



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

NOGA ID [redacted]

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): [redacted]

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 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.

The mission of George West ISD is to “educate, encourage, and prepare our students to be productive citizens.” We strive to offer a variety of opportunities at our rural school district in order to engage and prepare all students for success in college, a career, or the military. The P-TECH model aligns with our vision to create an Energy-sector preparation program to prepare students for careers in the oil and gas industry and meet our district goal/need to engage students who are unlikely to attend a four-year university after high school. Through this grant, GWISD will plan and implement a P-TECH Energy Institute, which will follow the Refining and Chemical Processes program of study. The program will lead to student attainment of the MSSC Certified Production Technician (CPT) certification and dual credit courses leading to a Level 1 certificate in Process Technology through our IHE partner (Del Mar College). Students who wish to continue through the pathway may earn an associate degree (AAS) in Process Technology within 6 years of entering 9th grade. We will partner with Valero Refinery (Three Rivers), which is 10 miles from our high school, to provide work-based learning opportunities to students in each grade level. Because there are strict age requirements for entering the Valero Refinery, we will utilize the Del Mar College training refinery and process technology training and simulation equipment to build student knowledge and skills. We will also provide Valero-sponsored work-based learning/hands-on learning until students turn age 18. The P-TECH grant will allow us to plan the program in the 2021-2022 school year and implement the program of study beginning in the 2022-2023 school year with a phase-in approach allowing students to begin the pathway as early as grade 8. Students who complete the program will earn industry-valued credentials in process technology and safety, thus preparing students for high-wage, in-demand jobs at the Valero Refinery as well as several additional refineries less than 60 miles away (near Corpus Christi).

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

GWISD seeks to provide opportunities and programs to ensure 100% of graduates meet CCMR criteria. In 2019, only 68% of graduates met criteria. While 35% of students met TSIA criteria, zero (0%) students earned an industry-based certification or Level I/II certificate.

GWISD will develop a P-TECH Energy Institute, following the Refining and Chemical Processes Program of Study. The Institute will lead to industry-based certification (Certified Production Technician (CPT)) and a Level 1 certificate (Process Technology), thus providing a career pathway for our students who do not plan on attending a four-year university after high school.

Within 60 min drive time of George West, the Petroleum Refineries Industry has grown by 4% over the past 10 years and requires skilled employees. The industry is responsible for the employment of 2,676 skilled workers in the region with average annual wages of \$132,469.

The P-TECH Energy Institute will prepare students for jobs in the oil and gas industry, specifically targeting regional employers (Valero Refinery less than 10 miles from GWISD, several other refineries within 60 miles). The Institute will lead to industry credentials sought by these employers (CPT, Process Technology certificate and associate degree) and lead to direct entry into the workforce after completing the P-TECH program.

The workforce board has targeted occupations for the oil and gas industry, with current annual demand of 545 skilled workers: Petroleum Pump/Refinery Operators (SOC 51-8093) and Chemical Plant/System Operators (51-8091).

GWISD will partner with Del Mar College and Valero to align coursework with industry-standard skill and knowledge requirements. Students who earn the CPT certification, Process Technology (Level 1) certificate, and/or associate degree in Process Technology will be prepared to fill regional high-demand, high-wage oil and gas occupations.

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?

By June 2023, George West ISD will have a TEA-designated P-TECH Energy Institute at George West High School with a program of study in Refining and Chemical Processes. The Energy Institute will: provide students a seamless transitional experience from high school to postsecondary and the workforce, have at least 10 students participating in every grade level, and have a signed MOU with Del Mar College and at least one business/industry partner. 100% of enrolled P-TECH students will participate in work-based learning in every grade level and be on track to graduate ready for college, career, or the military. Each P-TECH student will earn a high school diploma and at least one of the following within six years of entering 9th grade: Certified Production Technician (CPT) certification, Level 1 Certificate in Process Technology, and/or Associate Degree in Process Technology. In order to meet these goals and objectives, we will implement targeted activities and strategies: we will have a formalized leadership team (which will meet monthly throughout the 2021-22 and 2022-23 school years) and advisory council to ensure the P-TECH program is built for sustainability and in response to regional labor market and employer needs. The leadership team will 1) conduct annual community conversations to gather input and build parent/community awareness of the benefits of the program; 2) develop a strategic five-year plan for P-TECH implementation, including work-based learning at every grade level, a formalized recruitment/enrollment plan, curriculum planning and development, and a data monitoring schedule aligned to the TEA P-TECH Blueprint/Outcomes Based Measures; 3) have finalized MOUs (by July 2022) with our IHE partner (Del Mar College) and at least one business partner (Valero); 4) develop targeted college/career advising materials for Energy-related careers; and 5) regularly review the P-TECH budget, professional development, and student outcomes data for continuous program improvement.

