



2021-2023 P-TECH Planning and Implementation Grant

Competitive Grant Application: Due 11:59 p.m. CT, November 10, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant application and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 |
|---|--|
| Provide opportunities for students interested in the agricultural profession and other dual credit courses. | Create opportunities for present students to earn certifications/license and or dual credit to meet the needs in our area. |
| Expand opportunities for our economically disadvantaged students currently enrolled to attain an employable skill that is needed in our area. | The program will encourage diversity by allowing all students to have a gateway into college and/or attain a certification/license. The program will be open to all students to allow for optimal opportunities to meet the needs of our students. |
| Provide qualified individuals to serve as welders as well office personnel in our surrounding communities. | Work with businesses to develop a gateway for students and provide employable, prepared certified candidates upon high school graduation. |

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.

Lockney High School will increase the overall CCMR score each implemented school year. As per the 2019 accountability, Lockney High School received a component rating of 82 with a scaled score of 96. The campus did not have any industry-based or Level I/Level II certifications. Our goal is to expand those opportunities with hopes of 80% of our students enrolled earn a certification by 2023.

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

LHS will track the number of students successfully passing the TSI, enrolling in dual credit courses and certificate courses as well as continue to support and increase that number. LHS will focus on and track high demand workforce experiences and industry based partnership to create student experiences meeting local needs. Continual evaluation of the programs offered to ensure that they align with district goals

- First Quarter
- securing staff to instruct and manage the program
 - establish welding shop
 - enrollment and recruitment activities that build interest in welding certification

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Evaluate the data to determine successful completion of college hours and certification progress from pervious semester and make adjustments as needed to ensure success as well as progress toward CCMR goal. Continual program and student evaluations to meet the needs of all students enrolled.

Second Quarter

- appropriate training and certification for program staff
- evaluation of equipment necessary to complete certifications
- continued enrollment and recruitment

Third-Quarter Benchmark

Third Quarter

- Percentage of students utilizing the welding certification opportunities as well as other certification offered in additional programs
- Program completion with certification and dual credit completion. LHS will evaluate the data and seek ways to further support the students and increase participation

7. Project Evaluation and Modification

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

The process for data collection will include PTECH team as well as any stakeholder involved in ensuring the program success. Those metrics include: evaluation of program design; program activities; student participation; student academic data that includes attendance and achievement results. The goal of the PTECH team is to meet monthly and evaluate available performance measures. This may include; beginning, middle and end success rate; teacher and student feedback to address program adjustments and identify and respond to issues that may arise. The secondary counselor and principal will be vital in working the instructors and students to ensure that students are on track for program completion and success.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
4. The P-TECH school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
5. P-TECH schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma and an associate degree, a two-year postsecondary certificate or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
6. P-TECH programs will be provided at no cost to participating students.
7. P-TECH schools will ensure that a student is entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.
8. The P-TECH Campus will implement the design elements included with the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

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Statutory Requirements

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

LISD is committed to expanding opportunities to all students. LISD will continue to pay for one dual credit course per semester and with additional funds like to expand to all courses. The P-TECH program will be campus wide and open to any student regardless of performance of state test, current graduation plan, demographic or economic status. LISD hopes to begin implementation of enrollment the summer 2021 in our welding pathway as well as other certification opportunities plans to offer in Business and Food Tech. The district will work with our IHE to provide a pathway to an associate degree in the 2022 school year. LISD will promote our program through social media, local newspaper and campus feed.

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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.

Our goal is for students to earn an associate degree or industry-based certification from our partnering IHE through various pathways offered. The grant will be focused, in the early phases, to establish the Welding Pathway toward full certificate attainment as well as establishing a General Business/Office Admin pathway to certification. Trained individuals are needed in both fields in our surrounding areas to fill gaps in growing businesses out in the fields and in the office. Potential careers include opportunities welding, welding inspectors, sales reps and related fields pertaining to welding. Potential careers for business include skills to operate and manage a local business office. South Plains College offers intense training in both skilled areas. LISD will be working closely with SPC to ensure a pathway/crosswalk for all students to have opportunity to participate and obtain certifications. We will begin our path starting the freshman year and extend through students senior year to obtain certification or opportunities to further their education with SPC. Attached crosswalk for further details.

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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.

The district is committed to our students and their success and will ensure that their schedules will be flexible to meet our students needs. We will continue to monitor our students and provide support systems as needed for our participates to stay on path. During the planning stages, the crosswalk, the agreement with SPC, and our establishment with Perryman Fencing and Main Street Pizza will be solidified. LISD will continue to work closely with SPC on our dual credit offerings providing opportunities to work toward an associate degree while in high school or possibly continuing into post-secondary studies. All members of our staff and team will work with the students to provide the best opportunity for success.

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.

The regional industry or business partner is Perryman Fencing and Main Street Pizza, although we will continue to keep the door open for other possible members that enhance our student experience . The students enrolled in the program with having opportunity for on site visits with opportunity to see how the skills learned are used on job sites. Students will also be able exposed to how business skills are utilized such as quickbook, word, excel etc. The partnership allows for all students to have access to all aspects of a business and its on site service ensuring our students the best opportunity to succeed in an interview as well as job performance.

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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 District Leadership team includes: Jim Baum, Superintendent; Michelle Southard, HS Principal; Shana Hallmark, HS Counselor; Todd Hallmark, Federal Programs; our IHE representative, South Plains College and business owners. The team will plan to meet monthly to discuss program progression and improvements. Discussions have taken place to narrow our focus to meet the needs of our students and P-TECH path for our beginning role out. Our hope is to possibly expand our scope to serve more of our students and community.

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.

LISD has consistently offered dual credit opportunities and will look to expand those opportunities yearly. Over the last three years our total average of dual credit hours earned is 150 hrs. The district will work to provide certification pathways for all students to enhance the possibilities for our students. The district administers the TSI as well as ACT/SAT on site and will provide in class support to ensure they can be successful. The counselor will meet with the 8th graders and their parents to discuss graduation plans and course of study. This plan is reviewed in the spring semester to ensure students path to success and make changes when necessary. The Committee will work together on the plans and ensure that all elements are appropriately maintained and incorporated. The district will continue to work closely with our IHE and expand on our program when opportunities present themselves.

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Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

| | | |
|----|---------------------------------------|----------|
| 1. | Extra Duty Pay Counselor/Facilitators | \$10,000 |
| 2. | Personnel & Benefits | \$40,000 |
| 3. | | |
| 4. | | |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|------------------------------------|----------|
| 6. | Wiring Improvement | \$60,000 |
| 7. | Ventilation System | \$25,000 |
| 8. | Workstation for student production | \$20,000 |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|-----------------------|----------|
| 11. | Metal Prep Equipment | \$45,000 |
| 12. | Fabrication Equipment | \$30,000 |
| 13. | Fabrication Tools | \$20,000 |
| 14. | Business Software | \$20,000 |

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 |
|-------------------------------------|--------------------------------|
| <input type="text"/> | |
| <input type="text"/> | |
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