TEA
Texas Education Agency®

2019-2020 P-TECH and ICIA Planning Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID [ ]

| Authorizing legislation | GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908 |

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications <u>cannot</u> be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant period from **March 1, 2019 – August 31, 2020**

[X] Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments
Attachment 1: Documentation of Collaboration

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

Applicant Information

| Organization | Throckmorton Collegiate ISD | CDN | 224901 | Vendor ID | | ESC | 9 | DUNS | 046876629 |

| Address | 210 College St | City | Throckmorton | ZIP | 76483 | Phone | 940-849-2411 |

| Primary Contact | Michelle Cline | Email | cline@throck.org | Phone | 940-849-2411 |

| Secondary Contact | Britnee Woods | Email | woods@throck.org | Phone | 940-849-2411 |

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):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances
[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

| Authorized Official Name | Dr. Michelle Cline | Title | Superintendent |

| Email | cline@throck.org | Phone | 940-849-2411 |

| Signature | *M.Cline* | Date | 12-10-2018 |

| Grant Writer Name | Dr. Michelle Cline | Signature | *M.Cline* | Date | 12-10-18 |

(•) Grant writer **is** an employee of the applicant organization.   ( ) Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

[X] SSAs are not permitted for this grant.

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
Student interest survey revealed pursuing a career in healthcare and nursing, a pathway which lies in the Texas Workforce High Demand Occupation List.	This grant would provide the funds necessary to begin offering a Career and Technology Education (CTE) pathway with dual credit hours and certification (CNA) and upon graduation, attend our partnering college, Cisco College to pursue a Vocational Registered Nurse license.
The district has 31.3% of its community below the poverty level, double the state percentage. To break the cycle of poverty, connections between school and the real world need to be made.	Through grant funding, and with student interest in healthcare, more students will have interest in school and see the connection between school, IHE, and our partnering businesses. This in turn, will lead to higher social/ emotional connections, support systems, and financial resources
0% of graduating seniors graduated with an industry-based certificate. The district realizes the need for preparing our students for the workforce.	Through grant funding, and with student interest in the field of nursing, more students will have interest in a CTE pathway; thus leading to interest in student certification and an increase in students taking certification tests and earning a college degree.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the fall of 2021, Throckmorton ISD will have a comprehensive support and mentorship plan which will incorporate job shadowing beginning with the students' freshman year in high school and transitioning into cooperative, clinical and/or internship programs for the Certified Certified Nursing Assistant program which will guarantee a) first consideration when seeking employment with Throckmorton Memorial Hospital; and b) an academic mentoring plan which in collaboration with Cisco College, will support intervention and acceleration services for students.

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

Throckmorton ISD will create/offer a new CTE pathway, the CNA program, to 100% of students.
Our action steps include:
1. Purchase curriculum
2. Purchase chromebooks and iPad
3. Promote program to students and parents
4. Provide flexibility in scheduling

Measurable Progress (Cont.)

Second-Quarter Benchmark

Throckmorton ISD will provide training of the CNA program.
Our action steps include:
1. Train contracted RN who has agreed to teach program
2. Visit other districts offering program
3. Contact/seek support from ESC CTE dpt.
4. Purchase lab equipment/supplies

Third-Quarter Benchmark

This benchmark will be our enrollment/recruitment time period. We will Increase number of students earning dual credit college hours in healthcare. Our action steps include:
1. Ensure teacher mentor available to provide support
2. Meet individually w/ students for dual credit classes
3. Students sign up and take TSI
We also will establish our plan with the hospital. Our action steps include:
1. Establish work-based experiences schedule
2. Set transportation schedule
3. Develop/maintain involvement in program activities

