



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 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
Based on surveys and observations, we would like to add a Patient Care Technician (PCT) project based program to support college and career readiness which will add rigor and relevant learning project to support Career Technology Education (CTE).	Health Science Students will earn a certification as a PCT before graduating High School and will obtain a position in a high demand health care career field due to the certification and work experiences they learned through local health care partners. This will lead to a decrease in unemployment rates and produce more self-sustaining individuals working in high demand jobs.
Our initial students who participate in the Health Science Pathway goes from 40 students down to 10 and under for our CNA Program. Diversity is needed with this pathway to engage students to continue to completion.	100 Percent of students who start the PCT pathway will earn atleast one industry based certification and up to 3 industry based certifications in PCT, Phlebotomy, and EKG
There is a strong need to increase local capacity by preparing students to meet the local workforce demands as defined by the Work Force Solutions of the Coastal Bend.	Establish a PCT program that will directly support future Patient Care Technicians through earning a PCT certification.

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.

Santa Gertrudis (SG) Academy High School Smart Goals will ensure the campus establishes a P-TECH Campus. SMART Goals include: SPECIFIC -1. To provide students with the tools necessary to earn a Patient Care Technician certification before graduating high school, and 2. support the economies demand and growth for PCT in the South Texas Region. MEASURABLE- To increase the percentage of students who graduate high school with a certificate in PCT, PCT certification also include a certification in EKG and a certification in Phlebotomy, which all three are TEA recognized industry based-certification, and complete work-based education that provides real life work experience; ACHIEVABLE - To form partnerships with local businesses to support work based learning in the PCT field. RELEVANT - Increase the amount of graduates that are certified in PCT, EKG, and Phlebotomy.

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

First Quarter Benchmarks: Benchmark 1) Identify and recruit members to be part of the Leadership Team; Benchmark 2. Host atleast two SG Academy P-TECH Leadership Design Meetings to plan and implement SG Academy P-TECH; Benchmark 3) Create a Web page on the Districts website for P-TECH that will host all meetings, agendas, minutes, as well as other required postings; Benchmark 4) Create a student enrollment into the SG Academy P-Tech Program with percentage and demographics including at risk students defined by PEIMS (TEC 29.081) ethnicity, first-generation college students, English Language Learners (ELLs), students who are economically disadvantaged, and students who receive Special Education Services; Benchmark 5) Obtain quotes and order all necessary equipment; 6) Host two parent and student open houses with pathway information and program partnerships present.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter Benchmarks:

Benchmark 1: Create a formal recruitment plan that includes the following; 1. marketing materials and timelines 2. Methods used to obtain input on the implementation of the program from stakeholders (parents, community, business partners, and higher education partners) 3. Regular educational activities to educate students, parents, counselors, community, staff, and school board members.

Benchmark 2: Provide TEA a signed and dated MOUs from the business partners that fulfill the statutory requirements, outlines the roles and responsibilities, and identify work-based learning experiences for students.

Benchmark 3: Provide TEA with a MOU and articulation agreement from the IHE partner that will fulfill statutory requirements.

Third-Quarter Benchmark

Third Quarter Benchmarks:

Benchmark 1: Create TEA required Implementation Plan;

Benchmark 2: Develop a plan for wrap-around services to provide academic and social/emotional mentoring supporting for student success to include 1) Academic mentoring and support for intervention and acceleration 2) Counseling, guidance, and student advisory services 3) Social emotional support such as parent outreach, connections to social services (as needed), and peer mentoring;

Benchmark 3: Create a plan for the flexibility of in class scheduling and implementation of academic mentoring;

Benchmark 4: Propose the implementation of a CTE program of study supported by regional labor market data and a crosswalk, which provides a clear plan for a structured sequence of courses to combine high school and post-secondary courses;

Benchmark 5: Assessment Boot Camp for students who may need support passing all or one of the parts of their TSI, ACT, or SAT

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.

