



2021-2023 CCRSM P-TECH Planning and Implementation
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 23, 2021

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 66, 86th Texas Legislature**

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 23, 2021**.

Application stamp-in date and time

Grant period from **April 19, 2021 to June 15, 2023**

Pre-award costs permitted from **the date of the award announcement**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment #1: Document of Collaboration with Local Regional Workforce Board
3. Attachment #2: "Program of Study" Crosswalk template

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions Debarment and Suspension Certification
 General and application-specific Provisions and Assurances Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Digitally signed by Dr. Rene Gutierrez
DN: cn=Dr. Rene Gutierrez, o=Brownsville ISD, ou, email=rene.gutierrez@bisd.us, c=US
Date: 2021.03.10 08:45:58 -0500 Date

Shared Services Arrangements Shared services arrangements (SSAs) are **not** permitted for this grant.**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM P-TECH Planning and Implementation Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM P-TECH Planning and Implementation Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. Required by statute: P-TECH campuses will provide participating students with flexibility in class scheduling and academic mentoring.
- 6. 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.
- 7. 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.
- 8. Required by statute: P-TECH campuses will be provided at no cost to participating students.
- 9. 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.
- 10. 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.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

VETEREANS MEMORIAL ECHS SPECIFIC NEEDS :
 The CCRSM PTECH Grant will allow BISD to meet some mission goals to include: 80% of students will have completed 3 dual credit college courses and be enrolled at TSTC; 100% will have participated in internship visits in a manufacturing business or a job such as a LNG or AmFELS; 60% of students will have the opportunity to interact with professional mentors four times throughout the school year and will have taken a college entrance exam such as the SAT or ACT; 80% of students will have participated in a college visit for a transfer to a BA/BS; 100% of students will complete a basic training certificate; 80% of students will meet all grade level requirements, pass all tests and transfer enrollment into TSTC; 60% of selected students will meet grade level requirement in Algebra I EOC while 45% will reach master's level to include tutoring, college mentoring, study groups, counseling, and parent engagement; 60 % of targeted students will meet the Texas Success Initiative (TSI 2.0) Exam for Reading and Writing and therefore begin changing the amount of BISD students receiving and completing Dual Credit courses towards an AA degree. BISD would target 1.6% of AA degrees from graduating Veterans CCRSM PTECH students by 2023 which is the current State Average (TAPR 2019-20).

BISD MISSION GOALS:
 Based on a recent BISD Needs Assessment Bilingual Survey, 'Understanding the College and Career Process' was #1 response for BISD student's top challenge (601N). In alignment with the CCRSM PTECH proposal, CTE Design Team notes identified and addressed needs to include a high standard of AA services as BISD is trailing in AA degrees (0%) as compared to other Regional ESC 1 (4.6%) while Mercedes ISD is at 17%, Sharlyland ISD at 12%, Edinburg ISD at 7% and La Joya ISD at 8%. BISD Strategic Plan (Parameter#1) states that BISD will not tolerate educational Apathy. BISD is an A rated School District with 4 Blue Ribbons Awards, 20 NCUST winners, selected for TEA's Systems of Great Schools and a finalist for the 2021 Holdsworth Award. However, the magnitude and severity of the problem to be addressed by the proposed program is strong and clearly articulated as BISD ranked #1 ISD in Texas (pop.>441<) and 5th in nation in Poverty Indicators. The racial/ethnic minority is at 99% with 100% Eligible for free/reduced lunch (PIL). Economically Disadvantaged 39,260 (88.5% compared to TX 60.6%); Section 504 Students 3,848 (8.7% compared to TX 6.5%); English Learners (EL) 15,352 (34.6% compared to TX 19.5%); Students w/ Disciplinary Placements 476 (1.0%); Students w/ Dyslexia 2,376 (5.4% compared to TX 3.6%) Immigrants/refugees-3%; SPED 5,364 students, and Homeless (1 %).

