



**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](mailto: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
Welding is one of the top targeted occupations in Throckmorton County. (Source: TWC) There are over 64 job openings in the county and 7,183 in TX making Welding one of the most high demand occupations in our area. (Source: 2020 Indeed, 2016 TX Career Check)	Woodson ISD will create post-secondary college and career opportunities for at-risk students through designating Woodson School as a P-TECH campus. Students will have the opportunity to receive dual credit hours, Welding certifications, an associate degree in Welding, and job training upon graduation.
The college, career, and military ready graduation rate for Woodson School is 61.5%. This is below the states rate of 65.5%. (Source: 2018-2019 Texas Academic Performance Report (TAPR))	The campus will offer TSI Prep courses to Woodson School students to increase the dual credit enrollment rate which will provide the option to enroll in Welding dual credit courses. Students will then be able to receive a level 1 certificate and an associate degree in Welding at no cost to the students or their families.
A high concentration of economically disadvantaged (ED) students make up 61.8% of the student population. However, only 25% are college ready graduates and 37.5% are career/military graduates. (Source: 2018-2019 TAPR)	Student support services such as, individual graduation planning, social/emotional support counselor, and work-based learning experiences (through an industry partnership with Jones Trailer) will be offered to ED students through the P-TECH model to support increasing post-secondary enrollment and workforce employment.

**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.

The district will target the most at need (at risk, ED, minority) students in order to increase the graduation rate from 62% to a minimum of 80%, by the 2022-2023 school year, in order to fill the high demand jobs in our area. This goal is relevant due to the need to fill the 64 job openings in the county and 7,183 in the state. (Source: 2020 Indeed, 2016-2026 Texas Career Check)

**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**

The following first-quarter benchmarks will be used to measure progress towards meeting grant goals:

- Secure Memorandums of Understanding (MOU), data sharing agreements, and articulation agreements.
- Establish a leadership team that includes personnel from the district, campus, industry/business partners, and IHE to meet regularly to identify member roles and meeting dates, monitoring progress, and address any challenges.
- Develop a recruitment plan based on grant guidelines.
- Publish any P-TECH related documents on the school's website, such as MOUs, meeting minutes, etc.
- Meet with industry/business partners to determine curriculum and equipment needs.
- Create a budget and budget timeline for the program.

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

The following second-quarter benchmarks will be used to measure progress towards meeting grant goals:

- Implement a professional development plan for teachers and staff, focusing on rigor and building college- and career-readiness based on needs assessment of student data.
- Continue regular leadership team meetings monthly to ensure successful grant progress and implementation.
- Meet with campus administrators and staff to coordinate student recruitment.
- Execute recruitment and enrollment plan processes to identify, recruit, and enroll subpopulations.
- Coordinate marketing plan and materials for the students and community.
- Develop a summer bridge program and TSI prep course.
- Develop a plan for student support services that will provide academic and social/emotional support to students.

**Third-Quarter Benchmark**

The following third-quarter benchmarks will be used to measure progress towards meeting grant goals:

- Continue regular leadership team meetings as needed to ensure successful grant progress and implementation.
- Continue offering professional development for teachers and staff to ensure student academic success.
- Execute marketing plan for students, parents, and community members.
- Execute summer bridge and TSI prep course to targeted students.
- Execute student support services.
- Enroll targeted students in the P-TECH program for the 2021-2022 school year.
- Apply for P-TECH designation by November 2021.
- Review student outcomes to identify and address implementation goal challenges and success.

**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.

District and campus administrators, industry advisory partners, and advisory partners from the IHE will work together as part of the Leadership Design Team. This team will assist with evaluating and determining need for modifications. The team will meet and collaborate with teachers and counselors a minimum of four times per project year to evaluate benchmark progress metrics and guide their decision-making process.

These team members will be responsible for reviewing key pertinent information such as: marketing materials and timelines; the strategies and activities listed in the recruitment plan; and types of services to be provided as academic and social/emotional support, just to name a few. Furthermore, the team will also review surveys that are created and completed by campus administrators on teachers to receive feedback obtained during classroom observation on the teachers' instructional strategies and coursework.

This data will be consolidated and reviewed during the Leadership Design Team meetings. During these meetings, members will discuss the outcomes of the data and determine if the strategies being utilized are effective. If it is determined that the strategies proposed are not enabling the district to meet the grant objectives and goals, modifications will be discussed. If other, more effective, strategies must be implemented and cause a change in the grant, the district will send out letters to the community, administrators, and board members. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

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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.

