



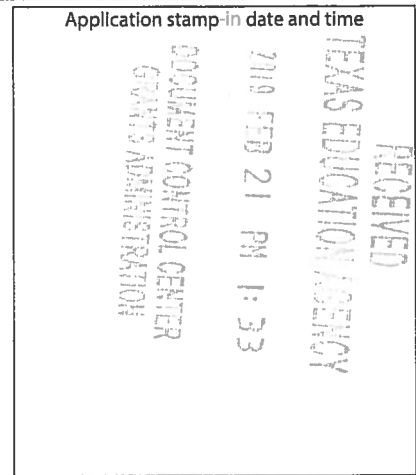
**2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

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 **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):

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.

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
Increase the number of Health Services workers. Consistent growth in the Health Services Industry in the Gulf Coast Region has resulted in substantial job openings today and for years to come.	-Increase recruitment efforts to attract more high school students to enroll in Health Services courses. -Increase the number of students taking industry-based certification exams that will lead to Health Services jobs.
Produce more workers that match Health Services Industry employer needs. Local employer partners and advisors shared the need for more medium-skilled workers (ECG Tech, EMT, Pharm Tech, and CNA).	- Maintain and update curriculum to remain in line with current industry standards and local employer needs. - Maintain teacher professional development, licensing, etc. to ensure students receive high quality instruction.

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 the end of the grant period (08/31/2020), an estimated 321 industry-based health services certifications will have been awarded to students in the Health Science Pathway in Pasadena ISD as a result of this project (remember the budget is \$30,000 or less so input numbers in this section accordingly). Of those certifications, approximately 285 will be Certified EKG/ECG Technicians, 12 will be Certified Nursing Assistants, 12 will be Pharmacy Technicians, and 12 will be Emergency Medical Technicians. Students with these certifications will be able to pursue employment in the high-demand Health Services industry.

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

By the end of the first quarter, a minimum of 500 students should be enrolled in courses/pathways that will lead to one of the four industry-based certifications by the end of the grant period. This number will keep the project on target to reach 321 certifications by the end of the grant period while accounting for enrollments, dropouts, and students unprepared to sit for a certification exam at the end of the year.

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

The benchmark for the second quarter will involve the number of students on track to sit for and successfully pass one of the four certification exams. Of the 500 enrolled students from benchmark one, the goal is for approximately 300 students to be on track to pass industry certification exams. This will include the EKG/ECG, Certified Nurse Aide, and Pharmacy Technician students who have received a passing score on their practice tests. For certifications where practice tests are not available, such as EMT, 12 students will have a course grade of 80% or higher indicating they are on track to pass the certification exam. Students not on track will receive additional tutoring and support to help them move toward certification readiness and meet the final goal of 321 certifications.

Third-Quarter Benchmark

The number of certifications received by students in the program will be the main benchmark for the third quarter (297 certifications received). For certification exams yet to be administered, the number of students officially registered to sit for the exams will be an additional benchmark (24 certification registrations).

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.

Pasadena ISD (PISD) has written processes and procedures in place for monitoring the attainment of grant-funded programmatic goals and objectives. Grant project staff meet with the Grants Compliance Coordinator within 30 days of receiving the Notice of Grant Award to review expectations and compliance standards.

For this grant, evaluation and monitoring will be led by the district's Career and Technical Education Coordinators and Director. Data will be reviewed and analyzed a minimum of every six weeks. If enrollment benchmarks are not being met, recruitment efforts in the schools and local community will be increased. If the number of students interested in sitting for certification exams is below the target number, industry speakers and potential employers will be invited to visit classrooms to raise excitement and interest. If student practice scores or grades are below target to successfully pass certification exams, teachers and staff will engage in re-teaching of low-scoring topics, remediation, and/or student tutorials. In addition, teacher skills will be monitored and appropriate professional development support will be provided to ensure they are up-to-date with skills and curriculum.

Results and evaluation data will support the overall sustainability of the Health Services Academy by informing best practices for future years. The benchmarks described will help staff keep future students on track to sit for and pass industry based certification exams.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

According to the Houston-Galveston Area Council (HGAC), the Gulf Coast region is predicted to add another 3.7 million residents and 2 million jobs by the year 2040. That population growth will include the very young and the very old, both of which require higher levels of medical care. In addition to tending to the health care needs of area residents, the Houston Medical Center serves more than 10 million local as well as visiting patients each year. As such, healthy job growth and rising employer demand is projected for occupations in the Health Services Sector at all skill levels.

In response to the growing demand for health care workers, PISD has chosen to focus this project on industry-based certifications that fall within the Health Services Sector – 1) Certified Nursing Aide/Assistant (CNA); 2) Emergency Medical Technician (EMT); 3) Certified EKG/ECG Technician (CET); and 4) Certified Pharmacy Technician (CPhT). Educational pathways and courses to all four of these certifications are available at six different high school campuses in Pasadena Independent School District.

Nursing Aides and Emergency Medical Technicians (EMTs) are both in the top 25 fastest growing occupations in the Gulf Coast Region. With a Nursing Aide (CNA) certification, students are eligible for jobs in a variety of health care settings from hospitals to home care to doctor’s office. From 2014-2024, the annual average employment for Nursing Aides is expected to rise by 34.7%. Emergency Medical Technicians (EMT) jobs are also expected to experience a significant rise of 33.8% from 2014-2024.

