TEA
Texas Education Agency

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 <u>cannot</u> 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

Application stamp-in date and time

2019 FEB 20 PM 1:28

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

[X] 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	Education Service Center- Region 19	CDN	071	Vendor ID	741588856	ESC	19	DUNS	079338497

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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):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances
[X] Debarment and Suspension Certification
[X] Lobbying Certification

Authorized Official Name	Sonia Eubank	Title	Associate Executive Director

Email	seubank@esc19.net	Phone	915-780-6571

Signature	*Sonia Eubank*	Date	2/18/19

Grant Writer Name	Angelica Haro	Signature	*Angelica Haro*	Date	2/18/19

(•) 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. <u>**Check the box below if applying as a fiscal agent.**</u>

☒ 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
4 of 8 districts applying together as part of the consortium do not currently have pathways in place to offer Health Science courses; 8 of 8 districts are in need of additional support from IHEs to complete advanced course sequences for students	The consortium will utilize frameworks of agreements already in place to develop new agreements that will provide students with opportunities at neighboring districts to enroll in Health Science courses; IHEs will also participate in these agreements to open courses and assist districts in completing programs of study sequences
4 of 8 districts applying together as part of the consortium do not currently have pathways in place to offer IT courses; 8 of 8 districts are in need of additional support from IHEs to complete advanced sequences	The consortium will utilize frameworks of agreements already in place to develop new agreements that will provide students with opportunities at neighboring districts to enroll in IT courses; IHEs will also participate in these agreements to open courses and assist districts in completing programs of study sequences
8 of 8 districts applying together as part of the consortium are in need of additional work-based learning opportunities for students in both Health Science and IT as well as connections to industry	The consortium will solicit the commitment of key employers, the regional workforce board, and community partners to provide work-based learning (WBL) opportunities for students of various grade levels from elementary through high school and college culminating in practicum hour completion for certificates

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.

8 of the 8 school districts applying together as part of the consortium will have programs of study in place to offer Health Science and IT courses for students; at least 75% of the students enrolled in Health Science and IT programs of study in 8 of the 8 school districts applying together as part of the consortium will participate in a work-based learning opportunity during the 2019-2020 grant year pertinent to their grade level and progress through the program; a plan for work-based learning opportunities in Health Science and IT embedded throughout grade levels from elementary through high school and college will be designed during the 2019-2020 school year with support mechanisms for sustainability beyond the grant period with participation of all consortium partners

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

July 2019 - September 2019
-Streamlining, modifications, and extensions of agreements to serve students in districts lacking Health Science and IT programs of study at districts with programs already in place
-Develop Memorandums of Understanding (MOUs) with IHEs to serve students in advanced and dual credit CTE courses
-Develop MOUs with consortium community and industry partners for work-based learning experiences
-Develop a detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships

Measurable Progress (Cont.)

Second-Quarter Benchmark

October 2019 - December 2019

-Monitor student enrollment in Health Science and IT programs of study at districts lacking opportunities for coursework at their home district and assess opportunities for growth within their own district or consortium partner districts

-Obtain lists from participating school districts of instructors in Health Science and IT who are close to meeting the criteria for credentialing at El Paso Community College (EPCC)

-Work with EPCC to determine best course of action to provide extended support for identified instructors to become credentialed and teach CTE dual credit courses

-Solidify course crosswalks in Health Science and IT programs for consortium partner districts so that crosswalks are seamless from district to district, link to certificate and degree coursework at IHEs, and include industry partner support

Third-Quarter Benchmark

January 2020 - March 2020

-Ensure that opportunities for student recruitment, enrollment, and retention in Health Science and IT programs in the consortium of partner districts include subpopulations of at-risk students as defined by PEIMS to include but not limited to limited English proficiency, students with disabilities, and students who have failed a state administered assessment so that no barriers for student enrollment exist

- Completion of and refinement of Health Care and IT courses of study crosswalks to ensure that students are provided the opportunity to complete high school graduation requirements, articulated/dual credit course work in CTE leading to an associate's degree and/or post-secondary certificate, industry certification, and outline a clear path toward an 4-year degree at a partner IHE

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.

Throughout the duration of the grant, the evaluation of student progress in the identified programs of study will serve as significant evidence of project evaluation and modification as needed. Education Service Center- Region 19 (ESC R19) will serve as the intermediary for the consortium of partner districts to ensure targets are met for continuous monitoring of course enrollment and completion. Regularly scheduled meetings between partner contacts will be scheduled to overcome and resolve potential barriers in student scheduling as well as instructor and course availability. ESC R19 will be working closely with partner districts to ensure student success by monitoring the progress of identified student candidates towards the degrees and certifications leading to high-wage, high-demand, high-skill career fields.

