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 161914 Vendor ID 1-746002532 ESC 12 DUNS 075123661

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
- [ ] General Provisions and Assurances
- [ ] Application-Specific Provisions and Assurances
- [ ] Debarment and Suspension Certification
- [ ] Lobbying Certification
- [ ] ESSA Provisions and Assurances requirements

Authorized Official Name [_____] Title [_____] Email [_____]

Phone [_____] Signature *D. McKethan* Date [_____]

Grant Writer Name [_____] Signature *Peter Wilson, PhD* 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
Heart of Texas Workforce Solutions predicts a 12.9% growth in the area of education. Currently Waco ISD's percentage of Black teachers is 14% compared to 28% of Black students. The percent of Hispanic teachers is 19% compared to 60% of Hispanic students. In addition, according to the Texas Academic Performance Report (TAPR), Waco ISD's teacher turnover rate for 2018-19 was 25.9% compared to the state at 16.3%.	Design an education program of study that enables students to combine their high school and post-secondary courses to complete an Associate degree, a Bachelor's degree, and an industry certification within six years of starting high school.
The fall 2019 PEIMS snapshot data reported Waco High's percent of economically disadvantaged students to be 87.3% compared to the state average of 61.3%. According to Texas PK-16 Public Education Resource Information in 2016-2017, only 9.2% of Waco ISD low economically disadvantaged students enrolled in a four-year institute compared to 15.7% for the State of Texas.	The P-TECH Education Academy will provide tuition-free college credits, practical experience, and career-related opportunities to earn credentials. Students who would normally not have those opportunities to enter the workforce in high wage occupations will be provided this opportunity via the P-Tech Academy. Career placement services will be available upon path completion.
Currently the student dropout rate for Waco ISD is 3.4% Strengthening and developing an additional CTE pathway is a dropout prevention strategy for Waco ISD. It is essential for students to have opportunities to engage in relevant and meaning-ful learning experiences to keep them on track for graduation.	Creation of a rigorous CTE program of study, Education P-Tech Academy, that includes dual credit and work-based learning should provide the District an additional program to increase student engagement and decrease the current dropout percentage. Currently the CTE program dropout rate is 2.1%.

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 the end of the grant period, the 2022-23 school year, the Academy of Education P-TECH will meet program requirements in the three outcome-based measures: access, attainment, and achievement. The enrollment of the P-Tech students will increase from 51% (2020-2021) to 70% minority students placing Waco ISD in line to hire future minority teachers. By meeting this designated criteria two years prior to the graduation of the first cohort in 2026, on track to obtain a P-Tech status of excellence.

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

November 2021 (*PREPARING FOR COHORT 1)
-Raise awareness of the Education program by developing a strong branding and marketing campaign for the program.
-Continue Academy Business Advisory Board meetings
-100% of P-TECH teachers will have participated in at least one P-TECH related staff development course or activity
-100% of Business Partners will have engaged in at least one activity with P-TECH students and staff
-Develop a profile of success for dual credit students in the Education Program of Study
-Develop a summer bridge program to include college readiness success strategies, TSI testing knowledge, as well as a work-based learning experience

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

July 2022 (Cohort 1 begins)
-100% of P-TECH first cohort candidates will have participated in a summer bridge program that includes a work-based learning opportunity
-75% of first cohort candidates will have taken and passed the TSI ELA assessment
-100% of P-TECH students are enrolled at least one dual credit course
-90% of P-TECH business partner volunteers will report being satisfied or very satisfied with their experience in the program
-Continue Academy Business Advisory Board meetings
-Update McLennan Community College MOU to reflect P-TECH offerings
-25% of P-TECH students are male
-70% of P-TECH students are minority
-Using student input, evaluate and revise recruitment strategies, summer bridge program, and first-year program support

Third-Quarter Benchmark

June 2023 (end of planning year grant)
-100% of P-TECH students at risk or not on track will have completed an individual success plan and will have reviewed it with P-TECH staff
-95% of P-TECH students have successfully completed at least one dual credit course.
-P-TECH retention - 85 % of Cohort 1 is still enrolled
-Data will show less than a 10 % gap between dual - credit passing rates and retention between white and minority students
-90% P-TECH business partner volunteer will report being satisfied or very satisfied with thier experience in the program
-Continue Academy Business Advisory Board meetings

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.