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.

GWISD is committed to utilizing performance measures and project evaluation to modify/continuously improve the P-TECH Energy Institute and build a sustainable program for our district. Through using targeted evaluation data aligned to the TEA P-TECH Blueprint, our goal is to provide world-class career preparation opportunities for our students in the Refining and Chemical Processes program of study. Data reviews and modifications will be guided by the TEA P-TECH Blueprint Benchmarks and Outcomes Based Measures (OBMs), with targeted data monitoring of the OBM categories of Access, Attainment, and Achievement as well as Budget. BUDGET: District and high school administrators will identify long-term/recurring P-TECH expenses and budget needs, as well as sustainable district budget allocations to support the P-TECH program after the grant ends. We will annually forecast revenue streams by analyzing course enrollment numbers (goal = 10 students per grade level) in the program (CTE courses provide weighted funding) and students outcomes (aligned to CCMR Outcomes Bonus). The CTE weighted funding and CCMR Outcomes Bonus will provide sustainable, long-term funding for our program. ACCESS: We will align Access evaluation measures with the TEA Blueprint (student enrollment reflective of district demographics including at-risk, economically disadvantaged, English Learners, and students with disabilities). ATTAINMENT and ACHIEVEMENT: Attainment and Achievement measures will be also aligned with the Blueprint (student persistence, dual credit course completion, work-based learning participation in every grade level, TSIA readiness, Algebra I/ English II EOC passing rates, and attainment of CPT and Process Technology credentials).

By December 2021, the P-TECH leadership team will establish systems with our technical assistance provider to create data dashboards to visualize outcomes data, develop protocols to use the data to guide program improvements, and determine data analysis schedules (spring, summer, fall, at a minimum) to conduct formalized data reviews by our P-TECH leadership team. Our district is committed to ensuring data-driven decisions in program modification, academic intervention/student support, and resource allocation and not delay progress in each category. We are also committed to modifying the program as needed in order to be responsive to regional employer needs, feedback on work-based learning, sustainability, and sought employability credentials/skills, which will be determined annually through business partner engagement sessions. Our goal is to meet the OBM metrics to be Designated with Excellence by TEA no later than the 2025-2026 school year.

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.