The impact on students, the district as a whole, and community will also be analyzed through data-driven measures to quantify the impact of grant funds and deliverables into the foreseeable future. ESC R19 and partner districts are committed to the sustainability of the grant deliverables beyond the duration of the grant funds. All partners will be key in obtaining continuous feedback for program improvement and refinement. Data tools such as the the Personal Graduation Plans (PGPs), district student tracker services, National Student Clearinghouse, Banner student information system used at IHEs, and relevant updated workforce reports generated by our regional workforce board will provide the evidence needed to guide the program into the future with timely information on student progress.

The chosen programs of study have been in demand throughout our region for several years. Students in health science will possess the necessary skills to enter and exist at various points throughout their quest for added certificates and degrees. Educators and industry partners in IT will need to be very deliberate in ensuring that courses and certification adapt to the rapid changes in industry. Regularly scheduled quarterly meetings of the consortium along with the regional CTE Advisory Committee database that ESC R19 is preparing for school year 19-20 will ensure that agreements, frameworks, and consequently, programs of study, are modified as industry changes.

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.

Consortium Partners - Districts: Canutillo ISD; Clint ISD; El Paso ISD; Fabens ISD; San Elizario ISD; Socorro ISD; Tornillo ISD; Ysleta ISD

Consortium Partners - IHEs: El Paso Community College (EPCC); New Mexico State University (NMSU); Texas Tech University (TTU); The University of Texas at El Paso (UTEP); Paul L. Foster School of Medicine- Texas Tech University Health Sciences Center

Consortium Partners - Community Partners: Upper Rio Grande Workforce Development Board; Education Service Center-Region 19 (Intermediary); Federal Reserve Bank of Dallas - El Paso Branch; The Borderplex Alliance; Medical Center of the Americas Foundation

Consortium Partners - Industry
Cisco Systems; Microsoft; Makios; Hospitals of Providence

High-wage and In-demand Occupations (as per Borderplex Target & Demand Occupations List)
15-1152 Computer Network Support Specialists; 15-1121 Computer Systems Analysts; 15-1151 Computer User Support Specialists; 15-1141 Database Administrators; 15-1142 Network & Computer Systems Administrators; 15-1132 Software Developers, Applications; 29-2061 Licensed Practical & Licensed Vocational Nurses; 29-2012 Medical & Clinical Laboratory Technicians; 29-2011 Medical & Clinical Laboratory Technologists; 29-1171 Nurse Practitioners; 29-2052 Pharmacy Technicians; 31-2021 Physical Therapist Assistants; 29-2034 Radiologic Technologists; 29-1141 Registered Nurses; 29-1126 Respiratory Therapists; 29-2055 Surgical Technologists; 21-1014 Mental Health Counselors; 21-1015 Rehabilitation Counselors

Pathways
Health Science; Information Technology

CTE Programs of Study
Computer Science / Computer Programming; Cybersecurity
Biomedical Science (Pre-Med); Emergency Medical Technician (EMT); Health Care Therapeutic (Nursing)

All related occupations and CTE programs of study outlined above are inclusive and reflective of regional labor market information. The occupations listed above provide high-wage and in-demand opportunities for employment in the Borderplex region. The target occupations list by workforce board area as outline by Texas Workforce Commission was used to highlight areas of focus for strong CTE pathway focus and programs of study. Key regional industry stakeholders will be involved throughout the process from cradle to career.

Priorities for Funding
Tornillo ISD, part of the consortium of partner districts, meets criteria a. as a district with an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent. Tornillo ISD has experienced declining enrollment every school year from 1,351 students in 12-13 to 1,109 students in 17-18. The median district enrollment for the state stands at a little less than 1,200 students while the mean district enrollment is about 4,400 students according to calculations from the latest snapshot report of 2017.

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.

The grant application aims to focus on five CTE programs of study that focus on regionally identified needs. Within the health science pathway, the consortium partners will focus on biomedical science (pre-med), EMT, and health care therapeutic- nursing. Within the IT pathway, the consortium partners will focus on computer science & computer programming and cyber-security. The chosen programs of study have multiple entry and exit points, as outlined in the attached crosswalks, and include advanced academics within the pathway such as dual credit and advanced placement (AP). Both programs seamlessly integrate rigorous academic requirements for students while preparing them for the workforce. Through these structured programs, students are able to benefit from technical skill opportunities that lead to industry certification while also providing a solid academic foundation for students to advance to IHEs for further studies and occupations as programmers, database developers, medical researchers, nurses, and doctors.