PROGRAM ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT: In order to determine the success of our progress on our SMART Goals and benchmarks as well as the effectiveness of our programs our administration and SG Academy P-TECH Leadership Design team will monitor the program's SMART goals, strategies, objectives, and outcomes. The SG Academy P-TECH Design Leadership team will ensure that clear, specific, and measurable processes and procedures are in place. The process for data collection will be directed by the P-TECH Director and the HS Administrative Team with technical assistance provided by the secondary Counselor and Work-Based Coordinator. Data will include: evaluation of the program design, program-level data, program activities, participants served, student-level academic data (including achievement results and attendance data), Data reports of projected student enrollment into the P-TECH Program with the following demographic percentages, student enrollment, at-risk, ethnicity, first-generation college students, English Language Learners, economically disadvantaged, and special education. This data will be collected as soon as the students enroll in school and are assigned classes. Student logs/surveys will be kept, detailing academic mentoring, intervention, and acceleration, counseling, and student advisory services for academic and social/emotional support. The P-TECH designation process will include: Feedback from partnering agencies at Leadership Design Team meetings, as well as, P-TECH designation meetings; Surveys for parents and students to ensure that information and feedback strategies are being implemented successfully; and Questionnaires for the TEA-TAP, evaluating the district's planning strategies and progress completing the implementation plan in alignment with the P-TECH Blueprint. P-TECH Leadership Design Team will evaluate the program and ensure it is on target to meet its proposed outcomes. The Project Director will be required to collect data and complete the TEA required reports to be submitted for review. Students will be required to keep an ePortfolio that will house current resume, work-based hour logs, trainings completed, certifications, and mentoring dates. Program Planning: The P-TECH Leadership Design Team Members, Meeting Dates, Agendas and Meeting Minutes (including attendance) will be posted on the school's website and submitted regularly to the Project Director. Recruitment Plan: Marketing materials and timelines; school meetings to obtain input about the implementation of the program from parents, community, businesses and post-secondary partners; and regular activities to educate students, parents, counselors, staff, and school board members. Formative evaluation processes outlined provide for identification/correction of problems through the duration of the grant. By administering surveys and collecting data in a database on an on-going basis, the Project Director will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the initiatives are ineffective, the Project Director, campus/district staff, TAP, IHE staff, and partnering businesses will convene to discuss alternatives. Long-Term impact will be measured by post graduate data and post surveys to determine if the students are using their earned certificates/degrees.

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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.

March 15, 2021

SG Academy Leadership Design Team will formalize the process to identify, recruit, and enroll sub-populations that are historically underrepresented in college courses (e.g. first generation college students, low socioeconomic status, minorities, etc.).

April 15, 2021

Recruitment events will be planned and a time table will be made public as a guide for the recruitment and marketing process. Materials will be developed, such as brochures and marketing in Spanish/English for distribution at feeder schools and other appropriate community locations. A written plan will be prepared/approved for targeting identified audiences through social media and media outlets such as local/school callouts, Facebook, website, and bi-weekly parent emails), daily campus announcements, campus website, and school callouts during the first two months of award notification.

May 15, 2021- May 31, 2021

Enrollment - 1) The P-TECH Project Director and SG Academy Leadership Design Team will conduct an in-depth orientation and interview for the parent/guardian and student, covering the structure, goals, intent, and standard expectations. 2) The student and parent/guardian will complete the enrollment application and written essay and will submit it in person to the high school counselor of SG Academy High School. 3) The application, including the written essay, will be reviewed blindly with all identifying information hidden for each applicant. 4) The selected applicants and their parents/guardians will be notified in writing by the SG Academy P-TECH Project Director two weeks following the selection. 5) The parents/guardians and students will have two-weeks to notify the P-TECH Project Director or High School Counselor of their acceptance/rejection of the invitation to become a member of the SG Academy P-TECH campus cohort #1. 6) A random selection will be held to fill any vacancies to meet the TEA agreed upon maximum cohort size.