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
<p>The poverty rate in Brownsville is 28.1% compared to 14.7% for Texas (City-Data.com/poverty). Over 240,000 residents in Brownsville with twice the poverty rate of Texas, over 90% will not finish college. Starting college now is the major reason for PTECH at the high school.</p>	<p>The Veterans CCRSM P-TECH (VP-TECH)Welding program will to contribute to high school students graduating career ready for jobs in Brownsville, Port of Brownsville, AmFELS, and Liquefied Natural Gas plants that are mobilizing in the area. The VP-TECH will contribute certified persons to TWC high-demand, high-pay jobs with \$20/hr and median annual earnings of over \$42, or more in South Texas.</p>
<p>BISD (TAPR19) has 96% economically disadvantaged, serving 42,000 students of which 67.3% are at risk of dropping out, and 65% English learners, 11% students with disabilities. BISD has the highest TX. poverty rate for >45K enrollments.</p>	<p>Veterans CCRSM P-TECH has a rich a history of collaboration with Texas State Technical College (TSTC). This partnership will provide exposure/college credits to prepare students for high-pay, high demand careers through the Associates degree in Welding Technology. AmFELS our industry partner provided a letter of support.</p>
<p>Brownsville has strong need to increase capacity for skilled workforce to meet the workforce demands in South Texas as listed/defined by Workforce Solutions Cameron. BISD will increase job training and career opportunities for high school students.</p>	<p>Brownsville ISD has a history of collaborating with Workforce Solutions Cameron and local IHE's to institute high school programs, particularly through CTE department to increase skilled workforce for several large employers that are creating more jobs (see above). BISD CTE will expand pathways to offer industry certifications and dual credit courses to increase AA degrees.</p>

Measurable Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Smart Goal: BISD will establish critical components of Veterans CCRSM P-TECH (VPTECH) with design elements and requirements aligned to the P-TECH/ICIA blueprints allowing for the implementation and alignment with IHE and partners. Specific: This will allow CCRSM PTECH to obtain P-TECH designation by 2022-23 academic year, and address challenges in hiring staff to prepare graduates for high-pay jobs in multiple high-need industries in and around Brownsville. Measurable: The VPTECH will increase the number of students: a) graduating, b) earning an associates degree, and c) receiving industry certifications. The goals above can be obtained by June 2023 with buy-in and formal commitment from businesses, IHE, and workforce leaders via attached letters of support. To this end it's relevant/ timely for VPTECH to open opportunities with the existing/projected growth in South Texas.

CCRSM Activities/Strategies: Veterans PTECH will implement the following activities and services to meet the goals and objectives of the grant. meet regularly to develop recruitment plan, written admission policy, brochures/enrollment application, and design webpage on Veterans ECHS page; meet with TEA technical assistance provided to discuss/recommend implementation plan, partnerships; PTECH director, counselors, teachers, parents will develop wrap-around strategies/contacts to support students establish/continue to nurture partnerships, needs MOUs with business partners; create pathways that lead to field trips, shadowing and industry-based certification and experience; create MOU with both TSTC (dual credit technical/welding courses) and TSC (dual credit traditional courses); review, discuss crosswalk and pathway with all stakeholders; review, discuss, and plan academic support services for P-TECH students; assure program staff are properly trained and certified to teach dual credit welding courses; Increase welding business partnerships.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The campus CCRSM P-TECH director, principal and district CTE support staff will meet monthly or more often to collect and analyze individual student data and program summative benchmarks. This P-TECH campus team, student data and program summative benchmarks will enhance the program four-fold: a) critical modifications can be made weekly by the campus team to ensure equity; b) data is essential for the P-TECH team to make mid-course minor or major adjustments to ensure efficacy; c) essential data will be readily available to submit TEA reports timely to ensure grant compliance; and d) review of the P-TECH/ICIA design elements each quarter as defined within the P-TECH Blueprint to ensure compliance.