In the Borderplex area, the health science and information technology pathways work in tandem with each other. The region's healthcare infrastructure is booming. As per studies conducted by the Federal Reserve Bank of Dallas- El Paso Branch, the health services industry in El Paso will continue to expand to meet the needs of both an aging local population and Mexicans who cross the border to acquire health services. The most common employment sector for those living in El Paso is Healthcare and social assistance employing 13.8% of the total area workforce. The city of El Paso continues to benefit from the long-term commitment of several high-profile healthcare systems and institutions: Texas Tech University Health Sciences Center at El Paso, including the Paul L. Foster School of Medicine, provides a four-year medical school program through its affiliation with University Medical Center of El Paso. University Medical Center of El Paso, a teaching hospital that is part of the El Paso County Hospital District, serves as El Paso's only not-for-profit, community-owned healthcare system and the area's only Level 1 trauma center. El Paso Children's Hospital opened in 2012 with capacity for 122 beds over 10 floors and is supported by the University Medical Center and School of Medicine at Texas Tech. The federal government has awarded a $650 million contract for the new William Beaumont Army Medical Center at Fort Bliss, which will include over 1.1 million square feet, 135 beds, 10 operating rooms, 30 specialty clinics and over 250 exam rooms. The city has two of the most prominent hospital systems in the country serving the healthcare needs of El Paso and the surrounding counties, including: HCA, based in Nashville, Tennessee, is the largest hospital system in the country and owns and operates two acute-care hospitals in El Paso: Del Sol Medical Center in east El Paso and Las Palmas Medical Center in west El Paso. Tenet Healthcare Corp., based in Dallas, is the city's largest hospital system, employing more than 4,000 people at four hospital campuses, with an additional campus under construction. After operating under the Sierra Providence Health Network for 20 years, Tenet re-branded as The Hospitals of Providence in August 2015. Additionally, El Paso already has several specialty hospitals, including those for surgery, rehabilitation and mental health. With a booming healthcare industry, information technology employment follows as part of support services. The growth in IT related employment is evident throughout the state following similar trends in the El Paso area. Although information and technology services related businesses comprise only 1.8% of the El Paso workforce, all industries require the appropriate IT infrastructure and support with some of the highest paying job opportunities above the area median income of $40,532 with average salaries of about $46,092 and above.

All consortium partners commit to providing the relevant work experiences to expose students to careers in health science and IT from career awareness and exploration to career preparation. The districts and intermediary will work with industry and community partners to secure MOUs for career awareness program models such as Faces for the Future, a program that provides a multi-year healthcare internship and leadership development program for underrepresented youth. The program will support entry into healthcare professions through internships, workshops, academic support, college preparation and wellness support. Grant funding is intended to support WBL coordinators with stipends for student experiences and placement. Workforce Solutions Borderplex workforce board has applied for additional grant funding to support career advisors at districts that will help support the deliverables and needs of CTE Perkins Reserve WBL models.

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.

Sample course crosswalks are attached of the following programs:

Associate of Applied Science in Computer Programming
Associate of Arts in Computer Science
Associate of Applied Science Emergency Medical Technology- Paramedic with RN Option
Associate of Science in Biomedical Science

The above degrees would be completed at EPCC. Within the crosswalk you will find opportunities for dual credit while students are in high school, certifications, and direct pathways toward the following Bachelor's degrees available at UTEP, Texas Tech, and NMSU:

UTEP
Bachelor of Applied Arts and Sciences
Bachelor of Science in Computer Science
RN to BSN Online Degree
Bachelor of Science in Biological Sciences
Bachelor of Arts in Biological Sciences

Texas Tech
Bachelor of Applied Arts and Sciences in Applied Leadership
Bachelor of Science in Computer Science
RN to BSN Online Degree
Bachelor of Science in Biology

NMSU
Bachelor of Applied Studies
Bachelor of Arts in Computer Science
Bachelor of Science in Computer Science
RN to BSN Online Degree
Biology - Bachelor of Arts
Biology - Bachelor of Science

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.

