



**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.

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):

N/A

Applicant Information

Organization Mineola ISD

CDN 250903

Campus High School

ESC 7

DUNS

Address 1695 W. Loop 564

City Mineola

ZIP 75773

Vendor ID 175600207

Primary Contact David Sauer

Email sauerd@mineolaisd.net

Phone 903-569-3000

Secondary Contact Cody Mize

Email mizec@mineolaisd.net

Phone 903-569-2448

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):

LOI application, guidelines, and instructions

Debarment and Suspension Certification

General and application-specific Provisions and Assurances

Lobbying Certification

Authorized Official Name Cody Mize

Title Superintendent

Email mizec@mineolaisd.net

Phone 903-569-2448

Signature

Date 4/21/2020

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 ^{Text} 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.

Mineola ISD is currently in our second year of a regional CTE partnership with five local districts, and will be adding a sixth district with the writing of this grant application. Currently, each partnering district maintains their own CTE programming and they purchase seats for students to attend specific programs at Mineola ISD that their students would otherwise not have access to. Welding is one of those programs. With these grant funds we would like to purchase additional welding stations to accommodate more students from other districts at our regional hub. We would also like to enhance existing health science programs on each of the partner district campuses and expand the regional health science program to be able to accommodate students from two districts that do not have an existing program. We hope to eventually expand into a full-service regional CTE hub with a facility that will accommodate multiple programs and districts.

Goals, Objectives, and Strategies

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

Our goal is to increase the number of students graduating from partnering high schools with level one industry certifications in health science and welding fields by 10% each year. The grant money would help us increase the opportunity for students to receive these industry certifications and increase the number of students enrolling in postsecondary schools in health science and welding careers situated in a regional hub shared by six school districts. In order to do this, within small rural schools, a consortium or partnership has been established to share resources and staff at a central regional hub leveraging funds from TEA, local foundations and equipment donated by local organizations.

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.

The overarching goal is to increase the number of students who are passing industry certification exams and to increase the number of students enrolling and completing postsecondary programs to obtain advanced certifications and further their chosen career. Current CTE program monitoring includes data on the number of certifications passed during the year, CCMR data, student surveys and staff feedback. The project coordinator will continuously monitor curriculum, student success and partnerships to ensure success for all students, and will compile reports on student success, pass rates, CCMR readiness, certifications, teacher feedback and student and parent satisfaction surveys. The coordinator will also meet with all CTE personnel from each partner district on a monthly basis to discuss goals and objectives. Progress monitoring toward certification will occur during each semester to determine student readiness to sit for the certification exam. Curriculum will be adjusted to meet student needs. Other data used will be collected through PIEMS and will include the number of participants served, student grades, and pass rates, attendance and discipline will also be monitored. If benchmarks are not being achieved we will use the data collected to determine if we need student intervention in the form of counseling, mentorships, and/or tutorials in academic and CTE courses.

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.

Currently all but two of our regional partner LEA's have their own health science pathways. Goal 1 - To create hands-on learning labs in 4 of the districts, to include hospital beds, medical diagnostic equipment, EKG machines, blood pressure cuffs, medical mannequins, personal protective gear, etc. We also have two districts with new programs, and they will be sending students to the regional hub. We will need to expand the regional health science lab and classrooms to accommodate for additional students. Our hope is to allocate grant funds for each campus to purchase needed equipment and reserve the remaining funds for curriculum and classroom supplies. Goal 2 - to purchase additional welding stations at our regional hub located in Mineola to allow for additional students from other local partnering districts, and transportation for those students to and from our location. Goal 3 - To hire a liaison to act as an intermediary between the LEA's, local business, higher ed., and community partners.

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.

N/A

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.

N/A

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.

N/A

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.

Our original regional partnership includes the five school districts of Mineola, Alba, Grand Saline, Lindale, and Yantis. Quitman ISD has signed an MOU to join the partnership for the next school year. There are two approved programs of study that we are focusing on with this grant - Health Science and Welding. Both of these pathways are high wage and high demand in our region according to the LWDA Labor Market Information. Currently, health science fields are projecting a growth rate of 13-31% with a salary range of \$38-\$166,000. Welding has a projected growth rate of 19% and annual wage projected at \$37,000. Grant funds would be used to develop health science laboratory spaces for all partner districts, including our newest partner, Quitman ISD and increase capacity at our regional hub for additional students traveling from other districts. Funds would also be used to create additional welding stations to support additional students participating in our regional welding program that is open to students from each of the partnering districts. Both of these programs will feed into our post-secondary partner, Tyler Junior College. All courses in both pathways are aligned to state program of study requirements. By partnering with other districts and using grant funds to expand programs we hope to increase opportunities for all students in our regional area to attain certifications and post-secondary options.

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.

N/A

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.

The Mineola Economic Development Corporation is currently serving as our intermediary organization, and Mineola ISD has coordinated with the EDC and our regional partners to hire a liaison to fulfill the roles of the intermediary position moving forward. We have a job description and are funding the position with monies from the Regional Pathways grant that we received last year through August 31, 2020. Our hope is to use a portion of the Perkins Reserve Grant to fund this position in the future. The liaison works with the partnering districts as well as the EDC and will connect all stakeholders, including higher education, employers, and community partners. The liaison is responsible for the overall coordination and execution of industry specific projects at the schools represented to ensure long-term commitments and goals are met, and will collect data that will help drive decisions and will also participate as a member of the Executive Leadership Board for the regional CTE partnership. Our intermediary Liaison also serves on the board of the East Texas Workforce Solutions.

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.

High school Health Science Pathway
 1st year - Principle of Health Science
 2nd year - Medical Terminology - Dual Credit TJC HITT 1305 Medical Terminology -
 3rd year - Health Science Theory/Clinicals - Dual Credit English 1301, Arts 1301, HPRS 1105 Medical Law and Ethics, HPRS Intro to Health Professionals - certification Stop the Bleed, CPR, OSHA 30
 4th Year - Practicum of Health Science - Internships - Dual Credit - Psyc 2301, - certifications - Medical Assistant, Phlebotomy, EKG
 Tyler Junior College - Summer - Biol 2401 A&P 1
 1st semester: Biol 2401 A&P 2, Biol 2420, Psyc 2314 Lifespan Psych - Apply to Nursing school
 Over a year and half - 36 hours of Nursing courses for an AAS in Applied Science of Nursing
 Can attend a 4 year college to get a BAAS in Nursing

Welding:
 High School Welding Program
 1st year - Principles of Ag course - determine student interest in a variety of CTE areas
 2nd year - Introduction to Welding- Dual Credit Wldg 1313 Intro to Blueprint
 3rd year - Welding 1 - Dual Credit English 1301, Math 1314 Wldg 104 Oxy Fuel, Wldg 1428 Intro to Arc Welding - certifications - OSHA 30
 4th year - Welding 2- Dual Credit Spch 1315, Psy 2301, Wldg 1317 Intro to Layout, Wldg 1430 Intro to Gas Arc Welding - certification AWS Sense Level Certification
 TJC - 1 semester Wldg 2443 Advanced Shield Arc, Welding 1312 Intro to Flux Welding = Welding Technology Entry Level Certificate only
 Welding Advance Certificate only- 1 additional semester : Wldg 1435 Pipe Welding, Wldg 2453 Advanced Pipe Welding, Wldg 1434 Intro to Tungsten, Wldg 2451 Advance Tungsten Welding
 Associates in Applied Science in Welding - All Welding course plus 15 hours of course classes.
 Can attend a 4 year university for a Bachelor in Science in Welding Engineering.

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.

- JETT Grant
- Mineola Economic Development Corporation
- The Mineola Foundation
- Region 7 ESC
- Workforce Solutions of East Texas
- Wood County Economic Development Corporation
- Chamber of Commerce
- U.T. Health
- Grace Community Healthcare Clinic
- East Texas Workforce Solutions

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.

The sustainability of our regional hub is dependent upon facilities and equipment. Our goal is to provide the type of equipment currently being used in industry so that our graduates can make a smooth transition to post secondary education or the workforce. This Perkins grant will allow us to complete the necessary equipping of the existing health science programs at all of our partnering districts and regional hub, as well as providing additional welding stations to handle the increased number of students participating in our regional welding program located in Mineola. We will continue adding and updating equipment as new innovations occur so that we can provide up-to-date and relevant skills training for our students. Secondly, planning will be necessary on an annual basis to provide consumables, maintenance and operations and staffing as the regional hub progresses, especially as we consider plans to build a regional facility in the future. CTE funds from each of the partnering districts will be used to pay for faculty and administration of the regional center, and each district will pay the same agreed upon amount for each student enrolled into the hub based on the number of hours/classes each student takes. Dependent upon faculty and class size, Tyler Junior College will provide faculty to teach dual credit classes as needed. Mineola ISD has calculated the cost of sustainability long term and has determined that funding from all participating districts will pay for staffing, administration, consumables and maintenance and operations on a year to year basis. The districts will annually review the MOU and per seat cost and adjust as needed to cover expenses for the programs.

In addition, we have an executive board, made up of partner district superintendents, counselors and principals, higher ed, community partners and organizations, and regional employers. This board will meet quarterly to review data, evaluate programs, determine needs, and plan for sustainability over time. We have also developed collaborative teams of counselors and pathway instructors from all partnering districts who collaborate regularly to align curriculum and provide guidance in the development of programs and standards.

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 | <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 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"/> |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | <input type="text"/> |

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