GWISD plans to utilize this grant opportunity to provide seed funding/start-up funding for our P-TECH Energy Institute. Our district is committed to providing sustainable, long-term funding to continue offering a high-quality Refining and Chemical Processes program of study after the grant ends. We will conduct a financial analysis annually to determine program expenses and budget needs. We will target enrolling an average of at least 10 students per grade level (grades 8-12, 50 students total annually) in order to generate CTE funding (weighted) to pay for an FTE to teach the program. With successful implementation of the program, our district may also generate funds from the CCMR Outcomes Bonus, which will be applied to program activities such as supplies/materials, staffing, and work-based learning expenses. Additionally, we will reorganize the district budget as needed to ensure sufficient funds are allocated to the program. Our proposed grant budget is structured to provide our staff with necessary expertise, resources, and staff capacity to ensure success and long-term sustainability of the Energy Institute. The budget will meet the needs and goals of the P-TECH program by providing start-up funding to give our staff time and capacity to plan the program in the 2021-2022 school year, implement the program with additional time and capacity in 2022-2023 school year, purchase needed curriculum, supplies, materials, and equipment to teach safety skills and the Refining and Chemical Processes courses, develop work-based learning agreements, develop data collection and monitoring systems and track outcomes-based measures, and provide staff development for course instruction and college/career advising in the oil and gas industry. The grant funds will maximize our capacity to plan during the 2021-2022 school year and implement beginning in the 2022-2023 school year through the following activities and purchases. Payroll: Funds will be allocated to provide start-up costs for a new FTE Position (P-TECH lead teacher and Energy Institute Coordinator). This position will be responsible for leading the development of curriculum for the Refining and Chemical Processes program of study, recruiting students to the program, and serving as subject matter expert on the Energy course curriculum development and implementation. Funds will also be utilized to provide stipends for our middle school and high school principals and counselors. These individuals will be vital in developing college/career advising materials for the program, recruiting/enrolling students, and developing course crosswalks/master schedule revisions to grade 8-12 course scheduling. Some funds are allocated to provide extra duty pay to a few staff members that will be needed for P-TECH advertising activities, such as Parent Information Nights, and TSIA support. We also have a small amount of funds allocated to pay a bus driver for two visits to tour exemplar P-TECH campuses, which will be instrumental for our leadership team to learn best practices of P-TECH implementation. Professional and Contracted Services: Grant funds will be allocated to hire an external contractor with expertise in developing work-based learning agreements/memorandums of understanding with business partners and aligning work-based learning opportunities with courses, age level requirements, and student schedules. We will also allocate grant funds to hire an external contractor with expertise in student outcomes and the P-TECH outcomes-based measures to build a data tracking system/dashboards, which will allow us to continuously monitor progress towards goals, activities, and OBMs and the TEA P-TECH Blueprint. Additionally, to maximize staff capacity, we will hire an external contractor to lead strategic planning for our leadership team to align with the P-TECH Blueprint and Designation goals. We have also dedicated some grant funds to hire a professional graphic designer to develop recruitment materials, college/career advising pamphlets, and flyers advertising the program. Supplies and Materials: We will allocate grant funding to develop and/or purchase curriculum for at least the first two levels of courses (Foundations of Energy, Introduction to Process Technology), as well supplies, materials, safety equipment/PPE, and training equipment needed for the high school courses. We will be working with Del Mar College to determine appropriate purchases needed to build student readiness for the dual credit courses and entry into the Del Mar training refinery. Most supplies, materials, and equipment will be non-consumable and have a useful life of over three years. We will use grant funds to print recruitment materials and purchase laptops (15 Chromebooks and a computer cart to store the laptops in the classroom). Other Operating Costs: We plan to allocate some funding to pay for transportation to Del Mar College for our students to access the training facility. We will also allocate some funds to allow our leadership team and some students to visit exemplar P-TECH campuses and/or Energy CTE programs. These visits will be used to learn best practices from other schools that can be incorporated into our Energy Institute. ADMINISTRATIVE COSTS: We will allocate 3.3% of the budget to indirect administrative costs for administration of the grant.

Statutory Requirements

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

GWISD does have a college-going culture, with many students adopting postsecondary goals. However, in reality, over 50% of our high school students do not end up enrolling in or attending college after high school and remain living within 90 miles of our town. The P-TECH Energy Institute will provide our students who are not likely to enroll in or persist in a four-year bachelor's degree the opportunity to immediately enter a high wage, in-demand job after high school graduation. These jobs in the oil and gas industry are in-demand at the Valero refinery (10 miles away) and several other refineries near Corpus Christi (60 miles away). Therefore, our district has ambitious goals to provide a career pathway with multiple on- and off- ramps through the P-TECH program of study in Refining and Chemical Processes. Because of our close proximity to the Valero refinery, some of our school board members and many of our students' families are employed in the oil and gas industry. For this reason, our district and campus leaders strongly believe the P-TECH program will be embraced by our community as an innovative and needed opportunity for our students.