The grant funds would allow for the consortium partners to secure the necessary equipment, supplies, consumables, instructional materials, and stipends to help secure WBL opportunities for students. During and beyond the grant period, consortium partners are expected to share these resources to serve identified students in all participating districts. An analysis of previous student interest surveys at partner districts and enrollment numbers in available courses in health science and IT indicate that student demand exists and continuous to increase. One notable example are health science academies at districts such as Socorro ISD, Ysleta ISD, El Paso ISD, and Clint ISD where courses are often full to capacity. The IT academy at Socorro ISD has had such tremendous success and student interest that courses have expanded to other high schools. However, additional financial support is needed to be able to expand these offerings to more interested students to complete programs of study in selected pathways at consortium partner districts and throughout the region.

In addition to the tangible resources discussed above, the key to long-term sustainability will be the relationships between the partners with ESC R19 in the intermediary coordinator role, dedicating the time and effort necessary to ensure the selected programs of study continue to be of value and relevant to the workforce needs of the region. It is of vital importance that the agreements developed and refined through this grant process are renewed and maintained. The area already employs mechanisms that bring the consortium partners together. All partners must ensure that these mechanisms are used for purposes of this grant to revisit, refine, and reevaluate the programs for changes in curriculum, qualified teachers and instructors, course schedules and availability, changes at partner IHEs and degree plans, as well as the evolving needs of the industry. The deliverables of this grant will help cultivate relationships and commitment from industry partners. This is of primary importance as we continuously engage in conversations about WBL opportunities that often do not come to fruition due to lack of planning time, key regional contacts, and knowledge about the industry itself.

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.

The El Paso Borderplex area has a strong track record of excellence in cross-sector partnerships and collective impact initiatives to benefit students of all ages across educational institutions. Our philosophy stems from deep, grass-root efforts to grow our own community for the benefit of future generations and overall sustainable economic growth. The Upper Rio Grande Workforce area continuously has the highest high school to college direct enrollment of any other workforce region in Texas. This is largely the result of strong relationships between the area school districts, EPCC, UTEP, Texas Tech, and NMSU. Together, we continuously join forces in supporting initiatives such as the FAFSA Nights Committee where a multitude of regional stakeholders are involved in educating students on financial aid and ensuring that they posses the necessary information to make educated financial decisions about college. The El Paso Borderplex area continuously ranks in the top two spots across Texas for FAFSA completed and submitted applications by seniors. Additionally, Region 19 Borderplex students have the highest Apply Texas completion rates from year to year as compared to other regions in Texas. Such success rates are the work and collaborative efforts of the consortium of partners and the community at large. Additional examples of collaborative regional events and the infrastructure present within the region are found attached, making the El Paso Borderplex area an ideal candidate for this grant.

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.

ESC R19 is requesting consideration for this grant to become an approved testing site for Microsoft Office Specialist (Excel / Word Expert), MOS Master Certification, as well as Microsoft Technology Associate (MTA). The MOS certification exams and skills cross over to various programs of study to include high-wage and in-demand occupations for the El Paso Borderplex region. MOS certification exams are typically administered to students through the Business Information Management I&II sequence of courses. These important courses provide students with a well-rounded background of the "Basics of Business" across various industries as well as much needed skills in the Microsoft Suite of products, which are still regarded as industry standards for workplace productivity. In a recent study conducted across the state of Texas, Microsoft Excel is considered as an essential skill that is lacking in the state's workforce. Both Microsoft Word and Excel are essential in any business setting for graphing, data organization, and even programming.

IDC, a world-renown company of analysis experts, published a white paper on the Keys to the Future: Align Workforce Readiness Skills to Ensure Student Success, looking at the most in-demand skills in today's workforce, and the skills needed for tomorrow's best jobs. The research indicated that proficiency in Microsoft Office is at the top of the list of most sought after skills ranking at number four on the list. IDC reviewed more than 76 million job postings, 25,000 job boards and staffing companies' corporate Web sites — representing about 80 percent of all postings for the given year — to identify the positions expected to have the highest anticipated growth and wages through 2024.

The Microsoft Technology Associate (MTA) certification is an entry-level credential that validates fundamental technology skills and knowledge among students and job-seekers who are pursuing a career in technology. MTA addresses a wide range of critical technology concepts with exams that are designed to assess and validate core technical concepts in three primary areas: Developer, Database, and IT Professional. MTA certification differentiates students as prepared to start applying themselves in entry level technology jobs such as apprenticeships and internships. Certified students complete their academic studies with statistically higher grades, lower dropout rates, and decreased school absences.

MTA certification is a technology solution for STEM. Microsoft Excel, Word, Expert and MTA support the efforts of district programs of study outlined within the goals of Focus Area One supporting IT and Health Science pathways.