As part of the Academy's assessment strategy, a support team that includes a program coordinator, administrator, and a counselor will monitor curriculum-based assessment data, mid-course assessment data and end-of-course simulation data. McLennan Community College will offer support services at the college, including college advising, counseling and support coaching services. In addition, students will have access to free academic support and tutoring services, both online and in-person, for courses taken through MCC. Dual credit personnel at MCC will provide assistance with parent/student information sessions and enrollment, as well as provide a college orientation and other training sessions for students as requested by the school district. Waco ISD will subsidize all dual credit tuition and fees for participating students who do not meet the tuition exemption guidelines of McLennan Community College.

Additionally, the District will provide support services for students, such as counseling, academic tutoring and qualification for community assistance, if needed: preparation for the college experience, enrollment and TSIA; progress monitoring to ensure students' successful completion of courses, assistance with prioritizing and course scheduling, sessions on communicating with college faculty members, transportation to the college campus, and all necessary books, online codes and materials, removing the most common obstacles to dual credit participation and success. These supports will be modified as needed to assist students who are unable to meet the goals of the grant and counselors will modify their four-year plans to be able to stay within the program.

As needed, the recruitment program will be modified to ensure each goal is reached for the program. If the P-TECH program does not meet the enrollment goal of 70% minority students or 25% male students, student interviews will be conducted to determine the factors that are instrumental in the program selection of the current minority and male students and use these factors to modify the recruitment process.

This information will be reviewed and reported to the advisory board, including college, business and administrative partners quarterly. Any issue or concern expressed by the advisory board will be addressed at or following the meeting by the Program Coordinator.

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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.

September 2021: Middle School Meet the Teacher - P-TECH program staff and students will meet with potential new families.
October 2021: Middle School Faculty- P-TECH program staff provide an update to feeder campuses.
November 2021: Middle School Recruitment - P Tech staff and students will provide information to 8th grade students via InterPersonal Studies or AVID, assemblies and events.
December 2021: Middle school classroom visits: P-TECH program staff visit classes to discuss the program application process and answer questions.
January 2022: Informational Meetings - P TECH program staff and students provide informational Q&A sessions for parents and students
February 2022: Students complete applications and course selections
April 2022: Connect with new students and families - acceptance letters sent to families and students regarding orientation, TSI testing
May 2022: Family Night - social event to welcome new students/families and answer questions
June 2022: Students will attend and successfully complete the Summer Bridge Program
July 2022: Secondary and post-secondary teacher alignment conference
August 2022: Orientation for new students - Meet P-TECH program staff and business advisory board members to review guidelines and plans for the school year.
Dates are preliminary and will be adjusted as needed as the development of the recruitment plan is finalized. A finalized recruitment plan will be presented to the advisory board for approval.

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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.

The Education and Training Program of Study will be the focus of the P-TECH Academy. The program builds on the Academy of Education and Training already offered and compliments the other post secondary and career programs in business, criminal justice and health care. The program of study for Education and Training will include the following courses which will include a work-based learning experience each semester.
9th grade - Principles of Education and Training
10th grade - Human Growth and Development
11th grade - Instructional Practices
12th grade - Practicum in Education and Training
Please review attachment #2, 2021-2023 P-Tech Planning and Implementation Grant Crosswalk Template, for the grant outlining dual credit integration.

Teaching is a Heart of Texas targeted occupation. This designation by Workforce Solutions is based on the percentage of growth and a higher than average yearly salary. Growth rate for teachers is predicted at 6.7% with a starting salary average of $49,800.

Students graduating from the program will receive an Associate of Arts in Teaching and/or a Bachelor Degree in Education. The student will have the foundational knowledge and skills to enter as Educational Aide I or a teacher within the 6 year program. In a released report, "Everyone Starts Somewhere: Career Pathways to Heart of Texas Target Occupations", Teachers Aide is identified as an "anchor" occupation that leads to the targeted occupation of a teacher. The P -TECH Academy of Education will create a "career progression lattice" as described in the report. Teacher assistants earn a median salary of $21,200 This anchor wage would progress to an average teacher salary of $49,800. By taking part in the P-TECH academy, students would be able to make this transition to being a certified teacher within 2 years after high school completion.

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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.

Waco ISD has a long-standing partnership with McLennan Community College. The District partners with MCC to offer the Accelerate Early Degree Program, a successful dual credit partnership that offers students an Associate degree in Allied Health, General Business, Criminal Justice, General Science or Liberal Arts. Waco ISD has leveraged its relationships and expertise to build relevant programming for the Heart of Texas region. This long and continued relationship makes MCC an ideal partner for the P-TECH program.

Waco ISD will build on its existing Dual Credit MOU with McLennan Community College to provide P-TECH offerings to students. The updated MOU will be finalized, signed, and dated by May 2021. The MOU will include an articulation agreement addressing curriculum alignment, instructional materials, instructional calendar, programs of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments.

The course sequence for the associate degree will be designed to maximize articulation of college credits to the education bachelor degrees offered by the higher education partners of the MCC University Center. The alignment will provide the opportunity to complete a bachelor degree in education in Waco within 6 years of 9th grade enrollment.

The expanded course offerings will include course crosswalks and options for students to complete high school graduation requirements and earn an industry certificate and/or an Associates in Teaching and /or a bachelor's degree within 6 years of 9th grade enrollment.

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.

Waco Independent School District has agreed to be the industry partner for the 2021-2023 P-Tech Planning and Implementation grant. Waco ISD will provide students access to work-based education during each year they are enrolled in the Education and Training Program of Study. WISD will also provide an opportunity for students to be part of the growth in the area of education and this partnership will assist in addressing the school district's workforce needs.

Included in the work-based learning experiences will be the following components.
Classroom observations in classrooms observing children.
Job shadowing would allow the observation of the teacher and the interactions between the teacher and the students.
The practicum course would include the students participation in the leadership of the classroom with the assistance of the teacher.
Summer bridge program
Summer internships would allow students to serve as teacher assistants in summer school.
The Education Aide 1 certificate would be verified by the Superintendent and the District would pay for the cost of the certification for the students. The verification would affirm the student's completion of the courses in the Education and Training Program of Study.
Student teaching placement would be completed through the University Center while the student is enrolled in the Bachelor of Education program.
Sr students will be designated as "non-paid" employees to experience the application and hiring process. Students will complete WISD "SafeSchools" training as a part of their curriculum and to support their work with students.
Upon completion of the Associates Degree and/or Bachelor of Education, students would be given priority and would be provided the opportunity to interview as a Teacher Aid or Classroom teacher.

Waco ISD as the business partner, will provide the District an opportunity to address the teacher shortage in McLennan County as well as the State of Texas. The current shortage of teachers in Waco ISD reflects those of the state of Texas. Shortages include: Bilingual/ESL, Foreign Language, Mathematics, Science and Special Education.

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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 P-TECH Academy of Education advisory board will be composed of individuals with decision-making roles in Waco ISD and at McLennan Community College. Additional representatives will include high school leadership, teachers, community and business leaders, education service center employees, Chamber of Commerce members, and a local workforce board director. The current advisory board includes the following members:

Dr. Susan Kincannon, Superintendent of Waco ISD, Dr. Johnette McKown, President of MCC, Eunice Williams, HOT Workforce Solutions - Director of Strategic Planning, Jennifer Branch, Greater Waco Chamber Director of Existing Industries & Workforce Development,
Dr. Jerry Maze Executive Director ESC Region 12, Dr. Fred Hills - VP of Instruction & Student Engagement at MCC, Lewis Snell, Texas Tech University at Waco, Lisa Colvin, Tarleton State University at Waco, Dr. Ricky Edison and James Stewart, WISD high school principals,
Dr Hazel Rowe & Annette Perez, former WISD/Region 12 leaders, Dr. Josie Gutierrez, WISD Assistant Superintendent for Human Resources,
Deena Cornblum, WISD Assistant Superintendent for Curriculum, Tiffany Whitsel, WISD Executive Director of Secondary Education,
Londa Carriveau, Director of High School Pathways, Donna McKethan, WISD Director of Career and Technology Education
Annette Scott, Director of the MCC University Center, Dr. Scott McClanahan, WISD Director of College Career Military Readiness,
Betsy Gilcrest, WISD Director of Special Education, Daelynn Copeland, MCC Education Department, Grace Benson, WISD Director of Bilingual and ESL, Dr Christine Holecek & Lisa Saxenian, HS CTE Deans of Academies, Amy Brown & Cindy Cates, WISD Lead HS counselors,
Karen Baier, Hannah Barber, and Kaylan Talley, WISD HS CTE teachers

The initial Advisory Board meeting was held October 13, 2020. The agenda included outlining the Education P-Tech goals and the steps for completing the application. The agenda included reviewing the planning grant goals and objectives. Following the award of the grant, the board will meet quarterly. Future agenda topics will include: student data, curriculum alignment, crosswalks, mentorships, recruitment and enrollment activities, work-based learning, student support services and community engagement.

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.

Waco ISD students in 8th grade are required to participate in either AVID or enroll in the Interpersonal Studies course, where they investigate careers, high school endorsements and college readiness skills, and the varying courses and opportunities (college credit and industry certifications) available in high school through CTE, Advanced Placement and Dual Credit. Additionally, students develop their 9th grade course schedules and personal graduation plans, as well as participate in Socioemotional Learning lessons to prepare them for successful transitions to high school. Eighth graders will also be administered the TSIA to qualify them to participate in dual credit courses beginning in 9th grade; for those who do not pass but desire to participate, both in-person and online assistance and preparation is available.

Once students begin high school and their dual credit coursework, Waco ISD subsidizes all dual credit tuition and fees for participating students who do not meet the tuition exemption guidelines of McLennan Community College. Additionally, the District will provide support services--counseling, academic tutoring and qualification for community assistance programs, if needed--for students, preparation for the college experience and enrollment; progress monitoring to ensure successful completion of courses, assistance with prioritizing responsibilities and course scheduling, sessions on appropriate communication with college faculty members, transportation to the college campus, and all necessary books, online codes and materials, removing almost all the common obstacles that prevent students from participating and succeeding in dual credit courses. Since dual credit courses do not meet every day of the week, on days that students are not in class, they will be supervised by a certified teacher who can answer any questions related to college classes as well as offer assistance and encouragement in dual credit assignment completion. Waco ISD partners, such as Voice and Communities in Schools, will assist these students in completing their FAFSA/TASFA and their college applications to ensure post-secondary matriculation once they finish high school and their Associate degrees.

As dual credit students enrolled in the P-TECH Education Academy in Waco ISD and students at McLennan Community College, they will not only have the district supports listed above but also have access to support services at the college, including college advising with MCC advisors and support coaching services through the MCC counseling center. In addition, students will have access to free tutoring services, both online and in-person, for courses taken through MCC. Dual credit personnel at MCC will provide assistance with parent/student information sessions, enrollment assistance, college orientation, and other training sessions for students as requested.

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CDN [ ] Vendor ID [ ] Amendment # [ ]

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. [ ] [ ]
2. [ ] [ ]
3. [ ] [ ]
4. [ ] [ ]
5. [ ] [ ]

Professional and Contracted Services

6. [ ] [ ]
7. [ ] [ ]
8. [ ] [ ]
9. [ ] [ ]
10. [ ] [ ]

Supplies and Materials

11. [ ] [ ]
12. [ ] [ ]
13. [ ] [ ]
14. [ ] [ ]

Other Operating Costs

15. [ ] [ ]
16. [ ] [ ]
17. [ ] [ ]

Capital Outlay

18. [ ] [ ]
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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