

**2020-2021 CTE Perkins Reserve Grant****Letter of Interest (LOI) Application Due 5:00 p.m. CT, April 8, 2020**

NOGA ID

Authorizing legislation

**Strengthening Career and Technical Education for the 21st Century Act Section 112©(2)**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 **5:00 p.m. CT, April 8, 2020**.

Application stamp-in date and time

Grant period from **July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Focus Area 1: Regional partnership agreement
3. Focus Area 2: Intermediary Partnership Agreement
4. Focus Area 2: Regional Partnership Agreement

**Amendment Number**

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

N/A

**Applicant Information**

Organization Jim Hogg County ISD CDN 124-901 Campus Hebbronville HS ESC 01 DUNS 100075209

Address 210 West Lucille Street City Hebbronville ZIP 78361 Vendor ID 74-6001073

Primary Contact Gina Garza Email gdgarza@jhcisdpc12.org Phone (361) 527-3203

Secondary Contact Yvonne Munoz Email ymunoz@sdisd.us Phone (361) 279-3382

**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 Dr. Susana P. Garza

Title Superintendent

Email spgarza@jhcisdpc12.org

Phone (361) 527-3203 Ext. 1

Signature

Date 03/31/2020

RFA #

SAS #

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**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 2020-2021 CTE Perkins Reserve Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- ☒ 6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
- ☒ 7. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- ☒ 8. Applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

## 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.

OVERVIEW: Jim Hogg County ISD, Benavides ISD, and San Diego ISD have partnered to embark on a shared MISSION, "To provide high-quality college/career pathways that are aligned with regional workforce needs". With an average Economically Disadvantaged student rate of 83.4% (State: 60.6%), median income of \$28,527 (State: \$57,051), and unemployment rate of 14% (State: 5.8%) (Source: TAPR/ American FactFinder) the districts NEED to increase the number of students who graduate ready to fill high-demand jobs. The mission and needs of the program will be addressed with the help of the two (2) workforce solution partners, one of which, who will serve as the intermediary partner (10 pts). Together this team identified programs of study to target, to include: Emergency Services & Nursing Science, which will prepare students for high demand occupations as: LVN, Registered Nurses, Fire Fighters/Inspectors, EMTs, etc.

## Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

GOALS/OBJECTIVES 1) Expand regional partnerships to develop, enhance, and implement CTE Programs of Study (POS); and 2) Ensure the implemented programs include the seven key components of the Texas Regional Pathways Network.

ACTIVITIES/STRATEGIES: 1) Partner with an IHE to offer credentials and degrees with value in the labor market; 2) Partner with employers to offer work-based learning experiences; and 3) Develop cross-sector partnerships with the local workforce boards to ensure the new CTE POS offered are aligned to high-wage occupations in the region.

## 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.

TRACKED PERFORMANCE MEASURES: 1) Number of districts participating in the program. 2) Number of students enrolled in the pathways program. 3) Number and percentage of students participating in the grant program that are classified as at-risk students and the percentage of the participating at-risk students compared to their representation in the whole student population from which they are drawn. 4) Average number of college credit hours, industry-based certifications, or other advanced academic credit earned per student. 5) Number and percentage of students participating in the grant program that are classified as non-traditional; also, the percentage of participating non-traditional students compared to their representation in the whole student population from which they are drawn. 6) Number of students participating in work-based learning, including internships, mentoring, etc. as part of the career pathways program. 7) Four-year plan to implement aligned secondary CTE course offerings to industry/post-secondary, while demonstrating an ability for students to complete a program of study. 8) Increase in parent/student awareness of in-demand pathways. TOOLS TO MEASURE PERFORMANCE: The MOU signed by each participating LEA, PEIMS reports, sign-in/sign-out sheets located at employer facilities, and district administered surveys to parents. PROCESS ENSURING STRATEGIES EFFECTIVENESS: Key stakeholders will meet quarterly to review the effectiveness of the proposed strategies/objectives. If it is determined that the strategies proposed are not enabling the districts to meet the grant objectives and goals, modifications will be made.