By November 2021, GWISD will develop a formal recruitment and enrollment plan for the P-TECH Energy Institute. At a minimum, the plan will specify processes and timelines for recruitment and enrollment activities and will be posted online for transparent communication to the public. The plan will include enrollment timelines and procedures, including open enrollment, performance-blind policies and a lottery enrollment system if application volume is higher than the Institute's capacity. The processes will be developed in alignment with the TEA P-TECH Blueprint and Access Outcomes Based Measures (OBMs), with targeted enrollment goals proportionate to or over reflecting the percentage of at-risk students, economically disadvantaged students, English learners, and students with disabilities. We will also provide targeted recruitment for students of all ethnicities and genders, with the goal of P-TECH enrollment reflecting district ethnic and gender distributions. The P-TECH Institute will not exclude or discourage enrollment of any subpopulations of students, including those who have limited English proficiency or have failed a state assessment.

In January 2022, we will kick off targeted recruitment activities to inform our community, families, and students about the opportunities and benefits of P-TECH. We will provide our students and families with recruitment materials clearly communicating regional jobs, career pathways, and average salaries aligned to our P-TECH Energy Institute/ Refining and Chemical Processes program of study. We will utilize these materials to communicate a cost breakdown of our program (offered at no cost to the student) compared to traditional post secondary programs alongside average salaries and predicted lifetime earnings. These materials will be updated annually and distributed each January. In March 2022 (and occurring annually each March thereafter), we will hold information sessions and an open house for students, families, and the community to explain the program requirements, goals, and work-based learning as an opportunity to learn skills and be set up for success after graduation. Each year, our recruitment/outreach activities will begin in late Fall/early Winter and continue through mid-Spring. Information about the P-TECH Institute options will be updated each Fall and advertised on the school district website, social media, and via flyers at local businesses and restaurants. Career interest inventories will be taken by 7th grade students each January and results will be shared with the middle school and high school counselors to use for advising students on their four-year graduation plan and P-TECH opportunities. Long term, we will target enrollment to begin in grade 8 so students will have 5 full years to complete the program, while being on track to graduate on time (grade 12). However, the first year of implementation will allow students in grades 8 and 9 to enroll. After the first year, we hope to enroll students to begin the program of study in grade 8 and complete the program by grade 12. Applications will be released in January and due by April each year. If application volume is low, we will conduct direct outreach to 8th/9th grade families via phone calls and emails. Once students enroll in the P-TECH Energy Institute, they will participate in a Summer Bridge program to learn about study skills, Energy sector careers, Valero refinery, and take a tour of Del Mar College's campus and refinery training facility. The counselor will meet with P-TECH students bi-annually (Fall, Spring) year to discuss their program of study, work-based learning, and college/career plans. Our leadership team will monitor student academic success on TSIA, English II, and Algebra I EOCs. Students in need of additional support will be provided targeted instruction and tutoring.

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.

George West ISD already offers some dual credit courses through Del Mar College. The P-TECH Institute will build on existing dual credit offerings, allowing non-P-TECH students to continue taking academic dual credit courses through Del Mar College, articulating to four-year bachelors degree programs, while providing technical courses aligned to the Process Technology Level 1 certificate and associate's degree.

Students will begin having access to the P-TECH Energy Institute Refining and Chemical Processes program of study in the 2022-23 school year, with an initial enrollment cohort of 8th and 9th grade students and a phase-in model to add additional grade levels in the 2023-24, 2024-25, and 2025-26 school years. Enrolled P-TECH students will be required to participate in work-based learning in every grade level (gr. 9 tour of Del Mar refinery simulation lab, gr. 10 guest speakers and industry awareness, gr. 11 virtual Valero refinery tour, gr. 12 practicum and virtual simulations, additional opportunities and internships for students in year 5/6). Work-based learning will take place in-person and virtually with our industry partner (Valero, additional business partners may be identified by Fall 2022). All courses and transportation will be offered at no cost to the student (paid by GWISD). The P-TECH Refining and Chemical Processes program of study will be completed in four to six years (depending on student course load) and lead to an industry-based certification (MSSC Certified Production Technician (CPT)), a Level 1 Certificate in Process Technology, and an Associate Degree in Process Technology.

