



**2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

NOGA ID [REDACTED]

Authorizing Legislation

**Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C,
§112(a)(1)**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant period from **July 1, 2019 – August 31, 2020**

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

Organization **Throckmorton Collegiate ISD** CDN **224901** Vendor ID [REDACTED] ESC **9** DUNS **046876629**
Address **210 College St** City **Throckmorton** ZIP **76483** Phone **940-849-2411**
Primary Contact **Dr. Michelle Cline** Email **cline@throck.org** Phone **940-849-2411**
Secondary Contact **Britnee Woods** Email **woods@throck.org** Phone **940-849-2411**

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

Authorized Official Name **Michelle Cline, EdD** Title **Superintendent**

Email **cline@throck.org** Phone **940-849-2411**

Signature  Date **2-10-19**

Grant Writer Name **Michelle Cline** Signature  Date **2-10-19**

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



Shared Services Arrangements

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

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
The EMT certification is one listed on the Texas Workforce Commission list of high demand occupations for our area in West Central Texas	By creating a pathway through Health Science for students to earn their certification through the National Registry, our students can enter the workforce as an EMT immediately upon graduation and work for the hospital in our county, helping to fill this high need target occupation.
0% of graduating seniors the last 3 years have earned an industry based certificate. The district realizes the need for preparing our students for the workplace.	Through grant funding, and with student interest in the field of health science, more students will have interest in a CTE pathway; thus leading to interest in student certification and an increase in students taking certification tests.
Students through an interest survey, revealed pursuing a career in health science. Currently the district has no curriculum to fulfill these needs.	Through grant funding, the district could purchase the curriculum needed for students to pursue their interest in health science. The district will also utilize grant funding to pay for student certifications to become an EMT.

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 August 31, 2020, Throckmorton Collegiate ISD will have a comprehensive support and mentorship plan and crosswalk developed which will incorporate a medical field pathway starting their freshman year and job shadowing their senior year to become an EMT. By May 2020, students pursuing an EMT certification will graduate, having earned their EMT Basic Certification and be ready to enter the workforce as an EMT.

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
 Throckmorton Collegiate ISD will create/offer a new CTE pathway, the EMT program, to 100% of students. Our action steps include:

1. Purchase curriculum
2. Purchase non-consumable instructional materials and resources for the delivery of instruction
3. Provide flexibility in scheduling
4. Set up the courses with the instructor at Throckmorton County Memorial Hospital
5. Promote the program to students and parents
6. Establish work-based experience (clinicals) schedule
7. Set transportation schedule for clinicals

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

Throckmorton Collegiate ISD will monitor student progress and scheduling needs of the EMT courses.

Our action steps include:

1. Weekly conferencing between the counselor and the EMT instructor about our students
2. Biweekly conferencing between the counselor and students about the EMT pathway and addressing any demands/concerns they have.
3. Weekly monitoring the amount of clinicals students are receiving each week in order to stay on track for earning their certification

Third-Quarter Benchmark

Throckmorton Collegiate ISD will continue to monitor student progress and scheduling needs of the EMT courses.

Our action steps include:

1. Weekly conferencing between the counselor and the EMT instructor about our students
2. Biweekly conferencing between the counselor and students about the EMT pathway and addressing any demands/concerns they have.
3. Weekly monitoring the amount of clinicals students are receiving each week in order to stay on track for earning their certification
4. Track how many sign up for the EMT certification test, CPR test, and Juris Preudence Test
5. Track how many successfully complete the EMT certification test, CPR test, and Juris Preudence Test

Project Evaluation and Modification

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

The project director, EMT instructor, counselor, and principal will meet regularly to analyze data collected as requested in the performance measures. Qualitative data collection methods will include gains in performance measures. Comparisons between year one, midpoint, and end of grant cycle will be used to analyze achievement data. Feedback from the student and CIT surveys regarding program design, implementation, and evaluations will be utilized for program adjustments so as to address problems that may arise with project delivery. Quantitative data collections methods will include: list of industry-based certifications offered; alignment of industry-based certifications offered to regional labor market information; number of additional tests that were administered in the 19-20 school year as a result of this grant; number of students prepared to take each identified industry certification during the 19-20 school year, and number of students who successfully completed an identified certification exam. The TCISD leadership committee composed of project director, counselor and principal will identify and correct program deficiencies as they are encountered which in turn will provide for continuous improvement of the program. Due to the small size of TCISD, meeting to correct problems and/or deficiencies can be handled immediately. TCISD agrees to submit any evaluation reports by TEA for this grant to ensure compliance with performance measures. The qualitative and quantitative data will be used by the TCISD leadership committee to obtain and determine the degree of planning, collaboration, communication, curriculum, instruction, industry based learning opportunities, student interest, and program success. The administrative layers of a small district are less formal and shallower than counterparts in larger districts where there are several layers of administration and more structured communication guidelines. Thus, the internal communications at Throckmorton ISD are less complex and more informal. The leadership team will review continued implementation at their regular meetings, make program recommendations, review strategies, and make adjustments. The informality of the campus makes this form of sustainability possible.

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. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** 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.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

NA224901

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one 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. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

NA

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies 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 to 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.

