



**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  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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification

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
Health Science careers are currently a high need area in our region according to Texas Workforce Commission data. Health related fields are also represented in the top ten list of fastest growing future industries.	Using this information, local survey results and the guidance of our health science advisory council, Beeville I.S.D. is creating a focused program that will prepare our students for Health Science related jobs and post-secondary programs. This includes expanding current Health Science offerings and the expansion of the Health Professions Magnet Academy.
Beeville I.S.D. increase Health Science certification offerings in 2017 and started the Health Professions Magnet Academy in 2018. Many of these students will be testing for certification in the 2019-20 school year.	Beeville I.S.D. is pursuing certification as a testing facility for all of our student certifications. PearsonVue and National Healthcareer Association will be the testing source for all of our certifications.
As per the Fall Snapshot, 84.3% of BISD students are Economically Disadvantaged. The cost of certification programs are prohibitive for many of our students.	Beeville I.S.D. is working to remove any barriers between our students and certification. We plan to provide students with the preparation materials, practice exams, required equipment and training as well as testing fees for our Health Science certifications.

**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.

Program SMART Goal:  
Between July 1, 2019 and August, 31, 2020, 80% of targeted students will pass a national certification exam directly connected to a high-need (fast growth) health science career-field as identified in our regional workforce data.

**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

Metric description: For the first-quarter benchmark the district will identify the number of Health Science Certification testers and ensure that they are provided with the the instruction, preparation materials, practice exams, required equipment and training for the Health Science certifications that they are challenging.

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

Metric description: During the second-quarter benchmark period, the district will ensure that the identified certification testers are prepared to begin their industry clinicals. The instructors will test the applicable knowledge and skills of each student before they are allowed to begin clinicals. A minimum of 80% of all identified certification testers will meet the requirements to begin clinicals.

**Third-Quarter Benchmark**

Metric description: During the third-quarter benchmark period, the district will continue to ensure that the identified certification testers are prepared to continue their industry clinicals. The instructors will test the applicable knowledge and skills of each student as they progress through their clinicals. A minimum of 90% of all identified certification testers will meet the requirements to participate in clinicals. 100% of students that are eligible for industry-based certification will have the opportunity to take the appropriate certification exam. Third-quarter benchmarking will drive the program SMART Goal: 80% of targeted students will pass a national certification exam directly connected to a high-need (fast growth) health science career-field as identified in our regional workforce data.

**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.

Continuous progress monitoring and analysis: The district will collect data on a regular basis. Students in the Health Science certification programs will have their academic data evaluated by their instructor and program director during the entire program. Progress in the certification curriculum and industry clinicals will be evaluated and any weaknesses will be identified and addressed on an individual basis with each student. The students attendance and behavior will also be monitored and evaluated. The district will monitor the local and regional job data to ensure that the program is aligned with future trends. Adjustments to the certifications offered will be evaluated by the district using the job related data and the advice of our Health Science advisory board.

**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 industry-based certifications for this project will be Certified Nurse Aid, Patient Care Technician / Assistant, EKG Technician, Phlebotomy Technician, Pharmacy Technician and Medical Administrative Assistant. All of these certifications lead to careers with livable wages leaving high school as well as enhanced abilities in post-secondary Health Science Programs like Registered Nursing.

The 2016 Texas Growth Occupations Report listed three Health Science occupations as high growth areas in the state. These were:

- Registered Nurse - 33% growth by 2024, \$69777 average annual wage
- Licensed Practical/Vocational Nurse - 28.4% growth by 2024, \$45566 average annual wage
- Nurse Practitioners - 52.7% growth by 2024, \$105806 average annual wage

The Texas Workforce Commission's list of the Top 10 Fastest Growing Industries in the Coastal Bend Region between 2016-2026 include five Health Science related areas. These include:

- #1 Outpatient Care Centers - 48% growth rate
- #2 Home health care services - 44.4% growth rate
- #5 Continuing care, assisted living facilities - 41% growth rate
- #6 Offices of other health practitioners - 27.8% growth rate
- #7 other ambulatory health care services - 25.1% growth rate

This information was reviewed by the district and the list of industry-based certifications was determined based upon the data. The advisory council reviewed the data and certifications and supported the project and its goals.

