



2021-2023 P-TECH Planning and Implementation Grant

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation


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

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

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

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature  Date

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

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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
Mesquite ISD serves 40,000 students of which 77% are economically disadvantaged and 85% are minority. The majority of our students are two times less likely to graduate and 75% more likely to drop out of college.	Through our P-TECH, build a partnership with IHEs and community businesses, that creates a support network for our students to be successful in the workforce and college.
In 2020, there are over 10,000 job openings within a 20 mile radius of Mesquite in the fields of nursing, mechatronics, and fire protection. These 3 fields are projected to grow at a 30% rate over the next decade.	Mesquite ISD P-TECH students will participate in clear pathways for nursing, mechatronics, or fire protection, participate in work based learning experiences, and graduate high school with the necessary degrees and/or certificates to meet the local workforce demands.
In 2019, 41% of Mesquite ISD students were not college and career ready, and 68% were not TSI met.	Through our partnership with the IHEs, the TSI prep courses our P-TECH students will attend, and summer P-TECH camps, our students will receive the extra layers of support necessary to be successful.

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.

Mesquite ISD will establish a P-TECH program at Vanguard High School that will serve all of Mesquite ISD. Through our partnerships with Dallas College and Texas A&M University - Commerce, we will increase the opportunities for our underrepresented populations to obtain certificates, degrees, and careers upon graduating high school. By 2022, our P-TECH program will be serving 300 students annually.

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

- Meet with committee made up of MISD, IHEs, and business partners and form the LDT
- Sign IHE and business partner agreements
- Launch MOU discussion
- Create implementation plan based on P-TECH Blueprint
- Develop P-TECH marketing materials
- Develop student recruitment plan
- Create 4 year crosswalks

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

- Distribute marketing materials to all students at secondary campuses and all MISD families
- Continue to meet with LDT
- Establish enrollment guidelines and application process
- Develop student enrollment packet
- Determine academic and emotional support services to ensure student success
- Finalize 4 year crosswalks
- Identify instructional materials and resources
- Develop master schedule

Third-Quarter Benchmark

- Begin the enrollment process
- Form campus committee and meet regularly with campus committee and LDT
- Further develop opportunities and partnerships with Chamber of Commerce
- Design internship programs
- Apply for Designation
- Develop staff plan for teachers and IHE instructors
- Discuss professional learning needs for teachers
- Finalize master schedule

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.

A subcommittee made up of central office members, IHE members, the P-TECH principal, P-TECH counselor, and P-TECH teachers will meet regularly to measure the progress we are making towards our goals. In these meetings we will discuss the data, data collection, documentation, leadership development, professional learning, student engagement, student growth/progress, pathway enrollment, and measure against our success criteria. When necessary, we will determine root causes to our growth areas and develop plans and interventions to ensure we make continuous improvement. As the program progresses we will add progress measures for certification completion, student success in the workforce, professional skills criteria, and for those completing a four year degree.

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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.

Vanguard High School P-Tech pathways will be an open enrollment program for all students in Mesquite ISD schools. The recruitment and enrollment process 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. Enrollment decisions will not be based on the state assessment scores, discipline, history, teacher recommendations, minimum GPA or any other criteria that creates barriers for student enrollment.

During the planning phase, the Leadership Design Team will develop a recruiting plan based on a needs assessment of our students and community. All 8th grade students in Mesquite ISD take part in a skills assessment that helps determine the natural skills and interest of students. This data will help us determine the students in all 10 of our middle schools within the district who show an interest and aptitude for one of our three P-TECH pathways. We will develop a marketing plan with all stakeholders that includes parents, students, community members, business leaders and post-secondary partners. These strategies will specifically be developed for the uniqueness of each of the P-TECH pathways being developed. Because most of the student population is Hispanic, our recruitment efforts will target families with limited English speakers. We will hold events where families will be able to visit our new facility and see the opportunities for a new and different education. Partnering with Dallas College and Industry partners for informational events will allow our families to meet the business leaders our students will interact with. We will also offer field trip opportunities to Mesquite ISD's new Vanguard High School as well as Dallas College to see the industry based learning environments.

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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.

Mesquite ISD's P-Tech will be a school within a school model housed at Vanguard High School, Mesquite ISD's Career and Technical High School that offers specialized CTE programs of study as well as a comprehensive high school setting. Beginning with 150 9th and 10th grade students in the fall of 2022, we will add a grade level each year in each of the following TEA CTE programs of study, Law and Public service (Firefighting), Manufacturing (Mechatronics) and Health Science (Pre-Nursing). These three programs of study are new to Mesquite ISD and will offer students the ability to earn dual credit that will lead to an industry certification and/or degree.

Each course of study will allow students to begin taking college courses along with their high school graduation requirements starting in the 9th grade year. Students will complete the required courses to graduate from high school under the recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits of foreign language, half credit in speech, and five and one half credit elective credits for a total of 26 credits. Each year students will take dual credit courses that align with Dallas College's award plan for either Firefighting, mechatronics or pre-nursing. Students in grades 11th and 12th may take a majority of their required dual credit courses on the campus of Dallas College.

We will have 3 pathways, but due to space, we are only including one of the pathways for this question.