High-wage and In-demand Occupations requiring knowledge and skills from Microsoft certifications outlined above (as per Borderplex Target & Demand Occupations List)

15-1152 Computer Network Support Specialists; 15-1121 Computer Systems Analysts; 15-1151 Computer User Support Specialists; 15-1141 Database Administrators; 15-1142 Network & Computer Systems Administrators; 15-1132 Software Developers, Applications; 13-2011 Accountants & Auditors; 13-1041 Compliance Officers; 13-1051 Cost Estimators; 13-2051 Financial Analysts; 13-1071 Human Resources Specialists; 13-2072 Loan Officers; 13-1081 Logisticians; 13-1111 Management Analysts; 13-2052 Personal Financial Advisors; 13-1151 Training & Development Specialists

About 90%-95% of the occupations on the list are supported by the skills learned and required by Microsoft Word, Excel, and Expert certification.

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.

ESC R19 chooses to become a testing site for the Microsoft certifications previously described. Becoming a testing site would certainly benefit all students in the Region 19 area; however, it would be of particular help and assistance for regional small districts and charter schools who often don't have the funding necessary and readily available to purchase vouchers, preparation materials and software for their students. Each year, over 6,000 students in the Region 19 area enroll in BIM I and BIM II courses. The demand from student interest as well as course and teacher availability is certainly there. Post-secondary and industry also call for the skills promoted and tested in these Microsoft Office certifications.

Certification exams can help differentiate and establish ESC R19 as a total solutions provider that can extend services beyond professional development for adults to engaging in high-quality work with the students of our community as well. Candidates who certify on these programs are much better prepared for success in both academics and the business world. The Microsoft certifications outlined within this application are the perfect catalyst for economic growth and prosperity in our region targeting both education and industry.

The grant funding will undoubtedly help ESC R19 become a testing site serving K-12 students in our area. However, we are excited to include the entire El Paso Borderplex area in our sustainability plan. ESC R19 foresees being able to offer testing services to out-of-school youth through the collaborative work with the workforce board and students in community colleges, technical schools, and universities. The newly designed testing site at ESC R19 can also serve to help networks of parents, particularly those who may be unemployed to help them acquire the necessary skills for job placement.

Although El Paso's unemployment rate of 4.0% is below the national average, it is considerably higher than other Texas metroplex areas such as Dallas with a 3.5% unemployment rate and San Antonio with a 3.2% unemployment rate. Employment information can also be a key indicator when searching for a new job. A good indicator of the strength of the job market is the income per capita and the median household income. The income per capita in El Paso is $20,391, which is 27% lower than the Texas average and 32% lower than the national average. The median household income is $43,322, which is 21% lower than the Texas average and 22% lower than the national average. The poverty rate in El Paso is 21% which is 39% higher than than the national average. A certification site that begins by serving K-12 students and transitions to serving the community at large, can help address regional unemployment, underemployment, and poverty issues.

TEA Program Requirements

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

In becoming a testing site, the most viable and cost effective offer for ESC R19 would be to work through Certiport. Certiport is an approved an awarded vendor through Region 19's Allied States Cooperative ensuring EDGAR compliance for members. All Region 19 school districts and charters are able to benefit from using and accessing Certiport as an approved, EDGAR compliant vendor through the Allied States Cooperative contract. This kind of partnership further ensures that prices are low and competitive as well as the added plus of directing funds to the El Paso Borderplex community.

The ESC Region 19 testing site would then be able to purchase a large quantity of vouchers through Certiport that would allow students to test. Additionally, ESC R19 already possesses a well-equipped computer lab. The lab was upgraded during the 17-18 school year to include faster, more updated computers as well as new HDMI projectors and a multi-purpose technology integrated podium. Not only would students be able to test in a state-of-the-art computer lab, but the facilities are well-equipped for presenters to conduct instruction. As we further move into creating sustainability for this project, the plan would include the expansion the lab facilities to include additional computers for students to be able to sit for the examination.

Certiport also offers practice exams and preparation materials that ESC R19 would be interested in purchasing. As an educational entity, we are vested in the success of students and want to be able to provide avenues for preparation to enhance the work of teachers at the districts and charter schools. These materials would also be offered at considerable lower costs to ESC R19 through Allied States Cooperative and bulk purchasing.

As part of grant sustainability, ESC R19 would further like to extend its reasonable pricing structure to other testing centers at school districts and charter schools. This would ensure that more funds are going directly to students allowing for the purchase of additional vouchers, practice exams, and preparation materials as needed.

