



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

NOGA ID

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

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):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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 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.

2019-01-20

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
-additional nursing assistants for local employers	-Add medical certificate programs in our high school to graduate students who are ready to enter the work force.
-viable and obtainable employment options for graduating seniors	-Offer a pathway to a Certified Nurses Assistant certificate in high school.

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.

Our district's SMART goal is to add to our current high school medical track by including classes that will lead to a Certified Nurse's Assistant (CNA) certificate for our students. We can measure our success by calculating the total number of certificates obtained by our students. It is achievable because our hospital and clinic in town have agreed to partner with us in training our students. It is relevant because our community has a need for additional medical personnel in our local hospital, clinic, nursing homes, and home health providers. It is timely because our population is projected to age considerably in the next ten years, according to data provided by our local EDC. An aging population will require an increase in health care services and workers.

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

We hope to enroll ten students in our program to begin. We will advertise our program to parents and students at an information night. We will include representatives from our partner organizations to build interest among students and parents.

Measurable Progress (Cont.)

Second-Quarter Benchmark

We will monitor student progress to ensure that students are enrolled in the correct courses and are successfully completing these courses in order to earn credit both in high school and in college. We will offer free tutorials to any student who has below an 80% average in their courses. This should help to foster student success.

Third-Quarter Benchmark

We will complete satisfaction surveys with current students to ascertain where we could strengthen our program. We will monitor and adjust to best meet the needs of our current students while also building the program and strengthening it for future students. Our goal would be to have more than ten students enrolled by year two.

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.

Our best source of data will come from our students who are participating in the program. Their feedback will help us mold our program to be successful and sustainable for the future. If students are not being successful in their coursework, our school may need to offer additional tutorials to foster student success. We are already looking to the future to sustain and expand our program by adding more medical options in the future. Our partner organizations can be helpful by providing valuable insight and feedback into the process. Data and information collected from both students and partner organizations will be used to determine when and how to modify and adapt the program for success, longevity, and sustainability.

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.

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.

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.

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.

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.

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.

Our district would propose to add to our existing health-related career pathway by adding a program which includes a Certified Nursing Assistant (CNA) certification. According to labor market information obtained from Workforce Solutions of Central Texas, Nursing Assistants are classified as a job that is in demand in our area. This occupation is projected to have an 18.1% rate of growth through the year 2024. Additionally, data obtained from our local Economic Development Corporation (EDC) shows that the average age for the citizens of Hamilton County is over 65. That elderly population percentage is projected to increase. An aging population will need medical care. The EDC data provided to our school district also indicates that hospitals and healthcare services are one of the leading employers in our area. All of this labor market information leads our district to conclude that our community would benefit from trained workers in the health care field. Additional trained and certified CNA's would be able to find employment at our local hospital, our local health clinic, one of our two area nursing homes, our home health providers, and our hospice care provider.

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.

Our district goal is to increase the number of students obtaining certificates as Certified Nursing Assistants (CNA). We plan to partner with Ranger College to offer the course work required to obtain these certificates. They are an established leader in our area in nursing education. Their hope is to offer the required clinical rotations that students need through our local hospital and clinic. These partnerships will be mutually beneficial to the hospital and clinic, Ranger College, and the students in our local district. Students will be able to attend Ranger College dual credit classes via Zoom. They will be able to interact with professors in real time. The classes will also be recorded, so they can refer back to them as needed. When it is time for their clinical rotations, they will be able to complete them locally instead of travelling to Ranger College, which will eliminate the barrier of transportation. Additionally, if a student should desire to continue on and further their nursing education after high school, they are already admitted to Ranger College and could complete their LVN or RN certifications at the same institution of higher learning. The option of allowing students to train and certify locally would be mutually beneficial to all partner organizations. Our district goal is to enroll ten students the first year, and to increase our numbers each year following.

TEA Program Requirements

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

Our local school district would pay for the exams for qualified students who have completed all their coursework and clinicals. Then the funds from the grant would be used to reimburse the district for exam costs.

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

Our district has already begun the process of implementing a health science career pathway into our curriculum. We currently offer Anatomy and Physiology, and this school year we are adding the option to obtain a certificate as a Certified EKG/ ECG Technician as well as a Certified Phlebotomy Technician. These certificates will enable our students to seek immediate employment in our local area hospital and lab. Adding the option to also obtain a certificate as a Certified Nursing Assistant makes our students even more employable. It also allows our students the option to work in their chosen field of interest after graduation while they continue on to pursue higher degrees, such as an LVN or RN degree.

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.

Our best opportunities for success on industry-based certificate exams will come from offering classes through an accredited institution with qualified and experienced instructors who are successful in preparing students to sit for their certification exams. By utilizing the current program at Ranger College, our students will be able to become active participants in lectures and labs three days a week through ZOOM technology. The other days that do not host Zoom meetings, the students will be taught on our campus by our experienced health science teacher who can guide them and assist them in their course work.

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

Our community is blessed to have one of the best small hospitals in the state. It has a five-star rating, and is part of a larger local healthcare system that contains laboratory services, radiology services, emergency services, surgical services, social services, a wellness center, a rural health clinic, and a special care clinic. They also offer access to specialists who come from larger towns and rotate through the clinic a specified number of days a week to provide access to our citizens. The healthcare system is interested in partnering with our school to implement this program, as well as other health-related occupational fields in the future. They believe on our concept of "growing your own" workforce and are willing to allow our students to complete their clinical rotations in their facilities. Our community also has two nursing homes, a hospice care provider, and home health services that could employ graduates from this program.

Another partner that will be crucial to the success of our program is Ranger College. Their experience in the nursing field will be a huge benefit to our district. Their ability to provide the coursework makes it possible for us to offer this option to our students.

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

Health Science Teacher - two periods a day - one calendar year	10000.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

CTAT conference fees	425.00
Health Science Teachers Conference fees	400.00
Tuition costs - 10 students - Ranger College	3600.00

SUPPLIES AND MATERIALS (6300)

Student professional uniforms - for clinical rotations	950.00
Textbooks	1500.00
10 stethoscopes @ \$87 each	870.00

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

12- Acer Chromebook 3- 8th generation Core i7 (for ZOOM meetings)	8400.00
1 - mobile chromebook storage and charging cart	525.00
<input type="text"/>	<input type="text"/>

Total Direct Costs 26,670.⁰⁰

Indirect Costs -0-

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 26,670.⁰⁰

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 _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
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Large empty rectangular area for describing negotiated changes/amendments.