



## 2020-2021 CTE Perkins Reserve Grant

Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 20, 2020

NOGA ID

Authorizing legislation

**Strengthening Career and Technical Education for the 21st Century Act Section 112©(2)**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 20, 2020**.

Application stamp-in date and time

Grant period from

**July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

### Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Focus Area 1: Regional partnership agreement
3. Focus Area 2: Intermediary Partnership Agreement
4. Focus Area 2: Regional Partnership Agreement

### Amendment Number

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

### Applicant Information

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> LOI application, guidelines, and instructions              | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification                 |

Authorized Official Name  Title

Email  Phone

Signature  Date

RFA#

SAS #

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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 to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- ☒ 6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
- ☒ 7. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- ☒ 8. 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.

## Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

With IHE UTRGV, workforce partners Doctor's Hospital at Renaissance (DHR) and Performance Therapeutics (PT), the local Workforce Board, and 10 school districts, Region One ESC Pathways Aligned to Health Sciences (PATHS) will focus on the region's high-need area of healthcare, expand from 10 to 30 schools by adding feeder K-8 systems to the project, and establish parent services, to provide post-secondary advising with online health science resources; alignment of high-wage, in-demand healthcare jobs; industry exposure for students/educators/parents, and curriculum support. Services align to the WBL Continuum and Texas Regional Pathway's 7 Key Components. A central part of intermediary Region One's mission, to serve educators, students and parents by providing professional development, technical assistance, innovative programs, and services to improve student outcomes, clearly supports this effort.

## Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal: Implement WBL to transition students to the healthcare workforce. Objectives: 1) align K12 healthcare pathways to high-demand industry certifications/higher ed. with multiple entry points, 2) link secondary/IHE healthcare crosswalks to K-8, 3) provide career-focused postsecondary online resources for advisement and sustainability. Strategies: 1) mentoring/work-based experiences and services aligned to IHE healthcare entrance exams for students 2) educator and student academies focused on targeted certificates/degrees 3) a K-12 online portal and web manual, aligned to healthcare pathways.

## Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

- 1) Expanded PATHfinders conferences will be held with at least two IHEs, targeting 75 teachers/25 counselors from campus Healthcare Endorsement areas to be trained as advisors for students. 100 K12 teachers will participate in healthcare curriculum alignment activities, resulting in a 10% increase in teacher understanding of healthcare pathways for students, as determined by a pre/post survey;
- 2) An online expanded PATHS Central portal of advisement tools, crosswalks, K12 to postsecondary to healthcare career resources will be completed. This portal, which includes high school educator and student components, will expand to include K8 and parent components. At least 200 educators/50 parents will access materials in PATHS Central.
- 3) 400 elementary and 400 middle school students will participate in campus-based healthcare learning activities based on the WBL Continuum, resulting in a) a 10% increase in students selecting a healthcare-related endorsement pathway between 8th and 9th grade; b) a 10% increase in student understanding of healthcare pathways as determined by a pre-post survey
- 4) 800 high school students will complete PATHways training with partners; 100 high school students will participate in workplace experiences at DHR and PT, both in alignment with the WBL Continuum, resulting in a 10% increase in student understanding of healthcare pathways available as determined by a pre-post survey.

## Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Budget costs total \$924,925. Payroll (6100) is \$264,000 and addresses staffing needs: 50% Director, 100% Ed. Specialist, 50% program aid and 3 part-time interns. The Director provides oversight, and with staff, coordinates events, the online portal, healthcare frameworks, and provides district technical assistance. Professional/Contracted Services (6200) of \$85,000 allows expansion of the current portal to support K-8 constituents and development of student activities targeted to the WBL continuum. Supplies/Materials (6300) of \$132,650 will be used for materials to aid student progression in programs of study. Other Operating Costs (6400) of \$366,000 include high school conferences and K12 campus activities aligned to WBL, and travel to required meetings. Indirect costs total \$77,275. Costs are reasonable, allocable, allowable, and supplement current efforts. Regular review will occur to adjust and amend as needed.

TEA Program Requirements

1. Focus Area 1 - Texas Regional Pathways Network Planning Grant

The applicant must identify --in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce --high-wage and in-demand occupations and TEA approved [statewide](#) or [regionally](#) approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

2. Focus Area 1 - Texas Regional Pathways Network Planning Grant

The applicant must provide a sample crosswalk that identifies secondary and 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-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 program of study can lead to a bachelor's degree.

**TEA Program Requirements (Cont.)****3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

**4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) 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. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

Grant funds will expand PATHS to add K-8 feeder patterns to current PATHS high schools, tripling LEAs from 10 to 30, with two TEA CTE program of study, Healthcare Therapeutics/Healthcare Diagnostics, that span secondary- postsecondary and include an appropriate sequence of courses. Regional workforce needs reveal that: 1) Healthcare is identified as a high growth/need area by the local Workforce Board, 2) all areas in the Health Science Cluster are identified as High Growth/ High Wage for Region One by the LWDA (TEA), 3) DHR reported 230 full-time healthcare vacancies (March 2020), with like need at 39 other area hospitals, potentially to be exacerbated by COVID-19; 4) While PATHS established a high school- postsecondary online portal of healthcare options, there is not one for K-8 educators/students/parents in Region One, making it difficult for schools to provide prerequisite program pathway information; 5) Current PATHS parents indicate the need for support in providing their children relevant information regarding healthcare pathways.

**5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

[Or] The applicant must expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board.

**TEA Program Requirements (Cont.)****6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including --but not limited to --convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement.

