pathway in Technology Early College HS) Eligibility Requirements

Eligible LEA's

- Serve students in Grades 9–12; or
- Will begin serving students in Grade 9 or students in Grades 9 and 10 in the first year of implementation (2024-2025) and will progressively scale up by adding at least one grade level per year after the first year of implementation

Ineligible LEA's

- Recipients of the 2018–2019 P-TECH and ICIA Planning Grant 2019-2020 P-TECH and ICIA Planning Grant, 2018–2020 P-TECH and ICIA Success Grant, the 2019-2021 P-TECH and ICIA Success Grant, the 2020-2022 P-TECH and ICIA Planning and Implementation Grant, the 2021 – 2023 P-TECH Planning and Implementation grant, the 2021-2023 CCRSM P-TECH Planning and Implementation Grant, the TCLAS 1.0 Decision 9a P-TECH Planning and Implementation or 9b P-TECH Success or the 2020-2022 P-TECH Success Grant are not eligible for this grant.

P-TECH (Pathway in Technology Early College HS) Key Commitments

Statutory Requirements

- 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.
- P-TECH campuses 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.

Statutory Requirements

P-TECH campuses 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 the items below:

- Curriculum alignment
- Instructional materials
- Instructional calendar
- Programs/courses of study
- Student enrollment and attendance
- Grading periods and policies
- Administration of statewide assessments

Statutory Requirements

P-TECH campuses must enter into an 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 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
- Review the MOU at least every two years and update as necessary

TEA Requirements

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

- P-TECH campuses must establish a 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.
- Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and wrap around skills necessary for high school and college readiness and to be successful in rigorous academic and work- based educational experiences.

P-TECH (Pathway in Technology Early College HS)

Key Commitments

Assurances

- Required by statute: P-TECH campuses will provide participating students with flexibility in class scheduling and academic mentoring.
- Required by statute: P-TECH campuses will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- Required by statute: P-TECH campuses will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school:
 - receive a high school diploma and an associate degree, a two-year postsecondary certificate, or
 - industry certification; and complete work-based education through an internship,
 - apprenticeship, or other job training program.
- Required by statute: P-TECH campuses will be provided at no cost to participating students. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and wrap around skills necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences.

P-TECH (Pathway in Technology Early College HS)

Key Commitments

Assurances

- Required by statute: P-TECH campuses will ensure that a student is entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.
- The P-TECH campus will implement the design elements included within the 6 benchmarks of the P-TECH Blueprint and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

- Projected student enrollment into the P-TECH program with percentage of demographics: students who are at-risk as defined by PEIMS (TEC 29.081), ethnicity, first-generation college students, English Language Learners, students who are economically disadvantaged, and students who receive special education services.
- Leadership design team members, meeting dates, agendas and meeting minutes (including attendance) posted on the school's website.
- Enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant and the P-TECH Blueprint.
- Recruitment Plan that includes marketing materials and timelines (in English/Spanish if so required)
- The methods used to obtain input about the implementation of the program from parents, community, business and postsecondary partners, regular activities to educate students, parents, counselors, community, staff and school board members.
- Current signed and dated list of high-demand occupations and programs/courses of study that lead to these occupations that was developed in partnership with the local workforce development board.

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

- Signed and dated MOU with business partner for the academic year that fulfills the statutory requirements of this grant, and also outlines roles and responsibilities, in-kind match, and work-based education experiences for students in 9th, 10th, 11th and 12th grade.
- Signed and dated MOU and Articulation agreement with an IHE for the academic year that fulfills the statutory requirements of this grant.
- Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include:
 - Academic mentoring and support for intervention and acceleration
 - Counseling, guidance and student advisory services, and
 - supports such as parent outreach, connections to social services when needed and peer mentoring.



P-TECH (Pathway in Technology Early College HS) Scoring & Prioritization

All eligible LEA's grant applications will be evaluated based on the following categories:

- Enrollment size
- Rural classification
- Participation in the CCRSM Network

If LEA funding requests exceed the amount available for this grant, oral interviews may be used.

If used, applicants that receive 70% of the total points available through the sum of the standard and specific review criteria will be invited to attend an oral interview, which will be conducted virtually. Prioritization based on enrollment size, rural classification, and participation in CCRSM Network.

Narrative Questions are scored over 24 points.

Q1: Program of Study (8 points)

Describe the course of study/crosswalk that the school is planning to offer and/or how it expands upon current offerings to enhance and build an academic pathway. Describe how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned. Describe how the postsecondary credentials earned meet local economic needs.

Narrative Questions are scored over 24 points.

Q2: Strategic Partnerships with Institutions of Higher Education (8 points)

Describe how the campus and district intends to work with and secure the partnerships with an Institution of Higher Education and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: Curriculum Alignment, Instructional Materials, Instructional Calendar, Courses of Study, Student Enrollment and Attendance, Grading Periods and Policies and Administration of Statewide Assessment Instruments.



P-TECH (Pathway in Technology Early College HS) Scoring & Prioritization

Narrative Questions are scored over 24 points.

Q3: Strategic Partnerships with Business and Industry (8 points)

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.

Interviews

If LEA funding requests exceed the amount available for this grant, oral interviews may be used.

- If used, applicants that receive 70% of the total points available through the sum of the standard and specific review criteria will be invited to attend an oral interview, which will be conducted virtually. Prioritization based on enrollment size, rural classification, and participation in CCRSM Network.