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 project director, teacher facilitator, counselor, and principal will meet regularly to analyze data collected as requested in the performance measures. Qualitative data collection methods will include gains in performance measures. Comparisons between year one, midpoint, and end of grant cycle will be used to analyze achievement data. Feedback from the student and CIT surveys regarding program design, implementation, and evaluations will be utilized for program adjustments so as to address problems that may arise with project delivery.
Quantitative data collections methods will include: number of learning opportunities with partnering organizations, number of students taking and passing certification test, enrollment in the program, number of students entering program and number of students completing program, number of students making progress in program (schedule; grades), number of students receiving 60 college credit hours; number of at-risk students enrolled in program, number of completed grant activities as per activity timelines.
    The TISD P-TECH committee will identify and correct program deficiencies as they are encountered which in turn will provide for continuous improvement of the program. Due to the small size of TISD, meeting to correct problems and/or deficiencies can be handles immediately. TISD agrees to submit any evaluation reports by TEA for this grant to ensure compliance with performance measures.
    The qualitative and quantitative data will be used by the TISD P-TECH committee to obtain and determine the degree of planning, collaboration, communication, curriculum, instruction, industry based learning opportunities, student interest, and program success.
The administrative layers of a small district are less formal and shallower than counterparts in larger districts where there are several layers of administration and more structured communication guidelines. Thus, the internal communications at Throckmorton ISD are less complex and more informal. The project director is an employee, which means direct access to those involved in the grant implementation, including the business manager, principal, counselor, and teachers. The P-TECH leadership team will review continued implementation at their regular meetings, make program recommendations, review strategies, and make adjustments. The informality of the campus makes this form of sustainability possible.

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 assurance.

☒ 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; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; 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.

☒ 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.

☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.

☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.

☒ The P-TECH and ICIA 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.

☒ The P-TECH and ICIA 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, 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

☒ P-TECH and ICIA programs will be provided at no cost to participating students.

☒ P-TECH and ICIA schools will ensure that the students are 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.

Statutory Requirements

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

This pathway is open enrollment. Recruitment will begin in the fall of 2019 to prepare for the fall of 2020 enrollment. We will 1)Present the research findings to target audiences on CTE career fields; i.e. this cluster delivers real world options for students for college and rewarding careers, this cluster delivers real word experiences and skills for students; and this cluster delivers a real high school experience with with more value for students. Our target audiences will include school stakeholders, community, students and parents; 2)Keep our message and materials simple and consistent. Being a small school, we have developed close communication with the inner circle of supporters as suggested by Career Tech, including the Superintendent, school board, administrators, counselor and CTE teachers. We have a clear, consistent message and are ready to carry our mission to parents and students. Our materials will include fact sheets, Powerpoints, a page on our school website, and a FAQ document; 3)Develop an engagement plan. TISD, recognizing the "11-Touch" rule from Career Tech, plans to deliver and communicate the message at least 11 times so students and parents can truly absorb our new nursing asst. pathway; 4)Train our industry and business partners, along with students, to talk up the benefits of the new cluster; 5) Schedule one-on-one meetings with students as they develop their class schedule, encouraging enrollment; 6) Have elementary and junior high STEM days each month to promote interest in STEM careers such as nursing.

Statutory Requirements (cont'd)

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, sequence 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.

Certified Nursing Assistant (CNA) Pathway, Throckmorton ISD

High School— CNA Certification; Associate Degree in Applied Science	Cisco, partnering college, LVN; RN	Beyond Cisco (BSN)Texas Tech)
Biol 2401 (A&P I) Biol 2402 (A&P II) Math 1314 (Elem Stats) Chem 1405 (Intro to Chemistry) MDCA 1313 (Medical Terminology) MDCA 1302 (Human Disease) HITT 1301 (Health Data Content) HITT 1253 (Leal and Ethical Aspects of health information) Engl 1301 (English Comp I) Engl 1302 (English Comp II) Psych 2301 (General Psychology) Hist 1301 (US History to 1865) Hist 1302 (US History form 1865) Govt 2306 (Federal Govt) Govt 2306 (Texas Govt) Humanities elective Mus 1306 (Music)	Biol 1322 (Nutrition). Psych 2314 (Life Span Growth/Devel). Bio 2421 (Microbiology) HPRS 2301 (Pathophysiology)	MDCA 1310 MA (communic.) RNSG 1209 (Intro to nursing)