Region One has extensive experience managing federal and state-funded grants, including 5 GEAR UPs, an Education Opportunity Center, a Teacher Incentive Fund, an i3 Investing in Innovation, and a CTE Perkins Reserve. All achieved objectives on-time and within budget, have established Advisory Councils, extensive data sharing agreements and adhere to EDGAR, GPRA, and related federal/state regulations. Region One is grant intermediary for these large projects, which support work-based learning, cross-sector partnerships and multi-stakeholders. Region One maintains strong ties with school districts in the region through a network of Regional Advisory Councils, including the Superintendent's Regional Advisory Council, the Instructional Leadership Network of District Curriculum Leaders, and Content Coordinator and CTE Directors Networks. Region One has a long history of effective partnership with all local IHEs, the Workforce Board, and local employers. Specifically, Region One has partnered with DHR for over five years and local Institutions of Higher Education for over 20 years to provide students with work-based learning, mentorship experiences, and solid K12 to postsecondary education in fields congruent with local labor market demand. Region One maintains extensive secure data collection systems used to evaluate program outcomes and to drive actions for continuous improvement.

**7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must provide, for all pathways, crosswalks that identify secondary and 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-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.

Below is one example of a program of study that pathways a student from a certification -> Associate's -> Bachelor's	
Phlebotomy Technician Pathway: (STC)	Credit Hours
Ninth Grade: High School Course Name: Principles of Health Science	1
Tenth Grade: High School Course Name: Medical Terminology	1
Eleventh Grade: High School Course Name: Health Science Theory	1
Twelfth Grade Fall: High School Courses Names: Practicum of Health Science & Phlebotomy	1
Twelfth Grade Spring: High School Courses Names: Practicum of Health Science & Phlebotomy	1
College Courses Names: PLAB 1023 & PLAB 1060	
First Semester College ADN/RN: RNSG 1417 Concepts of Professional Nursing Practice I for Articulating Students, RNSG 1140 Professional Nursing Skills for Articulating Students, RNSG 1162 Transition Clinical (8 weeks), RNSG 2213 Mental Health Nursing, RNSG 1301 Pharmacology, PSYC 2301 General Psychology, RNSG 2162 Clinical-Mental Health (8 weeks)	
Second Semester College ADN/RN: RNSG 1412 Nursing Care of the Childbearing and Childrearing Family, RNSG 2260 Clinical-Pediatrics/Maternal/Infant (8 weeks), RNSG 2361 Clinical-Complex Medical Surgical (8 weeks), RNSG 1343 Complex Concepts of Adult Health	12
Third Semester College ADN/RN: RNSG 2331 Advanced Concepts of Adult Health, RNSG 2163 Clinical IV (12 weeks), RNSG 2221 Professional Nursing: Leadership and Management, RNSG 2363 Clinical V (4 weeks)	12

Students may, from this path of study, complete an online, one-year RN to BSN degree with partnering institution, UTRGV, as per an existing MOU. In addition to this option, multiple healthcare programs of study will be included in this project with similar crosswalks.



**TEA Program Requirements (Cont.)****8. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

The PATHS Project builds upon two existing partnerships that have grown over the past five years, including 1) a partnership funded by USDOE (Project HEAL2) with DHR, UTRGV, Region One, PSJA ISD, La Joya ISD and South Texas ISD which established nursing pathways and stackable degree options for students. Project HEAL2, with accompanying Memoranda of Understanding, forms the base for the PATHS project, extending from nursing pathways to certificate and Bachelor degrees with multiple entry points in high-need health care areas; 2) an existing Perkins CTE Reserve grant, the current PATHS Project, which builds upon the Project HEAL2 Nursing effort, expanding content to include Health Sciences beyond Nursing. PATHS partners include: Region One, DHR, UTRGV, Performance Therapeutics, and 10 school districts spanning four high poverty counties on the Texas-Mexico border.

This project maintains a strong Executive Advisory Council of Superintendents, supported by a Working Advisory Council with representatives from each district, which assist the project director in driving the actions of the project. Additionally, Region One will leverage partnerships associated with two large federal GEAR UP grants to supplement PATHS.

Region One also maintains strong ties with school districts in the region through a comprehensive network of Regional Advisory Councils, including the Superintendent's Regional Advisory Council, the Instructional Leadership Network of District Curriculum Leaders, Content Coordinator Networks, and CTE Directors Network. These existing collaborations will be utilized to support the expansion of PATHS.

**9. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.

Sustainability will occur through the following efforts: 1) Region One will house PATHS Central, the online repository, on its website for continued use with quarterly updates occurring as part of sustainability efforts through the established Region One Office of College, Career, and Life Readiness (OCCLR); 2) each district will ensure that trained Pathfinders will participate in yearly updates in order to remain cognizant of changes to healthcare paths; 3) resources, materials and knowledge gained will be leveraged and used by the Region One OCCLR both through locally funded efforts, and through such competitive federal grants housed in that office, such as 2 GEAR UP grants and an Educational Opportunity Center grant. These commitments allow for scalability, while ensuring that the PATHS Project has sustainable, regional impact.

Region One also maintains strong ties with school districts in the region through a comprehensive network of Regional Advisory Councils, including the Superintendent's Regional Advisory Council, the Instructional Leadership Network of District Curriculum and Instruction Leaders, Content Coordinator Networks, and the CTE Directors Network which allows for continued communication and support of PATHS efforts beyond the funding period. Region One will also continue through the established PATHS partnerships to collaborate with local higher education (IHE), school districts, and private entities to continue and grow PATHS efforts. Underlying the partnership structure is a belief that by bringing together entities representing varying expertise and different perspectives resources may be maximized and educational reform sustained.

Current staff in the OCCLR, both in and outside of Project PATHS, will be provided professional development in order to support and sustain the project and to continue to meet the goals of the grant after the end of the grant program.

**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 program.

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

☐ 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 program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program'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>	



Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment