



2021-2023 P-TECH Planning and Implementation Grant

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

NOGA ID

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

Application stamp-in date and time

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
After surveying parents, staff, and students, 94.6% of respondents were in favor of Garner ISD adding a high school campus. We are currently only a PK-8th grade campus.	The Garner ISD Board of Trustees with recommendations from the Citizens Advisory Committee voted in November 2019 to form a high school campus. The district administration has conducted research and is prepared to offer the PTECH model for high school for all Garner ISD students.
Providing an academic program that will meet the needs of students as well as the local work force by providing diverse experiences. In a rural community these experiences are typically limited.	Partnering with an IHE and a local business partner will assist the District in preparing students for a competitive workforce. Working with the local workforce development board to ensure the work based training as well as collegiate and technical training matches local workforce needs.
Creating a high school model from scratch that will meet the needs of students as we work towards what a graduate of Garner ISD would look like and need to have gained through high school to be successful citizens.	Partnering with the technical assistant contractor and learning from other P-TECH high school campuses as we use the one year planning time frame to implement, with fidelity, a high school model that will meet the needs of all stakeholders of Garner ISD.

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.

By the end of the one year planning grant, the Garner ISD Leadership team working in conjunction with the T.E.A. technical assistant contractor will have created a road map to Garner P-TECH Campus opening. The campus will provide a course of study crosswalk which enables a student to combine high school courses and college-level courses to either earn an associate degree or at least 60 hours towards a bachelor's degree; an industry certification; a postsecondary certificate; and have a variety of relevant, high-skill work-based learning experiences at every grade level while attending high school at Garner ISD.

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

By the end of the first-quarter, the leadership team will have been formed and begin to review and understand the blueprint and understand the design elements and OBM phase-in process. A list of current regional high demand occupations and strategic partners identified and contact information logged. Potential IHE partners will be identified to work on pathways and certificate opportunities. Potential industry representatives will be identified from a variety of sources to serve as subject matter experts for program pathways. The leadership team will convene to determine roles and responsibilities, discuss MOU development, and to begin development on a plan to meet OBMs. Meeting agendas, minutes, decision logs, and lists of partners and decisions will be kept as products used to measure the first-quarter benchmark. (August, September, & October 2021)

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second-quarter, a P-TECH academy leader will be on board and working with the IHE and Industry partner in conjunction with the leadership team to draft the IHE and Industry MOUs. Finalization of the college and career pathways and the P-TECH model to be implemented will be complete. The leadership team will continue to work to finalize the sustainability plan, strategize to meet the OBMs, and finalize the IHE and Industry MOUs. The administrative team will meet to finalize student recruitment plans and timeline, develop the student enrollment packet, and apply for designation as a P-TECH campus for the 2022-2023 school year. Working documents such as agendas, draft and finalized IHE and Industry MOUs, and work-based learning experience notes will be maintained as products to measure the second-quarter benchmark. (November 2021, December 2021, January 2022 & February 2022)

Third-Quarter Benchmark

By the end of the third-quarter, student and parent outreach will occur for recruitment and enrollment. The leadership team will work to develop the master schedule, the summer bridge program, and family orientations. Teachers and staff will be provided staff development as well and work on the development of the data review process and student artifacts collection. Meetings with the industry advisory team will take place to establish the industry mentorship program ideas. Working documents such as P-TECH leadership team meeting notes, annual staff development plan, agendas, family orientation materials, and the master schedule will be used to measure the third-quarter benchmark. (March 2022-August 2022)

7. Project Evaluation and Modification

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

The leadership team will solicit survey data both formally and informally from students, parents, industry partners, and higher education partners quarterly to ensure all program benchmarks are being implemented with fidelity and success. Any areas that show a lack of progress or misalignment with the vision and goals of the program will then be brought back to the leadership team to monitor and adjust. The T.E.A. technical assistance contractor will play a vital role in suggesting other models or situations which have been successful in implementing similar programs. Growing from a Pk-8th grade campus with the addition of a high school grade level each year will allow the leadership team to more easily adapt to the necessary changes as the high school and P-TECH campus grow at the same time. The resources on the CCSMR website, such as other successful P-TECH campuses, best practices, and models will be used to inform the leadership team as evaluation data is reviewed. Following models of other districts who have successfully created a P-TECH campus will allow Garner ISD to modify our program to provide stability and sustainability for our students. A collaborative process to include the IHE, the industry partner, local workforce board, students, parents, and district staff as active members of the leadership team will insure the P-TECH high school program year of planning creates a sustainable model that will address all of the Benchmarks in the P-TECH Blueprint. The Garner ISD P-TECH campus will strive to serve as a P-TECH Campus Designated with Excellence. To reach this designation, The P-TECH campus must exceed all outcomes-based measures.

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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.

The Garner Collegiate P-TECH program will offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students. The Pathways in Technology Early College High Schools (P-TECH) initiative offers an open-enrollment program that creates workforce pathways aligned with high-demand, high-wage fields throughout the state. All Garner High School students grades 9-12 are in the P-TECH program working toward an associates degree while gaining hands-on work experience. All incoming students and parents, regardless of residential address, will meet with school administrators in order to better understand the multiple opportunities and programs available at Garner ISD. Each year all students and parents are invited to attend a new student orientation and program informational meetings reviewing Garner's program opportunities and policies (Orientation to be held early August annually). Enrollment will not exclude or discourage any subpopulations of at-risk students. All students enrolled in grades 9-12 at Garner ISD will be part of the P-TECH high school program.

A general timeline of events will include TSI/TSIA testing for all current 8th grade students in April annually. Any 9th-12th grade students (currently enrolled at Garner ISD or those enrolling for the following school year) who are not TSIA complete in one or more testing areas will be tested throughout each year until TSIA complete. Garner ISD will become a TSIA testing center and students may test upon testing readiness. TSIA Summer Bridge Camps will be offered each June for students 8th-12th grades who are not TSIA complete. Recruitment activities will run from April-mid July annually. Parent and student information sessions will be held a least monthly from April-July annually.

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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.

Students will choose one of five endorsements, or broad areas of study, or a dual credit track where an associates degree can be earned when they enter high school. In addition, the Career Connections program provides information that will help students choose a focus of study and begin preparation for a career while in high school. Parents, counselors, academic advisors, teachers, principals, and area business leaders are all here to help students in this process. During our year of planning, we will work closely with our education partners and leadership committee to determine specific industry certifications and course progressions. At this time we have analyzed current regional workforce opportunities provided by our Weatherford Workforce liaison, potential staff/resource availability, and career interest inventories from our current 7th & 8th graders to determine the following CTE Programs of Study and accompanying industry certifications as a starting point for our first cycle of graduates: Agriculture, Food, and Natural Resources: Animal Science, Environmental & Natural Resources

Licensed vet tech and/or assistant

Wastewater collections, Water operators

Architecture and Construction: HVAC & Sheet Metal

OSHA 30, NCCER HVAC 1

Business, Marketing, and Finance: Business Management

Microsoft Office Specialist or Expert (Word and Excel), G-Suite Professional

Education and Training: Early Learning, Teaching & Training

Child Development Associate, Educational Aide 1

Health Science: Healthcare Therapeutic, Health Informatics, Healthcare Diagnostics

Certified Nurse Aide, Pharmacy Tech, Medical Coding & Billing Associate, EKG/ECG tech, Phlebotomy technician

Human Services: Health & Wellness

Community Health Worker

Information Technology: Information Technology Support & Services

Microsoft Technology Associate Windows OS fundamentals

Law and Public Service: Emergency Services, Law Enforcement

EMT basic, Emergency telecommunicator, Security officer, Basic Structure Fire Protection Cert.

Manufacturing: Welding

AWS Certified Welder, NCCER Welding

The following Level 1 courses will be offered as a broad base foundation to start freshmen along any of these paths:

Principles of Agriculture

Principles of Human Services or Principles of Education (TBD)

Principles of Law, Public Safety, Corrections, and Security

Business Information Management

Principles of Health Science or Medical Terminology (TBD)

Each year we will expand the catalog to include successive level courses for active Programs of Study.

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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.

Garner ISD has partnered with Weatherford College (WC) as the IHE for the P-TECH grant project. The initial letter of support includes 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. The Garner ISD Superintendent and WC President have collaborated on the P-TECH high school model, and WC has assigned Ms. Gipson, as the WC P-TECH liaison to serve on the P-TECH Leadership Team. The program planned between Garner ISD and WC would provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma, industry certifications, and/or an associates degree. As a leadership team member, Ms. Gipson will serve to assist Garner ISD with the continuation of aligning practices to the P-TECH Blueprint, continuation of collaborative leadership and decision making committees, establishment of systems for formal data, strengthening of student recruiting plans, increasing opportunities for students to master basic skills and prepare for more rigorous academic classes, review of scope and sequence documents, building of the program's capacity to offer courses, support for students in enrollment and success in college classes that result in the students' earning associate degrees. Ms. Gipson and Dr. Farmer have committed to forming an articulated agreement with a 4-year institution, Tarleton State University, detailing how the associate degree and accrued credits could lead to a baccalaureate 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.

Garner ISD has partnered with Parker Hannifin, Inc. (Parker). Parker is a Fortune 250 global leader in motion and control technologies. For more than 100 years the company has engineered the success of its customers in a wide range of diversified industrial and aerospace markets. Parker's engineering expertise and broad range of core technologies uniquely positions the company to help solve the world's greatest engineering challenges. Parker is a dedicated industry partner to support Garner ISD in the P-TECH campus development. Parker has named, Claudia McGee, Division HR Manager, as the leadership team member and P-TECH contact for the Garner ISD P-TECH high school. Ms. McGee will work with district leadership to ensure that 100% of students have access to appropriate work-based education at every grade level, and will give a student who receives work-based training or education from the Garner ISD P-TECH campus first priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program. During the year of planning, Ms. McGee will work as a collaborative member of the leadership team to develop work-based opportunities for P-TECH campus students not limited to facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentoring, and apprenticeships. As a member of the leadership team, Ms. McGee will also help Garner ISD's P-TECH campus by continuation of aligning practices to the P-TECH Blueprint, establishment of systems for formal data review, and further development of work-based education partnerships and opportunities for students.

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TEA Program Requirements

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The leadership team includes:

Garner ISD Superintendent-Rebecca Hallmark; P-TECH Principal-Diane Shaw; P-TECH Counselor-Kathy Wakefield; P-TECH CTE Director-B.J. Carlton; P-TECH Department Chair, Core/Dual Credit-Christy Beynon; P-TECH Department Chair, STEM-Katharine Grudt; P-TECH Department Chair, Business, Marketing, Agriculture-Maci Roach; P-TECH-Business/Industry Partner; Division HR Manager, Parker Hannifin, Industrial Process Filtration Division-Claudia McGee; P-TECH-IHE leaders; Weatherford College President-Dr. Tod Farmer; Weatherford College P-TECH Liaison-Shelley Gipson; Local Workforce Development Board, Employment Services Supervisor, Workforce Solutions for North Central Texas-Keisha Arterberry

The Leadership Design Team as part of the Planning Year Grant beginning in February 2021 will meet at a minimum monthly.

The District Leadership Team is meeting daily beginning 10-13-2020 through 11-6-2020. The District Leadership P-TECH Design Team is currently meeting weekly beginning 10-15-2020-11-5-2020.

Sample agenda with minutes:

10-13-2020

1. P-TECH Designation and Grant Overview 2. Reviewed designation requirements-discussed what Garner Can Do 3. Reviewed grant requirements-discussed the one year planning process and team members. 4. Garner High School Start Up Planning 5. Crosswalks & Courses 6. Timeline--designation and grant announced February 2021 Survey current 8th grade 10-2020 8th grade parent meetings to determine needs, wants, and answer questions 7. Begin Enrollment for 2020-2021, 9th Grade--October-November 8. Programs--AG & FFA, Dual Credit 9. Other necessities--website, curriculum materials, facilities, & storage

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.

Garner ISD currently serves grades Pk-8th, and we are known for our individualized academic programs based on the needs of each student. Garner College and Career Preparatory Academy (GPA), will provide an individualized approach to high school that immerses students in rigorous educational opportunities that are connected to our local labor market demands, and will be responsive to employer needs and focused both on educational and employment outcomes. Our college and career counselor will collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness; provide and advocate for individual students' Pk- postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education. GPA will also hold College Spirit/Career Days to raise awareness and hear from a variety of community members; participate in "Real World" field trips for financial literacy and career exploration K-12; Align college and career preparatory activities K-12; conduct K-12 counselor and/or principal led lessons based on leadership development (7 Habits of Highly Effective People framework to develop soft skills valued by employers); after school study hall once a week; individualized intervention/instruction period built into daily schedule grades 3 and up, Friday afternoon (during school hours) tutorials - mandatory for under 75 average; professional development for staff to support increased rigor of curriculum, continuation of "Garner Gives Back" where we will continue to collaborate with local businesses and organizations to raise money and awareness for various causes. We will continue to foster community involvement and pride and a sense of personal responsibility through our "Garner Gives Back" community service projects.

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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.	Career counselor salary (1/2 time employee for planning year)	\$25,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Hardware (laptops for students)	\$30,000
12.	Software (CAD, Marketing, Accounting, Medical, other CTE programs)	\$20,000
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	CTE machinery (welders, plasma cutters, 3D printers)	\$60,000
19.		
20.		

Direct and indirect administrative costs: \$15,000

TOTAL GRANT AWARD REQUESTED: \$150,000

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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

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