## 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.

GOAL: Expand regional partnerships to develop/implement new CTE POS that align with high-demand occupations. NEEDS: Partner with an IHE to offer CTE courses; Ensure there are quality cross-sector partnerships and a grant intermediary that heavily influences the grant (10 pts); and Acquire the employer partnerships and equipment needed to offer students training that will prepare students for the workplace. FUNDS TO SIMILAR PROGRAMS: Currently, funds are allocated from Title I, SPED, & CTE. Funding from these programs are used to cover payroll costs and purchase equipment/supplies needed for existing CTE programs. FUTURE ADJUSTMENTS FOR NEEDS: The districts will continue to meet with the established partners secured during the grant implementation. At these meetings adjustments needed will be suggested, if additional finances are required to make these adjustments, the districts will utilize similar funding as those listed above.



TEA Program Requirements

1. Focus Area 1 - Texas Regional Pathways Network Planning Grant

The applicant must identify --in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce --high-wage and in-demand occupations and TEA approved [statewide](#) or [regionally](#) approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

N/A

2. Focus Area 1 - Texas Regional Pathways Network Planning Grant

The applicant must provide a sample crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the program of study can lead to a bachelor's degree.

N/A

**TEA Program Requirements (Cont.)**

**3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

N/A

**4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

The LWDA Labor Market Information (LMI) was utilized to obtain regional labor market information that demonstrates the following high demand occupations and projected pay and increase between 2016-2026: Phlebotomists (\$40,156, 39%); LVN (\$50,240, 19%); Registered Nurse (\$67,810, 20%); and EMTs and Paramedics (\$34,291, 24%) projected increase between 2016-2026). INCREASE THE NUMBER OF LEAs THAT PROVIDE AT LEAST ONE APPROVED CTE POS: To address these current regional demands, the districts will utilize grant funds to continue to create cross-sector partnerships (Intermediary, IHE, Employers, 3 LEAs, etc.) that increase the number of POS offered (TEA 10 pts). Currently, 14 POS are offered between the 3 partners. With the implementation of this grant, the districts can offer the following CTE POS & industry certifications, which lead and prepare students for the aforementioned occupations: 1) Nursing Science – Phlebotomy Technician and CNA Certificate; and 2) Emergency Services - EMT - Basic Certificate.

**5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

[And/Or] The applicant must expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board.

Currently, the districts offer manufacturing, health science (CNA), business/finance, law enforcement, welding, and hospitality programs of study. Through this grant, the district will be able to expand offerings to include the Nursing Science and Emergency Services POS. To maximize course offerings, students at Benavides ISD will be bussed to partnering districts to attend the high-demand career pathway of their choice. In addition, the other districts will provide surveys to students to determine if they'd like to take courses offered at other campuses. If an interest is shown, a summer exchange program will be implemented which will allow students to take part in other courses not offered at this campus. (Pathways/Inter-district enrollment- 10 pts) This will not only increase participation rates, but persistence rates as well because students have more interested in courses offered. Prior to selecting these programs of study, the districts utilized the LWDA LMI to obtain regional labor market information and identify the regional workforce need for skilled employment in these areas. To ensure there is an appropriate sequence of courses aligned to these occupations, the districts have partnered with Coastal Bend College to create course crosswalks for students, as seen later in this application.

**TEA Program Requirements (Cont.)****6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including --but not limited to --convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement.

The Intermediary has signed the TEA-required agreement (Workforce Partner- 5 points). The quality of the proposed intermediary is seen through their capacity to meet each of the following roles: 1) Convening Cross-Sector Stakeholders- Intermediary has over 13 years of experience. This includes convening IHEs, employers, and LEAs. 2) Supporting Regional Education & Workforce Development Initiatives- By being head of the workforce, the intermediary will be able to support their development initiatives and systemically push regional education to ensure these initiatives are met. 3) Working with Educators and Employers to create work-based learning experiences and place students in them- Since its establishment in 2007, the workforce has been able to accumulate over 13 years of work-based learning experiences. Through this experience with employers, work-based learning experiences will be facilitated. 4) Collecting data to evaluate program outcomes and plan for continuous improvement - Intermediary has received and run grant programs in the past and has extensive experience gathering and analyzing labor market data or use by school districts and IHEs. By being on both ends of the grant spectrum, the intermediary sees the value & has experience needed to evaluate program outcomes/plan for continuous improvement. The co-op will dedicate grant funding to support the intermediary personnel capacity. (10 pts)

**7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must provide, for all pathways, crosswalks that identify secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

Pathways and crosswalks identifying secondary and post-secondary coursework required of students in a POS to complete a certificate or receive an associate degree within two-three years of graduating from high school are listed below. These crosswalks are aligned to higher education programs of study curricula when applicable and demonstrate how the project can lead to a bachelor's degree (Crosswalk- 10 pts) and include multiple entry and exit points to meet the needs of each student.