NA

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

NA

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

NA

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

Last spring students were surveyed to find their fields of interest. The majority of our students identified health science as a career of interest. The leadership team began working with the colleges and business partners to identify fields in which the ISD, local business partners and IHE could partner and offer certifications. This summer, the Throckmorton County Memorial Hospital and Throckmorton Rural Medical Clinic met with district leaders to express their interest in closing the gap that exists in the healthcare industry. We looked at the West Central Texas target occupation list to identify careers in healthcare with 2 basic intents. One was to provide students with an industrial certification in which they can immediately enter the workforce with earnings above Throckmorton County's Per Capita Income, which is \$28,859 (2018, Prevention Resource Center, Abilene). The second intent was to help support the social and economic mobility for Texans, in particular, West Central Texas.

The industry based certification for this program is the Emergency Medical Technician, or EMT, which is on TEA's Final List of Industry-Based Certifications. It is number 44, in the career cluster for Health Sciences. This occupation is also listed on the TWC High Demand Occupation list, occupation 29-2041.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

Testing for the EMT Basic Certification is all online so the school will be the designated testing site. Potentially all seniors could have the opportunity to earn an EMT certification. Our senior class could have potentially 12 students earn an EMT certification.

This program offered at TCISD will be innovative and unique to West Central Texas as we will be the only school in the region to offer such a program. TCISD is fortunate to have a hospital and EMT services directly across the street from the school with EMT's who have expressed interest and support in job shadowing through the 200 hours of clinicals.

Currently, students in the health science pathway are not set up to earn an industry certification, only dual credit college hours. Through grant funding, students can earn an industry certification, the EMT Basic, and work as an EMT or pursue further medical education with an IHE while working as an EMT.

TEA Program Requirements**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

Through grant funding, students tests will be paid for. Tests include: CPR/ACLS, EMT through the National Registry, and the Juris Prudence Test. Students will work with the instructor in signing up for the test and through our business office, exams will be covered at no cost to students. Our business office has managed several grants successfully and paying for exams with grant funds will pose no barriers or issues. We plan to sustain paying for exam fees using CTE funds due to the increase in number of our CTE courses and CTE FTE's, or full time equivalencies.

9. FOCUS AREA 2 APPLICANTS: Explain efforts that have already been made to ensure success during the grant period.

Throckmorton Collegiate ISD has been designated as an Early College High School (ECHS) so the groundwork for this program has been set. We will use our ECHS model of our HVAC certification program this year. With this program, we have the college instructor on campus but we also have a certified CTE teacher who is there to be a "safety net" for our students. This teacher assists students in logging on to the online learning platform, teaching them how to connect and ask questions with the instructor, how to read a syllabus, helping them keep track of when assignments are due, and utilizes AVID strategies to help when studying for exams and learning content. We had 100% success rate with this model last fall. In addition, after examining research from UT Austin about why students drop out of college after their freshman year, data indicated it was due to the lack of support structures in place. In addition to the teacher support structure in place, we also utilize mandatory tutorials when students get behind and schedule a parent meeting.

While safety nets are in place for the students, we also realize the administrative layers of a small district are less formal and shallower than counterparts in larger districts where there are several layers of administration and more structured communication guidelines that sometimes impede grant success. Thus, the internal communications at Throckmorton Collegiate ISD are less complex and more informal. The project director is an employee, which means direct access to those involved in the grant implementation, including the business manager, principal, counselor, and teachers. The leadership team will review continued implementation at their regular meetings, make program recommendations, review strategies, and make adjustments. The informality of the campus only helps to ensure success.

Moreover, the SMART goal, each of the three quarterly benchmarks and qualitative data will be closely monitored by the project director, who has successfully managed over 11 grants from TEA.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

TCISD has several layers in place to ensure students are prepared for the industry-based certification exams.

1. We currently utilize AVID, or Advancement via Individual Determination, to teach students best practices in studying, taking notes, and preparing for tests/exams.
2. We also include mandatory tutorials for students with struggling grades. This mandatory tutorial time is built in to the school day.
3. The instructor for the EMT certification class has a passing rate of over 90% on the first time to take the exam. She has agreed to be available for tutorials and to assist with studying and tutoring during the school day tutorial times.
4. Students enter this program by signing a teacher-student-parent compact, in which they are aware of their duties, responsibilities and consequences. This way expectations are set up front with no surprises.
5. Through clinicals and job shadowing, these 200 hours mirror the questions that will be asked on the EMT exam. This ensures a hands-on experience yielding in successful test answers.
6. TCISD will utilize a teacher to provide the "safety net" as discussed in TEA program requirement 9. This has proven successful for our district and is research based.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

The district met over the summer with Throckmorton County Memorial Hospital as well as Throckmorton Rural Health Clinic once the student interest survey identified a high interest in health care. We discussed potential pathways and certifications students could earn at TCISD. The pathway we are pursuing with grant funds if awarded is health science and students earning an EMT Basic certification. The Hospital, Clinic and EMT's are in full support of the EMT certification program and have offered their services in each step of the grant process. They have also discussed grants and ways to help sustain the program, for example the TEEC grant. Another partnership we have is with our IHE partner, Texas State Technical College (TSTC), in which students can take medical classes starting their freshman year of high school, earn an EMT certification and continue into another medical program such as nursing upon graduation. We currently have an MOU with TSTC and they fully back our health science pathway.

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 grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- 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 grant?

- 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 grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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 (6100)	BUDGET
Project Director to oversee and manage data collection and analyses for industry certifications	1500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
EMT Instructor	22000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
CPR, EMT and Juris Prudence Testing fees	1500
curriculum supplies, not to include consumables	5000
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: 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.

FOR TEA USE ONLY
 Changes confirmed with _____ on this date _____
 Via phone/fax/email by TEA staff person _____

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