**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.

The grant funding will have a direct impact on all of our Health Science students. The funding will allow us to create a solid foundation of certification based testing that will be available for the future of the program. In the 2019-20 school year the program will directly benefit 65 students. By the 2021-22 school year the program will be testing 145 unduplicated students per year. The actual number of certification opportunities will be higher since each student has the opportunity for multiple certifications in the program.

The students will benefit from the industry based certifications in several ways. First, they will have the ability to gain employment as soon as they have the certification. All of our certifications have immediate employment opportunities locally as well as in the region. Second, our certifications are stackable and have pathways to other certifications. A student gets their CNA as 10th grader then progresses to their PCT as a senior. This will allow them to have an experience and knowledge base to pursue a LVN or RN program out of high school. Finally, taking the required health science classes and the preparation for the certification tests is a solid basis for post secondary health science readiness.

Having the PearsonVue and NHA testing facilities will allow us to test our students for all of our certifications. Our high school has an enrollment policy that allows for students in surrounding districts to apply and attend our program.

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

The district will pay for a Health Science certification test for all district students that meet the following conditions:

1. The student:
  - a. is enrolled in and will receive credit for the Health Science class for the certification; or,
  - b. has successfully completed for credit the district Health Science class for that certification.
2. It is the student's first attempt at that specific certification test.
3. The student has met all program testing requirements for the certification test.
4. The student is approved for the certification test by their instructor.

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

All program curriculum is reviewed and taught by industry experienced certified instructors. The information used is constantly updated and centered around the certification and direct industry clinical experience.

The district will be a certified testing facility for every certification test that we are allowed to host by April 2019.

The district has agreements in place with local healthcare facilities and organizations that allow our students to do clinicals in the appropriate environment.

The district has a Health Science Advisory Board that is made up of industry, education and community stakeholders. This board is a checkpoint for the program and how it relates to industry.

All supplies, manikins, equipment, simulators and safety materials are provided for every student by the district. The district has invested in a facility and equipment that meet or exceed industry standards for each area of certification. This includes three suites that each have a classroom and a dedicated lab facility. The CNA suite and the Health Science Certification suite are equipped to simulate a modern hospital room with three separate beds. The EMT suite has a full ambulance simulator as well as skill rehearsal areas.

**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.

The district will provide the students with a wide variety of experiences, curriculum and tools to prepare for certification.

The academic training program for all of our certifications are:

Principles of Health Science (9th), Medical Terminology (10th), Anatomy and Physiology (10th or 11th), Medical Microbiology (10th or 11th), Pathophysiology (10th or 11th), Health Science Theory/ Clinical (11th), Practicum in Health Science (12th). Many of these classes will be offered with the option of dual credit. Our Health Science students are encouraged to take honor level classes especially in science where possible.

Students are in clinical rotations during their 11th grade year in Health Science Theory/Clinical and their 12th grade year in Practicum in Health Science. The clinical rotations are supervised by experienced Registered Nurses and industry certified instructors that are part of our faculty.

The district has invested in a facility and equipment that meet or exceed industry standards for each area of certification. This includes three suites that each have a classroom and a dedicated lab facility. The CNA suite and Nursing certification suite are equipped to simulate a modern hospital room with three separate beds. The EMT suite has a full ambulance simulator as well as skill rehearsal areas.

The curriculum is implemented in a progression that leads to successful completion of the capstone certification for each student. Students are tested regularly and they are tutored and counseled when they fall below standard.

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

Beeville I.S.D currently has relationships and agreements in place with the Christus Spohn Health System, the Woodridge Nursing and Rehabilitation Facility, and Angel Care Ambulance Service for our Health Science Program. All three of these partnerships relate to student clinical experience and industry partnership for our specific programs. The district currently has students successfully participating in clinicals at all three of these organizations. All three organizations have immediate employment opportunities for these students and directly are in support of the district Health Science program.

Beeville I.S.D. is in the process of becoming a certification testing facility for the National Healthcareer Association and PearsonVue. The certification of our testing facilities will be complete by April 2019.

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

CTE/Academic Teacher Professional Development to integrate industry skills	\$12,275
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

National Healthcareer Association Test Preparation Materials	\$2,070
CNA Test Preparation Materials	\$2,040
EMT Test Preparation Materials	\$3,750

**OTHER OPERATING COSTS (6400)**

Pearson Vue CNA Tests	\$3,090
National Healthcareer Association Tests	\$4,650
EMT Tests	\$2,125

**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.**

[Empty box for section selection]

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

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