Law and Public service (Firefighting)

Principles of Law, Public Safety, Corrections and Security (1 credit, grade 9) and Principles of Health Science (1 credit counts as the Health credit)

Disaster Response (1 credit, grade 10) and Firefighter I (2 credits, grade 10)

Practicum in Law, Public Safety, Corrections & Security (2 credits, grade 11)

Emergency Medical Technician - Basic (2 credits, grade 12) and Firefighter II (3 credits)

During the planning phase, the crosswalk of courses will be finalized will include the following Dallas College courses: Fundamentals of Fire Protection FIRT 1301 and Firefighter Health and Safety FIRT 1319 in grade 9, Building Construction in Fire Service FIRT 1327, Fire Prevention Codes and Inspections FIRT 1307, Firefighter Certification I FIRS 1401 and in the summer after completion of grade 10 students will participate in a 2 week 80 hour bootcamp with Mesquite Fire Department to complete course Cooperative Education-Fire Protection and Safety Technology/Technician FIRT 2380 grade 10. Firefighting Strategies and Tactics I FIRT 2309, Firefighter Health and Safety FIRT 1319, Firefighter Certification III FIRS 1313, in the summer after completion of grade 11 students will participate in a 2 week 80 hour bootcamp with Mesquite Fire Department to complete course Cooperative Education-Fire Protection and Safety Technology/Technician FIRT 2380 (FIRT 2380 requires 160 contact hours). Emergency Medical Tech EMSP 1501, EMT Practicum EMSP 1164, Fire Protection Systems FIRT 1338, Coop Firefighter Skills and Fire Station work and Test Prep FIRT 2380, Hazardous Materials I FIRT 1315, Firefighter Certification II 1507, grade 12. Upon completion of Vanguard's Fire Academy students will have Certificate Award Fire Science, AAS Fire Protection Tech, EMT Test ready, Texas Commission of Fire Protection Test ready, Civil Service Exam test ready and Pathway to BAAS.

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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.

For many years we've had a successful relationship with Dallas College and Texas A&M Commerce, and we will continue to partner with these IHEs to ensure a successful P-TECH. These IHEs have been included in the planning of our P-TECH since the initial planning meetings began. They are working closely with our CTE coordinators and curriculum coordinators to develop the programs of study, ensure alignment, instructional calendar, student enrollment and attendance, grading period and policies, administration of statewide assessments, and support services. Our agreement with TAMU-C includes transferability as well as reserved seats for our students within the TAMU-C Nursing School.

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.

Mesquite Fire Department (MFD) will serve as the industry partner. The partnership between Mesquite ISD, MFD, and Dallas College has developed an instructional sequence that will meet the needs of MFD as well as fulfill the requirements for the Associates of Applied Science in Fire Protection from Dallas College. Along with the monthly training sessions with MFD, there will be a 2 week, 80 hour summer boot camp for students to attend. This will be led by Mesquite Fire training personnel for specialized training for Mesquite Fire Academy Cadets.
-Upon graduation and passing of TCFP test, EMT National Registry test and Civil Service Test. Students will receive strong consideration for extended training and employment with MFD.
-Help develop opportunities for workplace experiences in many of the departments within the MFD (e.g. visits to fire houses, on site training, specialized training, internships and bootcamps)
-Work with the fire academy's instructor and Dallas College to develop a coherent Scope and Sequence plan of courses and workplace experiences that enable students to successfully meet the goals outlined in the program model, and help identify projects and curriculum that may be incorporated into the academic program; and,
-Allowing partnering institutions of higher education access to Dallas College facilities to support activities, including, but not limited to, internships, job shadowing, mentoring, and other "real life" work experiences for students. During the planning phase, the MOU will be finalized and reviewed every two years and updated as necessary.

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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.

Angel Rivera - Assistant Superintendent of Innovation and Leadership
 Leslie Feinglas - Executive Director of Leadership Development
 Jennifer Hammett Executive Director of Leadership Development
 Laura Jobe - Executive Director of Communications
 Clint Elsasser - Principal of Vanguard High School
 Kristy Krajca - CTE Coordinator
 Kimberly Flanders & Rachel Wolfe - Dallas College
 Susan Williams - TAMU-Commerce Liaison
 Denise Neill - TAMU-Commerce Department Head and Director of Nursing
 DeMarquis Hayes - TAMU-Commerce Assistant Dean
 Mark Kerby - Fire Chief of Mesquite
 Kyle Harris - Fire Captain of Mesquite
 Steven Bridges - Account Executive at Workforce Solutions of Greater Dallas

Past Meetings: 9/9/2019, 9/24/2019, 9/25/2019, 11/20/2019, 1/31/2020, 6/10/2020, 9/8/2020

Upcoming Meetings: The LDT will meet monthly beginning spring 2021 to discuss school design, pathways and partnerships, schedule, recruitment, marketing, enrollment, support services, curriculum, and professional learning

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.

Knowing many of our students will need ongoing support, we are committed to proactively meeting these needs as well as ensuring additional support is provided to individual students when necessary. Our wrap-around services will include social-emotional and academic support. Systems already exist to monitor all students, identify concerns, and intervene on their behalf. Our incoming students will participate in a P-TECH Summer Camp where they will learn success strategies as well as be paired with a mentor to help set them up for success. Our goal is for them to feel connected from the beginning.

Teachers and administrators will meet in regular professional learning communities to analyze student learning, reflect on teaching, and improve the teachers' practices. Ongoing professional learning will happen to support the instructional best practices. Throughout the P-TECH experience the students will receive regular academic advising and grade checks with a counselor. The students will participate in TSI prep work, tutoring, and necessary intervention programs. The environment will be flexible with regular, real world problem solving. These students will receive resume and interview support alongside the workplace learning experiences. They will have access to our partnering college campus facilities for tutoring services and other learning opportunities.

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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.	Substitute Pay	\$5,000
2.	CTE Liasiaon	\$20,000
3.	P-TECH Summer Teachers	\$7,000
4.		
5.		

Professional and Contracted Services

6.	Certifications (students and staff)	\$10,000
7.	Professional Learning	\$35,000
8.	Tutoring Services	\$20,000
9.		
10.		

Supplies and Materials

11.	Supplies	\$15,000
12.	Curriculum and Materials	\$18,000
13.	Technology and Software	\$10,000
14.	Marketing Materials	\$10,000

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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