Team determination of needed modifications involve student and teacher supports upon implementation in 2022-2023. Student data will be evaluated for three important components: a) to provide timely supplemental instruction or tutorial to ensure all students are keeping up with the course work and are successful at the end of marking periods; b) Rigor and support is critical to the cohort during the freshmen year to ensure that they successful in their courses, and pass the TSI to begin dual credit courses with Texas State Technical College, our technical school IHE partner and Texas Southmost College, our traditional dual credit partner; and c) to assure CCMR attainment by individuals, At-risk, limited English Proficient students within the targeted population.

Qualitative data will be gathered from student and parent surveys regarding program components, student supports, and work-based experiences. If the Veterans CCRSM PTECH director, principal and/or CTE support staff determine that modifications are needed, the campus will immediately send out notices to and/or surveys provided by TEA to parents/guardians, central office administration, and advisory board members to advise them of the intent to modify the program appropriately.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed CCRSM PTECH budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. BISD will also use applicable CTE funds currently allocated to similar programs. A Director will supervise all expenditures and make adjustments in the future to meet needs ensuring that goals and objectives are met. All expenses will be tracked and spent based on BISD policy and procedures. Reasonable costs and efficiency are taken into consideration for all grant purchases following EDGAR and OMB circular Guidelines.

Payroll Costs: These costs will allow for direct leadership, instruction and support for the program through the implementation process and will allow the certification to be secured properly @ \$19,452.

- 1. Welding Instructor (planning year 3,000/; teaching year 3,000) @ \$6,000.
- 2. P-TECH director (planning year \$5,000/2021-22; implementation year \$5,000/2022-23) @ \$10,000.
- 3. Substitute pay for Teachers out on PD (\$130/day x 1 teacher x 4 days/yr x 2 yr) @ \$1,040
- 4. Fringe benefits for instructor and director @ \$2,412.

Professional and Contracted Services: These costs will allow valuable support with certification, tests and proper space for the program. Ventilation requirements are for safety of students in the program @ \$71,000

- 1. Wiring; ventilation; built-in workstation installation @ \$50,000.
- 2. IHE will credential teachers related to targeted programs of study @ \$7,000.
- 3. Student certification costs @ \$11,000.
- 4. Professional Development sessions for program of study teachers @ \$3,000.

Supplies and Materials: These costs will provide C&I materials for instruction.

- 1. Materials/supplies necessary to prepare and to implement program of study courses @ \$28,898

Other Operating Costs: These costs will expose students to both college and industry in their respective fields.

- 1. Travel PD, meeting out of area (4 trips, housing, meals, fees x \$1,000)@ \$4,000

Capital Outlay: Equipment will be specific for the needs of the program to meet requirements for Dual Courses.

- 2. Equipment needed for year 1 and 2 @ \$20,000.

Direct and indirect administrative costs: \$6,650 (BISD Approved Restricted rate of 4.33%)

TOTAL GRANT AWARD REQUESTED: \$150,000

BISD will provide the required match share for the grant at 20% at \$30,000. (See Attachment #7-Grant Forms)

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The Veterans CCRSM P-TECH Recruitment and Enrollment Plan will adhere to these Activities and suggested Timeline:

General Timelines: May 2021 - November 2021: Recruitment/publicity materials will be developed in English, Spanish and in video formats. The district and campus will work together to ensure that all subpopulations are equally included. This includes in BISD, At-risk students, Bilingual, limited English proficiency, students with disabilities (dyslexia, etc.), and migrant students to have an opportunity to participate in this innovative P-TECH program with an opportunity to prepare for high-demand, high-pay technical jobs that are available in Brownsville and the surrounding area at the Port of Brownsville (AmFELS, and others).