Woodson ISD is classified as rural, according to TEA (5 priority points). Due to the fact the district is rural, the recruitment and enrollment process conducted will need be thorough and efficient in order to ensure student interest is generated.

Therefore, the recruitment and enrollment process will begin well before the implementation of services. The process will occur between March and July of 2021. The activities to be conducted during the enrollment process, along with a general timeline of when each activity will occur can be seen below:

- 1. March: Recruitment commences for the Welding pathway. Brochures, pamphlets, and videos will be created that highlight the career and benefits of the program. These will be posted on the school’s social media platforms and school website.
- 2. April: Recruitment commences in the middle school. One school counselor will promote the program and share its benefits. Additionally, the Welding CTE instructor will conduct a presentation at the middle school where community members, students, and families can view the CTE equipment that will be utilized and learn about the career’s benefits.
- 3. May: The IHE and business partner will be invited to discuss the academic certifications and degrees that will be received upon completion of the program as well as the hands-on job experience students will receive.
- 4. June and July: Students interested upon completion of the recruitment activities will be asked to enroll in the P-TECH program. If space becomes limited, selection of the enrollees will be based on their at-risk or most in need status. Enrollees will be notified of their selection and the student/guardian will be asked to sign a contract stating their commitment to the program.

All recruitment and enrollment policies developed for the P-TECH Grant will be clearly documented. Additionally, to ensure interest is continuously generated, the district will refine and improve these practices on a annual basis, based on reviews provided by students.

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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.

The P-TECH program provided will combine high school courses and postsecondary courses. By their 6th year anniversary, students will have the opportunity to simultaneously earn their high school diploma, Welding industry certification, and an associate degree in Welding.

With the implementation of this program, the district will be able to expand upon their current offerings, as seen in the course listings below:

- 9th Grade – Business IM I
- 10th Grade - Business IM II
- 11th and 12th Grade – Medical Terminology; English 1301; English 1302; American Literature; Pre Calculus; Statistics; Math Independent Study; Art Appreciation; Speech; Sociology; History 1301; History 1302; Government; Psychology

A course crosswalk was created in collaboration with Cisco College, which will be the IHE to provide students their American Welding Society (AWS) Sheet Metal Welding Code (D9.1) certification and AWS Structural Welding – Steel Code (D1.1) certification upon successful completion of the program. The district will utilize their current classroom CTE facility, CTE Staff, CTE equipment, furniture, and supplies at no cost to the P-TECH program. These items and facility usage total to the district’s 20% match for the program.

To provide students with a work-based education, the district will partner with Jones Trailer Company. Jones Trailer Company fully supports the program (signed letter provided – 5 priority points) and plans on providing students various work-based experiences. Experiences that will be provided to students, along with in what grade level each student will receive the experience, can be seen below:

- Facility visits (9th) – Visit the job facility to become familiar with the environment and equipment that is utilized;
- Career mentoring (9th, 10th) – Meet with and discuss career opportunities, goals, and objectives that need to be completed to follow the Welding career pathway. These discussions will be held with the employers or assigned employees at Jones Trailer Company.
- Job shadowing (11th) – Observe the employer and/or assigned employees in performing day-to-day activities. During the job shadowing, students will be able to ask questions and get a better understanding of the workday as a Welder.
- Internships/Externships (12th) – Students will be able to perform basic tasks as a welder, such as interpreting blueprints, demonstrating safety precautions, greeting customers, measuring and cutting materials.

Prior to high school graduation, Jones Trailer Company will ensure that all students are trained properly and are capable of performing basic skills and techniques in the field. To maintain a quality partnership, the representatives of the district and industry partner will meet at least annually to review student outcomes and address any issues.

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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.

Woodson ISD intends on entering into an articulation agreement with Cisco College, who has been recognized by the Texas Higher Education Coordinating Board (THECB) as a nationally accredited agency and fully supports the Welding program (evidence of support can be seen on the attached letter – 5 priority points). The agreement will encompass the following items to meet TEA requirements:

1. Curriculum Alignment – The high school courses will be approved by the IHE and provided by an IHE approved teacher. This will ensure curricular alignment and provide a smooth transitional experience for students.
2. Instructional Materials – All instructional materials purchased throughout the P-TECH program will be approved by the IHE and purchased by the district.
3. Instructional Calendar – The district will follow the IHE’s instructional calendar for P-TECH CTE courses.
4. Programs/Courses of Study – The program of study to be offered is Welding and the courses are detailed on Attachment 2, the crosswalk template.
5. Student Enrollment and Attendance – Students enrolled in the dual credit courses will be required to maintain regular, punctual attendance to meet both the ISD’s requirements as well as those set by the IHE.
6. Grading Periods and Policies – In addition to receiving a numerical grade provided by the high school (0-100), students will also receive a letter grade (A-F) provided by Cisco College upon completion of their course.
7. Administration of Statewide Assessments – Statewide assessments, such as end of course exams and STAAR tests will be administered by the district.