Summer Prep Camp Week

Available to students who need extra support in passing the TSI, SAT, ACT in whole or in part. This will be a week long program where students who need help can receive services for passing state assessments. All students are given various opportunities to test. Students once a testing session is complete can use TSIA study app and tutoring which targets weakness. Our normal course is to have students pass their established Reading and Writing portion of the test first. Upon completion of Algebra II, students are encouraged to test again, by this time most content has been covered. At this time, if a student does not pass the Math portion, it is imperative to continue work or study app with individualized tutoring. We have also had students who may not pass the Math portion of TSI but scored over 4000 on STAAR Algebra I and have taken Math through Algebra 2 or have made Benchmark scores on ACT/SAT. We provide school day ACT and SAT Testing as well.

June 2021 - Develop strategic partnerships with business and industry partners. Revisit the MOU's currently with IHE DelMar, CBC, and TAMU-K to see if they are still in alignments, make changes as needed to clearly define support with the PCT, Phlebotomy, and EKG certifications as well as classes that lead to an Associates or Bachelor of Nursing.

Fall 2021

Continue to offer dual enrollment credit courses as well as some Health Science Courses for pathway of Public Service in Health Science and for completion of CNA Program through CBC. We will also offer endorsements in multidisciplinary, STEM, Arts & Humanities, Business and Industry, and Information Technology. Students will have the opportunity to earn credentials CNA, Floral Design, EKG, MOS, Phlebotomy, Feed yard Technician, and IC3.

Spring 2022

Visit area middle schools as an outreach to educate about the opportunities within the SG P-TECH Academy. Open enrollment will start and be made available to all students. Recruit and enroll subpopulations of at-risk students including students with disabilities, students who have not passed state assessments, historically underrepresented in college courses, first time generation college students, etc.

Fall 2022

Four year Academy starts - Begin serving students under the SG Academy P-TECH Cohort #1 and continue with a new Cohort each year after. The first SG Academy P-TECH Cohort #1 will start the pathway towards a Primary Care Technician certification which will also include two additional certifications in Phlebotomy and EKG. Classes will start with Del Mar college for the PCT pathway. Our goal is to offer all students regardless of background and including at-risk, first generation college students, and low socio-economic students a pathway to become college and/or career ready. Students will be concurrently working on a Nursing Transfer Plan to complete their Bachelor of Nursing or any other degree should they choose to change their degree option. All SG Academy P-Tech activities will be available to any student who is interested, assistance will be provided to those students who wish to take dual enrollment classes but lack qualifying criteria.

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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.

SG Academy High School in partnership with Coastal Bend College, Del Mar College, will design a program that will transform the original curriculum sequence and methods of instruction to allow for a closer alignment between high school and college. The Leadership Design Team, with assistance from the TEA-assigned TAP, will develop a course of study list and crosswalk templates to be set for the in the P-TECH Blueprint. These will provide plans and outcomes for a structured sequence of courses that combine high school and post-secondary courses to students in grades 9-12.

The course of study list will detail the series of courses a student will be required to complete before he/she can move on to the next level in their education. For example, a student will be required to successfully complete English I prior to taking English II. The course of study will encompass all the courses a student will take beginning their 9th grade year and continuing through their 12th grade year. In addition to their core are classes (Math, Science, English, and Social Studies), students will also be able to select a program of study that will ensure that they are career ready. Each student's course of study will be aligned to a crosswalk which will detail the college credit that will be obtained for each selected course. This will include the identified college course name, college course number, and college course credit. In this manner, the academy can ensure that the program successfully combines the high school and post-secondary courses; thus, the student can graduate with a high school diploma and an associate's degree with in the sixth anniversary date of the student's first day of high school.

Once the SG Academy campus is P-TECH designated, campus administrators will work in close partnership with Del Mar College and TAMU-K, Coastal Bend Workforce Solutions, Christus Spohn, and additional industry partners to allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences that are proposed during and after the planning phase of this program.