Students receiving an EKG/ECG certification can find work as Cardiovascular Technicians and Technologists. The Gulf Coast Health Services Occupational Outlook rates this occupation as having the fifth highest employment rate among middle-skilled workers in Medical and Diagnostics Labs and in the top ten in Hospital employment.

With the proliferation of pharmacies in the region, there is a steady need for Pharmacy Technicians. Educated, highly skilled, and well trained pharmacy technicians are essential to the successful function of the pharmacy. By 2024, pharmacies in the Gulf Coast region are expected to employ more than 10,000 Pharmacy Technicians with more than 300 annual average job openings. PISD students receiving Pharmacy Technician certification will help fill these jobs.

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.

For the current school year (2018-2019), 585 junior level high school students are enrolled in health science courses that can lead to one of the four certifications included in this project. Of these juniors (plus new enrollments next year), an estimated 500 will continue on the Health Sciences pathway as seniors and will have the opportunity to earn one or more certifications during the 2019-2020 school year.

Funding from this grant will help pay for approximately 321 industry-based certifications exams that many PISD students could not otherwise afford. Currently, 84% of PISD students are economically disadvantaged. For many PISD students, meeting day to day expenses can be difficult. The extra cost of certification exams is often out of reach. Supplementing the cost of certifications exams encourages more students to enroll in and continue on Health Sciences Pathways. Students who receive Health Services industry-based certifications have a variety of career choices, especially here in the Gulf Coast region.

TEA Program Requirements

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

Industry-based certifications for this project are all offered through third-party vendors. The process for paying exam fees to each of these certifying organizations is detailed below.

- 1. EKG/ECG Technician: \$90/exam
 Certifying Organization: National Center for Competency Testing (NCCT)
 Billing Process: Set Pasadena ISD as account with NCCT. NCCT will issue billing code, which will be used to register for exam online. Payment via purchase order or district credit card.
- 2. Certified Nursing Aide (CNA):\$104.50/exam
 Certifying Organization: Pearson VUE
 Billing Process: Purchase vouchers from Pearson VUE using a purchase order or district credit card. Register students using purchased vouchers.
- 3. Pharmacy Technician (CPhT): \$175/exam
 Certifying Organization: Pharmacy Technician Certification Board via Kaduceus
 Billing Process: Invoiced by Kaduceus then register students online at PTCB.org. Cost includes math app, 2 practice exams, & PTCB exam registration. Payment via purchase order or district credit card.
- 4. Emergency Medical Technicians (EMT): \$80/exam
 Certifying Organization: Pearson VUE
 Billing Process: Purchase test vouchers from Pearson VUE using a purchase order or district credit card. Register students using purchased vouchers.

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

Pasadena ISD has the foundational coursework and curriculum in place for success during the grant period. The addition of Perkins Reserve funding to cover certification exam costs is the final step in ensuring project success and student success. Pasadena ISD high school students interested in pursuing Health Services careers are able to complete one of PISD’s Health Services Pathways. These pathways begin in grade 9 and include a coherent, four-year sequence of Health Science courses. During their four years of coursework, students have access to up-to-date labs and equipment as well as real-world practice in upper level courses. While all coursework is focused on preparing students for the capstone certification exam and graduation, specific concepts for industry-based certification exams are introduced during junior level courses and continue through senior year.

Practices are also in place to ensure teachers and administrators are providing high quality instruction. Teachers and administrators meet and collaborate to guarantee students are receiving viable, consistent curriculum across the district. In addition, teachers and administrators regularly attend trainings and networking events to ensure their teaching practices and knowledge of certification exams is up-to-date. Teachers not up-to-date with current practices and instruction will receive additional support, professional development, and/or mentoring from administrators and veteran teachers.

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.

Pasadena ISD provides a number of support services and instruction to ensure students are prepared for industry-based certification exams. As mentioned in question 9 above, students are introduced to specific exam certification concepts during their junior year. During their senior year, students participate in a series of review sessions and complete certification practice tests. Those who do not demonstrate mastery on these practice tests participate in remediation sessions and tutorials with a focus on improving their scores on low performing sections.

In addition to classroom work, PISD students in Health Services Pathways are also exposed to hands-on, real-world experiences. For example, Certified Nursing Aide students assist at a nursing home working with patients. Pharmacy Technician students work side by side with pharmacists in various pharmacies in the area. EMT students complete shifts on ambulances and in Emergency Rooms where they are exposed to fast-paced, high pressure environments. These real-world experiences provide students with valuable knowledge that improves their ability to score well on practical-based sections of certifications exams.

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

To date, Pasadena ISD has at least a dozen partnerships in place that not only provide the organization with an advantage in implementing the proposed project, but also provides students with the advantage of hands-on field experiences in the Health Services industries. These partnerships include the following:

1. Certified Nursing Aide Partnership: Windsong Care Center
2. ECG/Technician Partnership: Bayshore Medical Center
3. Emergency Medical Technician Partnerships: Alvin EMS; Acadian EMS; Baytown EMS; Crosby EMS; Deer Park EMS; Emergency Consultants, Inc.; Memorial Hermann Hospital, Medical Center; North Channel EMS, Texas City EMS.
4. Pharmacy Technician Partnership: Walgreens Pharmacy

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

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

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

OTHER OPERATING COSTS (6400)

Certification Exam Fees: 12 CNA (\$104.50 per); 12 EMT (\$80 per); 12 Pharmacy Tech (\$175 per)	\$4,314
Certification Exams: 285 ECG/EKG (\$90 per)	\$25,650
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

<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 _____

FOR TEA USE ONLY
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