Recruitment Plans : December 2021 - August 2022: Upon receiving Designation, our P-TECH team's Enrollment Plan includes three components: a) distribute recruitment materials to students, parents, administration, teachers, community and other stakeholders; b) Counselors and P-TECH director will visit the feeder schools 8th grade students to showcase the P-TECH program goals and the application process; and c) VP-TECH director and counselors will hold parent meetings at the Veterans Memorial campus to further showcase the program and provide a tour of the program facilities, library and labs. Our IHE technical partner, TSTC will be invited to present. The application process and application timeline will be reviewed and explained to students and parents. VP-TECH director and counselors will answer any further questions parents and students may have during or later by phone or email. Information will be posted on Veterans ECHS media pages. Once students are accepted into cohort, an acceptance letter will be mailed out, and a welcoming reception will be held at the Veterans Memorial campus.

Progress Monitoring: September 2022 - May 2023: In addition, a contingency plan is in place for those students in the cohort to be part of the summer bridge where core teachers will help students with the basics of the failed state assessment(s), such as Grade 8 Math and Reading, and or Algebra I EOC. As VP-TECH students progress through the first six weeks of Fall 2022, core teachers such as English I, Algebra I and/or Geometry will offer tutorial twice a week to help cohort students stay on track. VP-TECH director and counselors will check grades at the third week through the school's "3-week progress report," and the "6-weeks marking period." (These occur every six-weeks throughout the academic year.)

Statutory Requirements (Cont.)

2. 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/certificates/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.

BISD and Veterans CCRSM PTECH is planning to offer and expand upon current offerings as BISD currently has two P-TECH programs at 2 out of 7 high schools: the Health/Medical pathway and the Advanced Manufacturing pathway. The CCRSM PTECH course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. More importantly, students will earn regional high-demand, high-pay jobs with \$20/hr and median annual earnings of over \$42, or more in South Texas.

Brownsville ISD and Veterans ECHS in partnership with Texas State Technical College (TSTC) and Texas Southmost College (TSC) will provide a very flexible structure and well defined program of study to offer the technical dual credit courses and junior college credit courses to PTECH students in grades 9-12 leading to an associate's degree. These are outlined as Year 1-4 in the crosswalk in the appendix. The goal of the VP-TECH is to address the regional workforce needs of welders/solderers as our county, Cameron is coded "High demand" by 2020 Burning Glass International, Inc.

To assure Veterans P-TECH increases student schedule flexibility and opportunities to earn additional dual credit courses Veterans Early High School teachers that have their Masters Degrees already offer dual credit courses through TSC. For example, the first cohort would be able to combine high school courses and postsecondary courses (identified in the attached crosswalk), such as Spanish dual credit and a college elective option for up to 12 dual credit hours in year 1. In the second year of cohort one students would take Welding I dual credit through TSTC (4 hours), and two dual credits courses through TSC (a math and/or sociology for up to 6 hours) as detailed in the crosswalk. Through flexible scheduling and incorporating TSTC, TSC and Veterans ECHS master teachers VP-TECH students could earn up to 22 dual credit hours after two years in the cohort.

In the P-TECH student's year 3, TSTC would provide the Welding II dual credit course during fall and spring. Veterans ECHS teachers through TSC would offer a variety of dual credit courses in the core (English, History, Math) and in the elective areas. VP-TECH students could earn up to 22 hours of dual credit from both TSTC and TSC all leading towards an associates degree.

In the P-TECH student's year 4 schedule, TSTC would provide the Practicum in Manufacturing dual credit course during fall and spring. Veterans ECHS teachers through TSC would offer a variety dual credit courses in the core (English, History) and elective areas. VP-TECH students could earn up to 26 hours of dual credit from both TSTC and TSC all leading towards an associates degree. This four-year sequence allows VP-TECH students an opportunity to earn the required 60 hours to earn an A.A. degree with the 70 hours of dual credit offerings.