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.

Woodson ISD met with Jones Trailer Company and Workforce Solutions of West Central Texas (verification of this collaboration can be seen on the attached letter of support - 10 priority points) to determine that Welding is a top targeted occupation in the West Central Texas workforce area. In fact, there are currently over 64 job openings listed on Indeed, an employment-related search engine for job listings, in the Throckmorton County alone.

Woodson ISD will enter into a Memorandum of Understanding (MOU) with Jones Trailer Company, their industry partner for this program. Jones Trailer Company will meet the TEA requirements by:

1. Providing 100% of participating students access to appropriate work-based education at every grade level. A detailed explanation of the types of work-based education that will be provided is located on “Attachment 3, Work-based Education” (5 priority points).
2. Addressing regional workforce needs by assisting students in becoming Welding, as a high demand job in the region.
3. Providing students who receive work-based training or education through the P-TECH Grant with priority when being interviewed.
4. Reviewing the MOU at least every two years to update it 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.

The Leadership Design Team will be comprised of the high-level personnel such as:

- Superintendent: Casey Adams
- Campus Principal: Brent Mills
- CTE Teacher: Brittany Kuykendall
- Business Manager: Melissa Vickers
- Industry Partner Liaison: Danny Jones, Jones Trailer Company
- IHE Partner Liaison: Tianay Bralley, Cisco College

These individuals will meet twice monthly to review grant progress, determine if the district is on track to meet grant objectives, etc. Topics that may be discussed during these meetings include but are not limited to:

1. Identification of each member’s role in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH;
2. Progress on meeting annual outcome-based measures and providing annual reports to their respective boards as well as to the public;
3. The mid-course corrections that are needed; and
4. Sustainability structures that need to be in place to address and minimize the challenges of staff turnover.

All members, meeting dates, agendas, and minutes will be posted on the school’s website.

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.

Woodson ISD currently provides a personalized learning environment to ensure there is a seamless transition between high school and college. To do this, the district provides students both academic as well as layered social/emotional support.

This support assists students to thrive in high school, become college ready, and be successful when taking on rigorous academic and work-based educational experiences. The campus currently offers personal guidance from school counselors to ensure students find the best pathway and class schedule, parent and student meeting to provide guidance and support to students planning to transition into post-secondary education, skill-building instruction for students, such as time management, study skills, collaboration, and interpersonal relationship skills, and individual sessions with school counselors for students to receive assistance with class registration, testing support, and social/emotional support to address personal/family issues that may have developed at home.

Additionally, the campus will offer work-based learning experiences, individual graduation planning, and social/emotional support to address academic issues related to the dual enrollment rigor, as well as provide flexibility in class scheduling and academic mentoring. The campus will also provide all required textbooks related to P-TECH courses and resource materials and supplies. Jones Trailer Company will provide students with career mentoring and access to work-based learning facilities, services and resources. Cisco College will provide students with access to on-campus services and facilities, such as the library, academic advising, etc.

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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.	Stipend for Dedicated Program Director	\$25,000
2.	Extra Duty Pay for P-TECH Instructors	\$10,000
3.	Substitute Pay	\$10,000
4.	Benefits	\$5,250
5.		

**Professional and Contracted Services**

6.	Curriculum Planning and Development	\$5,000
7.	Teacher Professional Development	\$15,000
8.	Teacher Credentialing Specifically Related to P-TECH Programs	\$8,000
9.		
10.		

**Supplies and Materials**

11.	Supplies and Materials for Accomplishing P-TECH Grant Program Objectives	\$50,077
12.	Supplies and Materials for P-TECH Staff and Advisory Council	\$5,000
13.		
14.		

**Other Operating Costs**

15.	Day Field Trips for P-TECH Students to IHE/Industry Partner Sites over the 2 year grant.	\$10,000
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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