The Business Partners will track and monitor the students' hours that are obtained during the internships/externships. These hours will be submitted to the Project Director who will share the information with Del Mar College so that they can obtain their Cooperative Education credit hours.

Program Success - the success of this program will be ensured by creating a shared vision and understanding of roles and responsibilities including:

-Expectations for students and parents

- Memorandum of Understanding between education partners Del Mar and TAMU-K

- Memorandum of Understanding between business partners Christus Spohn Kleberg

Cultivate a program culture of learning and support:

- Focus on rigorous instruction, accelerated coursework, and work-based instruction

- A college-going, career-focused culture that provides high school students with access to college facilities, apprenticeships, internships, externships, and other services

- Student support and mentor systems including tutoring and counseling

-Student support and mentoring service for work-based success

-Layered academic support by personalizing student learning environment and individualized student plans

-Collaborative teaching and professional development

-Provide connections to social services, parent outreach, and parent involvement opportunities for the program

-Counselors will work with industry partners to provide career events, professional development, and skill building instruction for students

-Community members will work with students to provide career exploration, shadowing, mentoring, and program support

Focus on Outcomes

-Increase high school graduation and retention for students at-risk of not graduating

-Reduce barriers to college access for first-generation college students

-Increase attainment of post-secondary education and training

-Increase students' career readiness in career fields of high-demand that offer competitive pay

Workforce Needs

-The program is designed so that students will graduate with three certificates the first is a Primary Care Technician (PCT); included in this certification is a certificate in Phlebotomy and EKG. Students who are enrolled in this program will graduate with a certificate that will help to reduce the unemployment and poverty rates in the local area and contribute to the 15 percent expected growth and demand over the next 5 years.

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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.

Santa Gertrudis ISD Academy High School have established a Memorandum of Understanding and an articulation agreement with Del Mar College (DMC), Coastal Bend College (CBC), and Texas A&M University Kingsville (TAMU-K), accredited by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) 74.25. The articulation agreement provides SG Academy P-TECH students access to postsecondary educational and training opportunities at DMC, CBC, and TAMU-K and addresses 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. SG Academy, CBC, and DMC will meet the requirements for the partnership within the P-TECH Success Grant. The MOU between SGISD and DMC will expand as the district moves forward in implementing the requirements for the P-TECH program. SGISD's working relationship with DMC, CBC, and TAMU-K local college has the support of the implementation of the P-TECH Blue Print. The district P-TECH design leadership team monthly meeting involves stakeholders who work together to provide the access to dual enrollment course needed and oversee the implementation of the P-TECH model. As the SG P-TECH Design Leadership Team and the campus steering committees recognize areas of need, small subcommittees composed of college career military readiness advisory support and partner experts will be formed to address each issue, devise a resolution, and report to the P-TECH SG Leadership Design Team for advising plans and agreements to improve the implementation. SG Academy has MOU's with Coastal Bend College and Texas A&M University Kingsville to facilitate the acquisition of dual credit needed to complete post secondary education, associates, and/or bachelors degree.

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.

SG Academy has entered a Memorandum of Understanding with Christus Spohn, in Kingsville Texas and has support from several health care industry partners in Kingsville. SG Academy has a history of working with Industry partners to provide rich CTE work based interships and externship experiences for high school students. The school administration and our P-TECH Director will pursue additional MOU's with other industry partners for years 2, 3, and 4 of the SG Academy P-TECH program will provide a variety of field trips, additional work-based learning experiences, job shadowing, and internships, and mentoring opportunities. This will ensure that the SG P-TECH program includes members of the regional industry and business partners around Kingsville to provide both work-based training and a variety of future employers for our well trained students. SG Academy P-Tech will provide 100% of participating students access to appropriate work-based education at every level.

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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.