Above is the crosswalk for our cetified nursing assistant pathway, provided award upon the P-TECH planning grant from TEA. This course of study will enable our students to receive their high school diploma and Associate's in Applied Science Degree from Cisco College by their senior year of high school. It fulfills both foundation requirements and Cisco requirements. This program will also prepare students to test and be successful in the Certified Nursing Assistant exam. Studnets with their high school degree, Associate's degree and CNA certification can exit Throckmorton High School and be prepared to directly enter in to the workforce (healthcare industry) or continue their education in to the LVN, RN, or Bachelor's of Nursing Program. By partnering with Cisco, they will have GUARANTEED, immediate spots in the Texas Tech nursing program. Our local workforce board in West Texas lists nursing assistants as a high demand, target occupation. Our new pathway will help meet the healthcare demands that exist in our society, specifically in rural, West Texas.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

Throckmorton ISD will continue to partner with Cisco College as our Institution of Higher Education. Communication is the key to maintain this partnership. The district already has a good working relationship with Cisco in providing seamless transitions and supports to students from high school to college. Through a detailed Memorandum of Understanding (MOU), all aspects of the certified medical assistant pathway are covered. The district and college have agreed upon the following:
1.   Curriculum alignment
2.   Instructional materials
3.   Instructional calendar
4.   Programs/courses of study
5.   Student enrollment and attendance
6.   Grading periods and policies
7.   Administration of statewide assessments
Cisco also has a partnership with other colleges in transitioning from an Associate's in Applied Science to the Vocational Registered Nurse program to further a student's transition into higher education. Due to the communication between the district and IHE before the grant begins, our partnership has only become more solid.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The district will partner with Throckmorton Memorial Hospital, a hospital located less than 2 miles from the school. Through their partnership, they are able to provide hands-on experiences in healthcare and connect us to other healthcare partnerships. Throckmorton Memorial has agreed upon:
1.   Work based experiences
2.   Hands-on training
3.   Connections to jobs within the healthcare industry
4.   First Priority in interviews for which the student is qualified that is available upon students' graduation.

These partnerships will be maintained through business surveys to get feedback on students; student surveys to get feedback on the businesses; reviewing the MOU every 2 years or sooner if needed changes are to be made. Also, through direct contacts with each of these large businesses, much of the "red tape" formalities have been cut in order for close partnerships to be developed and maintained. Moreover, the school has retired and active nurses that have agreed to help and support our new cluster.

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.

Throckmorton ISD P-TECH Leadership Team will be extensive in nature. Throckmorton ISD has a history of involving campus and district personnel as well as the community and students in decision making. The P-TECH Leadership Design Team will have members both at the campus level as well as district level. The design team will also utilize the community and local businesses. It will consist of: Dr. Cline, superintendent; Mrs. Redwine, principal; Mrs. Anthony, counselor; Mrs. Keeter, contracted nurse, Brady Ash, Susie Oliver, and Bryan Key, business representatives, Ashley Leal, Whitney Waller, Candace Moses, community representatives, and our IHE, Cisco College. Our Design Team will also make monthly reports at our District Improvement Team meetings as well as Campus Improvement Team meetings to gather feedback and make adjustments as necessary.

The P-TECH leadership team has already met the last two months to brainstorm ideas on the healthcare pathway, meeting November 28 and October 24, once student survey results revealed an interest in the healthcare industry and the healthcare assistants appeared in the Texas Workforce Target Occupations List for our area Workforce Board. The agenda topics included: results of student surveys, discussion between the P-TECH leadership team, doctor and nurse in Throckmorton as well as the Physician's Assistant and discussion with the Throckmorton Chamber of Commerce. We also reviewed the targeted occupations list for West Texas in which certified nursing assistant was in high need.

In addition the board of trustees, of which two members which work for the hospital, is aware of the possible healthcare pathway and in full support of this opportunity for students.