Process Technology is aligned to the Petroleum Refineries Industry, which is a target industry for our regional workforce board. The credentials offered by our P-TECH Energy Institute will prepare students for immediate entry into high-wage, in-demand target occupations in the Petroleum Refineries Industry, which has grown by 4% over the past 10 years and is responsible for the employment of 2,676 skilled workers in the region with average annual wages of \$132,469. The CPT certification and Process Technology certificate/associate degree will prepare students, at a minimum, for entry level positions at regional refineries which provide in-house, employer-provided training to lead to robust career pathways in oil and gas.

Students may begin the program of study in grade 8 or 9, but George West ISD will target enrollment to begin in 8th grade. The Refining and Chemical Processes program of study will be completed in 4-6 years (4 years for CPT, 5 years for Level 1 Process Technology certificate, one additional year for Associate Degree in Process Technology). To ensure students graduate with all Foundation High School program requirements, core academic subjects will be prioritized in grade 9 and 10. Beginning in grade 11, students will take Del Mar College Process Technology courses. These courses will build on the grade 8-10 to provide advanced coursework needed to pass the CPT certification exam and work toward the Process Technology certificate/associate degree. Students who wish to complete the Level 1 certificate will be given the opportunity to complete required coursework in grade 12. Students who wish to continue their studies and earn the associate's degree will take year 5-6 courses at Del Mar College. High school Refining and Chemical Processes courses will include: Foundations of Energy (gr. 8), Introduction to Process Technology (gr. 9), Petrochemical Safety, Health, and Environment and Introduction to Instrumentation and Electrical (gr. 10), Advanced Instrumentation and Electrical and Practicum in Energy (First Time Taken) (gr. 11), and Practicum in Energy (Second Time Taken) (gr. 12). Del Mar College courses leading to the Level 1 certificate will include: PTAC 1302 Introduction to Process Technology; BCIS 1305 Business Computer Applications; PTAC 1308 Safety, Health and Environment I; PTAC 1310 Process Technology I - Equipment; COMG 1391 Special Topics in Communications, General; PTAC 1354 Industrial Processes; TECM 1301 Industrial Mathematics; and PTAC 2346 Process Troubleshooting (Capstone). To earn the associate degree, students would also take: a Creative Arts OR Language, Philosophy and Culture Core Elective; an American History, Government/Political Science OR Social and Behavioral Sciences Core Elective; a Mathematics OR Life and Physical Sciences Core Elective; a Communications (SPCH) Core Elective; SCIT 1414 Applied General Chemistry I; SCIT 1318 Applied Physics; ENGL 1301 Composition I; and CTEC 2287 Internship - Chemical Technology/Technician.

Statutory Requirements (Cont.)

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

The GWISD P-TECH Energy Institute will partner with Del Mar College. Del Mar College is accredited by the Southern Association of Colleges and Schools Commission on Colleges and its programs and degrees are recognized by the Texas Higher Education Coordinating Board (THECB). Del Mar College offers high-quality dual credit courses for postsecondary certificates and associate degrees. Our partnership with Del Mar College will provide dual credit courses and instruction leading to a high school diploma, work-based learning opportunities in each grade level, and postsecondary credentials for the Refining and Chemical Processes program of study (MSSC Certified Production Technician (CPT) certificate, Level 1 certificate in Process Technology, associate degree (AAS) in Process Technology). All Del Mar College Process Technology courses will follow a hybrid learning format, consisting of online lectures and assignments (via Canvas) and required face to face labs at Del Mar College's West Campus facility.

By February 2022, GWISD will have an official MOU with Del Mar College, containing course crosswalks and sequences leading to simultaneous earning of a high-school diploma, the CPT industry-based certification, Level 1 certificate, and associate degree within 6 years of 9th grade enrollment. The MOU will specify that courses will be offered at no cost to the student (paid by GWISD); specify a designated IHE liaison with decision making authority to support implementation with the P-TECH campus leader; include the articulation agreement addressing curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments; and include policies for transferability of all college credit earned and offered, student advising availability, student access to the IHE facilities and services, transportation costs and fees, data sharing agreements, and details of how the associate degree and accrued credits could lead to a baccalaureate degree. The MOU will also specify required safety practices and personal protective equipment (PPE) for students at the training refinery.