• Emergency Services: EMT Certificate→Registered Nurse Associate Degree→Informatics Nurse Specialist Bachelor Degree:

Courses –

Anatomy & Physiology;  
Introduction to Health Terminology (Principles of Health Science);  
Medical Terminology; and  
Nurse Aide and Health Care/Nurse Aide and Patient Care Aide (Practicum in Health Science).

• Nursing Science: CNA & EMT Certificates → LVN → Registered Nurse Associate Degree → Informatics Nurse Specialist Bachelor Degree:

Courses –

Principles of Health Science A (Essentials Medical Law/Ethics for Health Prof);  
Introduction to Health Science B (Introduction to Health Services);  
Medical Terminology (Medical Terminology);  
Practicum in Health Science-EMT (Clinical-EMT Technician); and  
Practicum in Health Science-EMT (Emergency Medical Technician).

In addition, students may choose to enroll in core academic dual credit programs, which can provide them with college credits that are transferable for their Associates and/or bachelor's degree. These courses may include Algebra I and II, English I, II, III, and IV; Biology, Physics, World Geography, World History, and more.

**TEA Program Requirements (Cont.)****8. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

Strategic partnerships that will provide an advantage in grant implementation, as well as, offer career pathways and hands-on work experience that will prepare students for high-demand occupations. are as follows (10 pts.):

- Dual Credit/JET Grant- The districts were awarded Dual Credit Grants for Welding POS and JET Grants for Registered Nurse. The equipment purchased through these grants, as well as, funding provided through their Perkins Grant, will help offset expenses and allow the districts to provide activities for the POS.
- Workforce Solutions of the Coastal Bend- The board will facilitate partnerships between the districts and local businesses with similar trainings needs; thus, increasing the potential for students to receive employment right after high school.
- Workforce Solutions of South Texas- The board will facilitate partnerships between Jim Hogg ISD and local businesses with similar trainings needs; thus, increasing the potential for students to receive employment right after high school.
- Coastal Bend College- This partnership ensures all credits earned by the student will be transferrable, as well as, ensure students are provided with a link between secondary and post-secondary education that has multiple entry and exit points.
- Victory Ambulance/Median Care/La Paloma Nursing Home - By having these partnerships within one of the targeted fields of study, the districts will be able to gather insight on what skills and traits are required. By having students develop these skill sets, they will be more likely to receive employment upon high school graduation.
- Texas Internship Challenge- The districts reviewed the intern positions available. Currently, there are 3 available within a 25-mile radius, but none are currently in the chosen POS.
- Texas Industry Partnership Program- Currently, Workforce Solutions of the Coastal Bend partners with 100s of businesses. These partnerships will help facilitate job placement for students post-graduation.

**9. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.

To continue to meet the goals of the 2020-2021 Perkins Reserve Grant beyond the period of the grant program, the districts have proposed a quality sustainability plan (5 points) that includes the creation of a Handbook Of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures: make better use of existing resources; maximize federal, state, and local revenue; utilize instruction, equipment, professional development, and curriculum that was created during the grant funding period; create more flexibility in existing streams; and continue building public-private partnerships.

Grant funds will support the first year of developing partnerships, purchasing equipment, paying for CTE certification tests, etc. However, after the initial year of funding, the districts are willing to utilize local funds to support costs related to the program. Costs that will be on-going and will come directly from the districts after the initial year of funding include: CTE instructor salaries; industry certification tests; building utilization costs; consumable materials; and student recruitment and promotion materials. This commitment of local funds provides validation that the districts are committed to sustaining the grant funded costs and transforming the high schools to better meet the workforce needs of the region.

### 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.

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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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