In addition, students will work towards and earn certifications and certificates, such as: Workforce Solutions Soft Skills Certificate while in Welding I during sophomore year; OSHA 10 in Welding II during junior year; and AWS D1.1 in Practicum in Manufacturing during their senior year. These certificates and the above coursework will help VP-TECH program meet the CCRSM goals set in the TEA P-TECH Blue Print.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

BISD and Texas State Technical College (TSTC) have a rich and long standing articulation agreement with all our secondary schools. TSTC assists BISD with enriching programs, dual credit courses, and college visits district-wide to pique student interest, and one P-TECH programs that is entering their second year. The TSTC letter of support assures that both institutions will give access to postsecondary educational and training opportunities to come up with a solid articulation agreement that will provide curriculum alignment for our Veterans P-TECH students to get started on the right path under the Welding P-TECH program. This articulation agreement will assist our P-TECH campus in securing the proper instructional materials, to plan with the upcoming instructional calendar, set in place the course of study for our student to complete certain approved courses at VP-TECH en route to earning an Associate Degree in Applied Science from TSTC. BISD/TSTC's commitment to all elements of the P-TECH include student enrollment and attendance guidelines, aligning grading periods, policies and administration of statewide assessments. Veterans P-TECH is also supported by BISD CTE Director, Dr. Juan Chavez, career placement officers and high counselors who already work closely with TSTC to ensure a smooth transition like the other two P-TECH campuses at BISD. The district ECHS cabinet meets monthly involving administration and partners to increase the variety of dual enrollment course that will ensure our P-TECH programs are successful. The Veterans P-TECH program will have a Leadership Team of district, community, business and TSTC as well to keep the P-TECH program on course each semester, with a plan for full implementation, instructors, labs and on site P-Tech Director.

TSTC Mission: Indeed, with a statewide role and mission, TSTC is doing what they were created to do. They are efficiently and effectively helping Texas meet the high-tech challenges of today's global economy, in partnership with business and industry, government agencies and other educational institutions. TSTC graduates are highly valued by business and industry for their work ethic, knowledge and workplace skills. Whether a student is considering upgrading their skills, or just starting out on a new career path, the TSTC campus in Harlingen, Texas in Partnership with BISD is a great place to prepare for a great-paying job in the vibrant Texas economy.

4. 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.

The Brownsville ISD and Veterans ECHS P-TECH (VPTECH) has obtained letters of support from regional industry (AmFELS, Port of Brownsville, and others) that relates to their total commitment to the VPTECH program. As with our other two PTECH schools, VPTECH will develop an MOU during the planning phase defining specifics of roles and responsibilities of the partnership between PTECH and its industry partners. These include:

- concise and comprehensive plan for students and VPTECH for work-based learning opportunities at grades 9-12;
- ban MOU detailing a commitment to serve on the VPTECH Advisory to provide support, work-based learning to ensure success in academics and entering the career pipeline;
- also included in the MOU are the curriculum goals, and the various industry certifications to assure students an opportunity to transition to an associates degree;
- additional classroom visits and on-site mentoring with industry partner(s) from the greater Brownsville area;
- AmFELS is the largest employer of welders in the greater Brownsville area, and thus VPTECH will help address the regional workforce needs plus other employers in Brownsville and the Port of Brownsville;
- P-TECH trained students have first priority in interviewing for any jobs for which students were trained and certified in; and
- BISD, TSTC and TSC will review, update and approve the MOU every two years.

AmFELS PARTNERSHIP: Located in Brownsville, Texas, Keppel AmFELS reinforces the Keppel Offshore & Marine Group's presence in the Gulf of Mexico, and strategy to be near its markets and customers. Strategically located at the gateway of the Gulf of Mexico, Keppel AmFELS serves one of the most robust oil and gas markets in the world. Today, AmFELS is the foremost offshore shipyard in the Gulf of Mexico, backed by comprehensive facilities and a highly-skilled workforce. These qualities have enabled them to deliver premium rigs on time, within budget and safely, placing Brownsville city on the global map for world class offshore solutions. As an active corporate citizen, they are committed to the growth and development of Brownsville city and its people, championing causes in community-building, education and welfare. AmFELS also partners institutions such as the University of Texas, BISD and United Way to improve the literacy, employability and wellbeing of the BISD community.