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

Efforts already conducted and ensured for success during the grant period include:
1. Research on requirements for becoming a Certiport Authorized Testing Center (CATC)
- Allied States Purchasing Cooperative is EDGAR compliant
- Certiport is awarded vendor offering reduced, competitive pricing
- Economies of scale will allow the service center to be able to purchase student testing vouchers at a reduced price

2. ESC R19 has an updated state-of-the-art computer lab equipped for a testing facility
- Computers and related equipment have been updated
- Tests have been conducted to ensure compatibility with exam software

3. Research on exam policies and details
- Examination security
- Physical testing environment
- Testing center and exam procedures

4. ESC R19 has consultants ready, willing, and able to provide professional development for teachers on best practices for student success on exams

5. ESC R19 is willing to assist with success of grant and sustainability
- Financial assistant for teacher certification
- Adequate staffing resources for teacher certification

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.

ESC R19 will purchase practice exams and preparation materials from Certiport as outlined above for the benefit of students in need, particularly at small districts and charter schools that do not have a formal testing program. As an ESC, we are also committed to extending our services beyond the grant funds to help with industry certification for teachers and appropriate professional development for them. The College and Career Readiness division at ESC R19 in conjunction with Technology Services employs consultants that are both Microsoft Office and Adobe certified trainers. Through our current work with the districts on other projects, ESC R19 would also like to help support and coordinate WBL opportunities so that students are able to see the need and importance of said certifications.

Ensuring students are prepared for the industry-based certification exams revolves around the following steps:

1. Teacher Certification: This will ensure teachers understand what students go through for certification
2. Instructional Methodology: Use the same language of the certification exam when teaching; project-based vs. task-oriented
3. Pretesting - Software: explore various options for pre-testing software as there are many
4. Pretesting - Practice Assignments: ensure practice assignments are timed so that students experience exam-like conditions
5. Exam Preparation: If possible, "post-test" a student with the pretesting software available; the more practice students receive with as many exams as possible, the better the chances of passing for the student
6. Taking the Exam: Guide students through appropriate testing procedures

ESC R19 consultants are prepared to conduct sessions around the certification preparation best practices as outlined above.

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

Strategic partnerships at ESC Region 19 already exist between the workforce board, school districts, IHEs, and industry partners. The partnerships noted above will allow the grant efforts to sustain and grow with the goal of extending certification offerings to the community as a whole so that audiences of parents, out-of-school youth, and migrant populations can also benefit. In subsequent years, it would be ideal to take efforts out to the outskirts of El Paso county and target audiences with limited access to transportation with a mobile testing center. Our partner organizations are listed below and letters of support are attached:

All Region 19 school districts; All Region 19 charter schools; Workforce Solutions Borderplex (Workforce Board); The Federal Reserve Bank of Dallas - El Paso Branch; The Borderplex Alliance; Region 19's Allied States Cooperative; The University of Texas at El Paso (UTEP); Texas Tech University (TTU); New Mexico State University (NMSU); El Paso Community College (EPCC); Microsoft; CISCO Systems; Hospitals of Providence; Paul L. Foster School of Medicine- Texas Tech University Health Sciences Center

Priorities for Funding
Tornillo ISD, part of the consortium of partner districts, meets criteria a. as a district with an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent. Tornillo ISD has experienced declining enrollment every school year from 1,351 students in 12-13 to 1,109 students in 17-18. The median district enrollment for the state stands at a little less than 1,200 students while the mean district enrollment is about 4,400 students according to calculations from the latest snapshot report of 2017.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Focus Area 1 Stipends	$196,450
Focus Area 1 Professional Development Costs	$40,000
Focus Area 2 Professional Development Costs	$3,000

SUPPLIES AND MATERIALS (6300)

Focus Area 1 Health Science & Information Technology Learning Systems	$215,000
Focus Area 1 Instructional Materials and Consumables	$30,000
Focus Area 2 Microsoft Office Specialist Certification Vouchers and Preparation Software	$24,000

OTHER OPERATING COSTS (6400)

Focus Area 1 & 2 Training Room Costs	$14,000
Focus Area 1 Required Travel	$35,000
Focus Area 1 Student Travel for Work-Based Learning Opportunities	$50,000

CAPITAL OUTLAY (6600)

Focus Area 1 Health Science Equipment	$38,000
Focus Area 1 Information Technology Equipment	$38,000

Total Direct Costs	$683,450
Indirect Costs	$46,550
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	$730,000

CDN	071		Vendor ID	741588856			Amendment #	

Appendix J: 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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Changes confirmed with _____ on this date _____
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