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

Academic Support--the district will provide a personalized learning environment by creating a seamless curriculum between the high school, Institution of Higher Education (IHE), and the hospital. The counselor at the school will meet with the students throughout the year to discuss the courses the student has currently taken, as well as, identify the coursework that needs to be completed to ensure they stay on their selected career pathway. The district will also have measures in place to ensure students feel comfortable and are successful in their classroom and coursework. For example, the principal and counselor will personally meet with the student to identify the reason for the student's low performance if a student is not performing at the required level in two or more college courses. This will occur after each progress reporting period and after each 6 weeks report card distribution. In addition, Throckmorton has a high success rate of college course completion due not only to the above mentioned support system, but also in part because of the teacher aide that is assigned to our dual credit students. This aide reviews course syllabi, assignments, due dates, reminders, along with facilitation as needed between professor and student to ensure student success. Lastly, academic rigor will be made possible through having high expectations that mimic college expectations, TSI preparation and ACT/SAT preparation classes. Emotional Support—We know from research (Brooks & DuBois, 1995; Dhymnicki Sambolt, & Kidron, 2013; Leafgran, 1989; Szulecka,Springett, & DePauw, 1987; VanHeyningen, 1997), the social and emotional support of the students will be crucial to maintain to ensure academic support. The campus will ensure it provides continuous social and emotional support several ways. First, students will have frequent contact with their adult mentor, as well as the school counselor. Support will range from individual graduation plans, assisting in personal or family matters, and providing social and emotional advising. In addition, students will be assessed at the beginning of the year and end of year to measure academic and emotional resiliency. Once needs are assessed and identified, a Response To Intervention will be put in place for that individual student(s). Moreover, students will receive lessons addressing resiliency each week in their advisory class, resulting in increased academic, college, and career success.

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.

Description of Activity or Cost | **Amount Budgeted**

Payroll Costs (6100)

#	Description	Amount
1.	Project Director	3500
2.	College Career Counselor	5000
3.		
4.		
5.		

Professional and Contracted Services (6200)

#	Description	Amount
6.	Nurse, contracted services, to teach program	22500
7.		
8.		
9.		
10.		

Supplies and Materials (6300)

#	Description	Amount
11.	curriculum, iPad, Chromebooks for class; classroom supplies/equipment	13,200
12.	student recruitment materials/printing costs	1000

Other Operating Costs (6400)

#	Description	Amount
13.	travel, meals to visit other districts	2000
14.	Conferences	2000
15.		

Capital Outlay (6500)

#	Description	Amount
16.		
17.		

Total Direct Costs	49200
Total Indirect Costs	756.20
TOTAL GRANT AWARD REQUESTED	49956.20

(Total Direct Costs + Total Indirect Costs)

ATTACHMENT 1: Documentation of Collaboration

Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce. Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

Throckmorton ISD and the Throckmorton Chamber of Commerce have strong collaboration and work together frequently, all in efforts to help our students be prepared for the workforce.
Below is a labor market snapshot aligned with the certified nursing assistant program, as described in requirement 2 of the grant:

West Central Texas	31-1014	Nursing Assistants

(https://twc.texas.gov/partners/target-occupations#targetOccupationsByBoardArea)

Regional Occupational Profile for Nursing Assistants

Employment Projections 2016 - 2026

Regional Occupational Profile for Nursing Assistants

Help Wanted Online Job Postings
Most Recent 13 Months
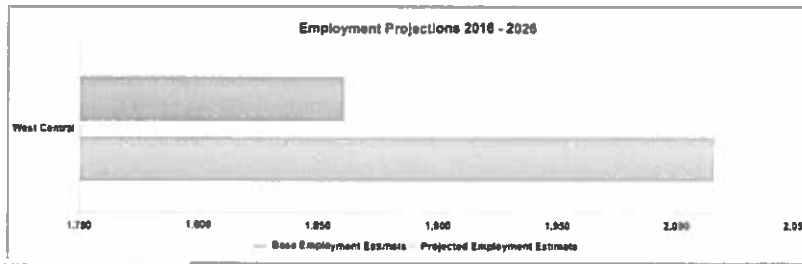
Our local Chamber of Commerce who collaborated in efforts to plan for this CNA pathway include:

TC Redwine, President, Chamber of Commerce
Ashley Redwine
Brandi Keeter
Whitney Waller
Ashley Gray
Michelle Bellah

Karley Brown
Ashley Leal
Susie Oliver
Nicole Ellis

CDN: 224901_____