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.

By May 2022, the GWISD P-TECH Energy Institute will have at least one business/industry partner with a signed MOU agreement. We intend on partnering with Valero and are in conversations to establish an MOU. Valero, as well as additional future business partners, will provide insight into employer needs, technical and soft skills valued in the industry, and regional job opportunities. The workforce board has targeted occupations aligned with our proposed P-TECH Energy Institute (oil and gas industry), with current annual demand of 545 skilled workers: Petroleum Pump/Refinery Operators (SOC 51-8093) and Chemical Plant/System Operators (51-8091). Each of these occupation codes align with TEA's criteria for high-wage, in-demand occupations.

An MOU agreement will be signed with each formal business partner and reviewed/updated at least every two years. The MOU will include roles and responsibilities of each party, a designated liaison with decision making authority to interact directly with the P-TECH campus leader, agreement to provide work-based learning to 100% of students at every grade level (gr. 9 tour of Del Mar refinery simulation lab, gr. 10 guest speakers and industry awareness, gr. 11 virtual Valero refinery tour, gr. 12 practicum and virtual simulations, additional opportunities and internships for students in year 5/6). The MOU will also describe industry certification and regional workforce need alignment, and guarantee interviewing priority for available jobs to qualified students upon the student's completion of the program. Additionally, because Valero has very strict policies and requirements for entry into their refinery, the MOU will specify age and safety requirements for students to access in-person work-based learning at Valero. Simulated work-based learning through Del Mar College's training refinery center, as well as virtual work-based learning opportunities directly through Valero will be discussed and planned during the 2021-22 school year and specified in the MOU.

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.

The GWISD P-TECH Energy Institute will have a formalized leadership team, who will develop a P-TECH Implementation Plan and Five-Year Strategic Plan, determine funding needs for sustainability, and drive continuous improvement and alignment of program outcomes with the TEA P-TECH Blueprint Outcomes-Based Measures (OBMs). Formal leadership team meetings will occur monthly with dedicated data review discussions happening at least three times a year (fall, spring, summer). Leadership team members and meeting minutes will be posted online for transparent communication to the public. Meeting agenda topics will include topics aligned to the P-TECH Blueprint Benchmarks and OBMs (access, attainment, achievement), including curriculum/instruction/assessment, program of study crosswalks, school program design, budget, hiring, scheduling/master schedule planning, cost sharing, strategic alliances, work-based learning and skill development, student support, target population/student enrollment. The leadership team has met (informally) in September 2020 to discuss potential P-TECH opportunities, February 2021 to analyze labor market information and regional workforce needs, and March 2021 (twice) to design a P-TECH planning grant, determine the appropriate program of study to implement, and discuss CCMR goals for the year. Our next leadership team meetings will be in April 2021 to discuss P-TECH implementation and May 2021 to discuss dual credit with Del Mar College. The P-TECH leadership team will continue to meet monthly through June 2023, with the goal of moving to quarterly meetings beginning in August 2023 (Year 2 of implementation). The team will be composed of district and campus leaders, as well as stakeholders from Del Mar College and the Energy industry. Specifically, the leadership team will be made up of: Dr. Roland Quesada (Superintendent, GWISD); Joy Beverly (High School Principal); Heather Lee (High School Counselor); Ashley Lowe (Middle School Principal); Marianne Peters (Middle School Counselor); at least one Del Mar College representative with knowledge of the Process Technology program (individual TBD); at least one business/industry representative from Valero (individual TBD); and at least one community representative with experience working in Petroleum Refining (individual TBD).

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.

GWISD currently offers several wraparound services to support students in social/emotional and academic growth. Due to our rural setting and small community, middle and high school staff provide individualized advising for students based on academic performance, extracurricular activity involvement, and student demographics (such as first generation college students). The high school counselor meets with students and parents/guardians each school year to go over upcoming school year course schedules, progress towards endorsements and graduation requirements, and provide advice for college/career planning. GWISD will provide additional wraparound services for our P-TECH students, which will build on our existing services. Quality of wraparound services and future improvements will be determined based on progress toward the OBMs and annual parent, staff, and student surveys. The wraparound services will include: tutoring to build success on the TSIA, study skills workshops and advising to improve student persistence in dual credit courses, and dedicated support for students who are at-risk and in need of academic intervention. Additionally, wraparound services will include bi-annual student meetings with our high school counselor for college/career advising, course schedules, and academic performance. Students and their families will be provided college and career advising materials and the program of study course crosswalk with clearly communicated program expectations, career opportunities/salaries, and education requirements. We will be hiring a teacher who has previously worked in the Energy industry. This person will be our subject matter expert to build our college/career advising materials and be the face of the program for students and their families. Parents/families will be provided with bi-annual communication about their students' progress toward the CPT certification, Level 1 certificate, and associate degree, as well as feedback on their academic growth and work-based learning participation. To ensure equitable student support and internet access, GWISD will provide a P-TECH Study Space before and after school every day for students to access tutoring and complete homework assignments. Work-based learning experiences will help students understand how their coursework applies to careers and learn employability skills. GWISD will have modified bus schedules to provide student access to these services and opportunities.

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.

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

County District Number or Vendor ID: 149901 Payroll Costs (6100) Amendment # (for amendments only)

Employee Position Title	Estimated # of Positions 100% Grant Funded		Estimated # of Positions Less than 100% Grant Funded		Grant Amount Budgeted	Grant Amount Budgeted	Cost Share
	244	429	244	429			
Program Management and Administration							
1 Executive Director			1		\$ 20,180	\$ -	\$ -
2 Program Coordinator				1	\$ -	\$ 34,360	\$ 30,000
3 Data Specialist/Coordinator					\$ -	\$ -	\$ -
4 Master Trainer					\$ -	\$ -	\$ -
5 Campus/Site Coordinators					\$ -	\$ -	\$ -
6 Case Worker					\$ -	\$ -	\$ -
7 Evaluation/Quality Assurance Coordinator					\$ -	\$ -	\$ -
8 Marketing Director					\$ -	\$ -	\$ -
9 Resource Development Director					\$ -	\$ -	\$ -
10 Finance Director					\$ -	\$ -	\$ -
11 Administrative Assistant					\$ -	\$ -	\$ -
12 Volunteer Coordinator					\$ -	\$ -	\$ -
Other Employee Positions							
13 Other: (Enter position title here)					\$ -	\$ -	\$ -
14 Other: (Enter position title here)					\$ -	\$ -	\$ -
15 Other: (Enter position title here)					\$ -	\$ -	\$ -
16					\$ -	\$ -	\$ -
17 Other: (Enter position title here)					\$ -	\$ -	\$ -
18					\$ -	\$ -	\$ -
Subtotal Employee Costs:					\$ 20,180	\$ 34,360	\$ 30,000
Substitute, Extra-Duty Pay, Benefits Costs							
19 6112 - Substitute Pay					\$ -	\$ -	\$ -
20 6119 - Professional Staff Extra-Duty Pay					\$ 22,000	\$ 2,410	\$ -
21 6121 - Support Staff Extra-Duty Pay					\$ -	\$ -	\$ -
22 6140 - Employee Benefits					\$ 2,000	\$ 6,250	\$ -
Subtotal Substitute, Extra-Duty Pay, Benefits Costs:					\$ 24,000	\$ 8,660	\$ -
Grand Total:					\$ 44,180	\$ 43,020	\$ 30,000
Total Program Costs*:					\$ 44,180	\$ 43,020	\$ -
Total Direct Admin Costs*:					\$ -	\$ -	\$ -
*Complete the Total Program Costs (line 25) and Total Direct Admin Costs (line 26) lines. The sum of these lines must equal the Grand Total (line 24) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.							

FOR TEA USE ONLY

Changes on this page have been confirmed with: _____ On this date: _____

Via telephone/fax/email (circle as appropriate): _____ By TEA staff person: _____