To ensure that the SG P-TECH program receives, high-quality management and outcomes that represent our defined goals, the SG P-TECH Project Director will be assigned to oversee the program. This individual will be required to hold a minimum of a of ten years in Education and a background in Health Science and a minimum of 5 years' experience with curriculum and instruction, managing programs, budgets, personnel, and instructing vendors. The SG P-TECH Project Director, campus/district administrators, will develop an articulation agreement with Del Mar College that will detail accrued credits can lead to a baccalaureate degree, while still offering a work-based education for 100% of the participating students. Additionally, businesses will be identified and recruited to take part in the program. Partnership agreements will be established that will detail the appropriate work-based education that will be provided to students. The SG P-TECH Project Director, campus/district staff, IHE staff, and partnering businesses' representatives will all be apart of the SG Leadership Design Team, which will meet quarterly. During this time, the team will determine if the campus is demonstrating progress in meeting milestones, goals, and objectives that have been set forth in the grant. Based on these findings, a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district website. If needed, changes to the program will be proposed and submitted to the Superintendent and the School Board for review.

SG Academy has MOU's with Coastal Bend College and Texas A&M University Kingsville to facilitate the acquisition of additional dual credit needed to complete post secondary education associates and/or bachelors degree.

The SG Academy Leadership Design Team has held several meetings and will meet on the first Monday of each Month at 3:00 PM. The SG Leadership Design Team is compromised of: Superintendent of Schools, Business Manager, Academy Principal, Director of District Recruitment, Testing, and Data, P-TECH Project Director, Academy Counselor, Industry Expert, President, Workforce Development, Community Members, and Parents.

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.

Santa Gertrudis Academy will work with the local Workforce Development Board, called Workforce Solution of the Coastal Bend, to create clear pathways that will address regional employers' workforce needs. During the preparation of the application, SGISD contacted Ms. Amy Villarreal, Texas Workforce Solutions of the Coastal Bend Executive Director, to request a list of high-demand occupations. Ms. Villarreal, researched the current trends, as well as, projected occupation growth based on economic and business industry growth.

Utilizing this data, Santa Gertrudis ISD Academy HS will respond to these occupation opportunities by developing an innovative high school model that will provide wrap-around services that immerse students in rigorous educational opportunities that identify Texas labor market demands, respond to employer needs, and focus both on educational and employment outcomes. This will include: mentoring, articulation of credits from high school to college, flexible scheduling, work-based education opportunities that include internships and externships. SG Academy P-TECH leadership design team along with the Texas Workforce Solutions of the Coastal Bend will collaborate to identify employers for students upon receipt of their certification, and associates degree.

Wrap-around Services for struggling students will include one on one mentoring to discuss the barriers they are experiencing and create an action plan that will include support and meetings with teachers as needed. For students experiencing difficulties with their internship or externship we will provide interventions that include additional mentoring and field supervisor support and/or career development opportunities. An intervention plan including weekly contact hours with a mentor, and a flexible schedule to allow additional support or academic support as needed, will be put in place for students that are not finding success.

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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.	Project Director (stipend)	\$25,000
2.	Substitute Teachers and Teacher Stipends (Industry Visits)	\$5,000
3.	Extra Duty Pay for Teacher Externships	\$13,000
4.	Work-Based Coordinator stipend	\$10,000
5.	Tutoring	3,000

Professional and Contracted Services

6.	Professional Development Training	\$15,000
7.	Student Certifications	\$5,000
8.		
9.		
10.		

Supplies and Materials

11.	Program Supplies (Pocket Nurse)	\$15,000
12.	Technology Supplies	\$20,000
13.	PCT Classroom Redesign and Supplies	\$18,000
14.	Courseware Modules	\$5,000

Other Operating Costs

15.	Travel to Trainings that will prepare teachers to be credentialed in a related program of study	\$10,000
16.		
17.		

Capital Outlay

18.	Z-Space Technology will allow students to access virtual curriculum in targeted programs of st	\$6,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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