During the virtual oral interviews, applicants will have the opportunity to elaborate and be evaluated on their planned partnership with a Texas Institute of Higher Education (IHE), as well as answer any additional questions which the TEA may have to assess their readiness for this grant program. The applicant may reference any documents, including the Program Guidelines and FAQs. If LEA funding requests exceed the amount available for this grant, oral interviews may be used according to the following process.

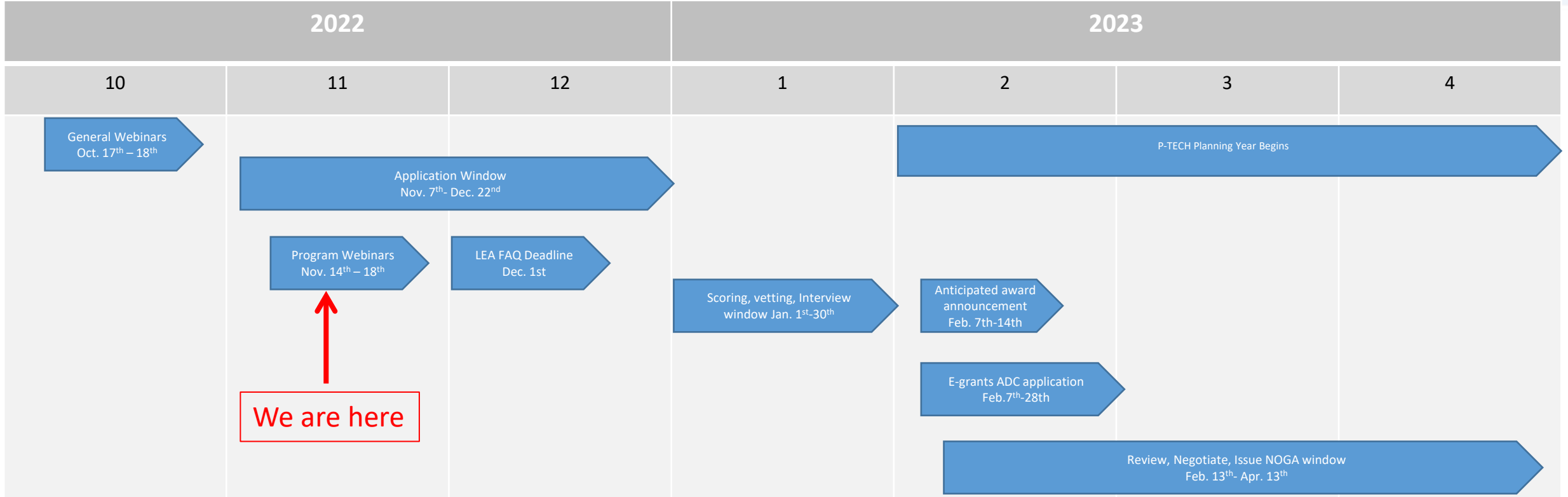
An Authorized Official and any additional potential ECHS leadership team members should attend the interview



P-TECH (Pathway in Technology Early College HS) Allowability vs Non-allowability

Allowable expenditures/uses	Unallowable expenditures/uses
<ul style="list-style-type: none">• Field Trips• Advisory Council• Reasonable and necessary items for accomplishing the objectives of the P-TECH program.• Curriculum planning and development• Materials and supplies for P-TECH• Teacher Professional Development• Salaries for instructional staff• Teacher credentialing specifically related to identified programs of study• Equipment necessary for implementation of identified programs of study• Career Counselor salary• Salary for dedicated program director/administrator• Day field trips for P-TECH students to partner institutions of higher education or partner industry sites.• Extra duty pay for instructors in the programs of study.• Supplies and materials for advisory council	<ul style="list-style-type: none">• Out-of-state travel• Travel costs for officials (Executive Director, Superintendent or Board members)• Cost of membership in civic/community organization• Food, beverage, snacks• Debt service (lease-purchase)• Audit services for state funded grants

Timeline and Application Process



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P-TECH (Pathway in Technology Early College HS) Application Walkthrough

- Official submission of this application requires superintendent signature.
- In rare case that the Superintendent is unable to sign, the LEA should email LASO@tea.texas.gov

Closing

Signature

Official submission of this application requires a Superintendent signature. Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the superintendent, please proceed to the Question 1 below by selecting yes and proceed to submitting the application.

If you are not a Superintendent, pause on submitting this application, email LASO@tea.texas.gov to identify the LEA's grantee official who can submit the application in superintendent's absence. Once the name of the grantee official has been identified, then return back to this page select 'No' for Question 1 and answer Question 2 to submit the application.

1. Are you a Superintendent

Yes

No

Note to the Superintendent :

By signing this application, I acknowledge that I have read the inputs in this application and confirm all the responses included in this application.

x

SIGN HERE

clear

Office Hours are an opportunity to receive further technical support & high-level guidance. Office hours topics can include Technical assistance (accessing & submitting the Qualtrics application), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble logging in to the Qualtrics app, and attends for assistance logging into their application
- AN LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

Office Hours will take place on

Friday, December 2nd from 12 to 1 pm



Next Steps & Points of Contact

P-TECH Points of Contact

- Mary Hausle, statewide coordinator of College & Career Readiness School Models: ccrsm@tea.texas.gov
- LASO: laso@tea.texas.gov

Next Steps

- Review the LASO [webpage](#)
- Revisit the [General FAQ](#). Updated FAQ's will be posted by Tuesday, November 22nd
- Participate in P-TECH Office Hours: [December 2, 2022, 12-1 pm](#)