TEA Program Requirements

1. 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.

BISD has developed a Model Leadership Design Team for our two established P-TECH schools that met regularly to successfully complete the P-TECH Implementation Plan. Specifically for the new Veterans P-TECH, the leadership team includes: Dr. Anysia Trevino, Deputy Supt. for C&I; Dr. Dora Saucedo, Asst. Supt. for C&I and Accountability; Dr. Linda Gallegos, Principal of Veterans ECHS; Mr. Gamaliel Salazar appointed VP-TECH Director; Graciela Luna, Dean of Instruction; Sandra Soto, CTE Career Placement Officer; Luis Medrano, Veterans Welding Instructor; Jessica Cantu, Veterans College Readiness Counselor; Dr. Norma Ibarra-Cantu, BISD Administrator for Secondary Education; Mrs. Sara Garza District Administrator for Guidance and Counseling; Merrill Hammons, Administrator for College and Career Readiness; Dr. Greg Garcia, Edwin Barrera and Diana Barron-BISD Grant Specialists; and the Deans from Texas State Technical College (TSTC) and Texas Southmost College (TSC).

A CCRSM P-TECH Advisory Council with key representation from industry, business community and BISD will meet quarterly to ensure a thorough implementation plan is in place that will lead to a successful PTECH designation process. Advisory Council members includes TSTC (technical/welding dual credit courses), TSC (traditional dual credit), industry partners such as AmFELS, Workforce Solutions Cameron, and campus and district leaders. The Veterans CCRSM P-TECH advisory council will also include community representatives. Meetings for the advisory council will be publicized in advance with agenda, minutes, and documents posted on the Veterans CCRSM P-TECH webpage.

Veterans CCRSM P-TECH Leadership Design Team meetings will be held Monthly in 2021. BISD collected letters in March and met to finalize the CCRSM P-TECH grant application. Moving forward, New CCRSM P-TECH meetings will be scheduled to meet regularly with the technical advisor to prepare for TEA designation and opening in Fall 2022. Agenda topics include: recruitment; work-based slots; MOUs; TAP meetings; and updates/concerns.

2. Describe wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

Wrap-Around Strategies: Veterans ECHS currently offers several wrap-around services that would be extended to the freshmen cohort of VP-TECH including: a) dedicated counselor to ensure academic and social progress; b) homework assistance in challenging courses; c) ensure both sequencing of course work and credit recovery if needed; d) assure TSI preparation and testing, plus college counseling. BISD CTE and P-TECH directors have a continuous and regular dialogue with meetings with Mr. Pat Hobbs, Workforce Solutions of Cameron County to address current and future workforce needs in South Texas, especially the greater Brownsville area. Dr. Gallegos, Veterans ECHS principal, Mr. Salazar, assistant principal/director of VP-TECH with Dr. Chavez, CTE district administrator have consulted with and reviewed Mr. Hobbs reports on high-demand occupations for Cameron County.

Additional Strategies and Services: With AmFELS, SpaceX, and LNG gas plants expanding in the Brownsville area over the next five years, the program ensures that BISD graduate's students with high employability in the area of welding. With this important collaboration between BISD, Workforce Solutions, AmFELS and with both our IHE partners, students in the VP-TECH program will benefit tremendously from the P-TECH partnerships. To ensure that all P-TECH students and parents/guardians are successful in rigorous courses and work-based experiences, the VP-TECH director and counselor will meet with students and families to review the cross-walk, work-base education plans, dual enrollment coursework, industry certifications as part of the wrap-around strategies. The BISD, VP-TECH, AmFELS, TSTC, TSC will meet at set points in the fall and spring to ensure a solid program is in place with strong academic and work-based experiences that lead to one or more industry certifications, a high school diploma and an AA degree.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

N/A

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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Amended Section

Reason for Amendment