



**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

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):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**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.

The overall mission of the Gulf Coast Pipeline Project (GCPP) is to assist students in earning postsecondary skills, credentials and degrees by engaging cross-sector stakeholders in the development of high-quality career and technical education (CTE) programs that align secondary education, higher education, and high-wage, in-demand labor markets. Channelview, Dayton, and Sheldon ISD share similar needs that will be addressed with grant funds: 1) increasing the number of students who earn credentials and college credit in welding, electrical, pipefitting, and health science; 2) expanding the development of work-based learning experiences; 3) improving college and career advising; and 4) developing cross-sector partnerships. By addressing these components of high-quality pathways, we will further the work that we achieved thus far and support the mission of preparing students for college and career readiness.

## Goals, Objectives, and Strategies

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

By August 31, 2021, the Gulf Coast Pipeline Project will demonstrate a 5% increase in the percentage of students who enroll in high-quality programs of study and earn postsecondary credentials aligned to high-wage, high-demand careers in electrical, pipefitting, welding and health science (diagnostic, therapeutic, and nursing science). The primary strategies will include expanding cross-sector regional partnerships, work-based learning, advising, dual credit/advanced coursework, and professional development for construction and manufacturing while developing new opportunities for health science.

## 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.

Sheldon, Dayton, and Channelview ISD will use several tools to analyze multiple performance measures related to student outcomes for the targeted programs of study: 1) enrollment; 2) participating non-traditional and at-risk students; 3) college credit hours earned; 4) industry-based certifications earned; 5) advanced academic credit earned; 6) four-year plans; 7) parent engagement; 8) participation in work-based learning; and 9) professional development. These metrics are consistent with the program's purpose and will be utilized by cross-sector partners, advisers, counselors, teachers, and program specialists to influence positive outcomes. Program students, identified via surveys and course enrollment, will be flagged in each district's student information system and advising portal. This permits each district to export data and share reports for items 1-6. A database will be developed to capture the impact of items 7-9 on student outcomes. While it is essential for cross-sector partners to analyze the data relative to each district, it is equally important to note regional trends. Thus, the fiscal agent will contract an objective, independent consultant to compile summary data across the three districts so that cross-sector stakeholders can easily identify opportunities and create solutions during the quarterly Gulf Coast Pipeline Project convenings. In addition, GCPP will utilize the Texas Regional Pathways Network Assessment tool to monitor and evaluate progress in the emerging and scaling levels of implementation. The fiscal agent's federal programs department will provide program and fiscal management to ensure compliance with all TEA guidelines, assurances, and procedures.

## 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.

The proposed budget will allow Sheldon ISD, Channelview ISD, and Dayton ISD to continue expanding CTE programs of study and cross-sector partners. Each district has identified programs of study that align the needs of the student population and regional employers. The funds will provide the required equipment, supplies and materials, professional learning, and tuition scholarships to students to ensure equitable access to quality programs. Contracts will be extended to utilize an intermediary for collaborative dialogue and a program evaluator to generate feasible and reliable data for monitoring the attainment of expected goals and outcomes. The districts currently use CTE state allotment funds to support programs offered via college and workforce partnerships. The leadership teams for each participating district diligently identify and adjust strategies to sustain and improve the implementation of the programs beyond the grant period.

**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.

In partnership with Workforce Solutions, the LEAs used LWDA labor market information to reverse-map local workforce needs in high-wage, in-demand occupations to postsecondary education and CTE student outcomes. The process resulted in identifying three programs of study with the following occupations, median wages, and percent growth: (A) Plumbing and Pipefitting, Pipefitter, \$53,243, 20%; (B) Welding, Welder, \$47,979, 22%; (C) Electrical, Security and Fire Alarm Installer, \$52,228, 22%. Grant funds for 2020-2021 will be used to continue to increase access to advanced CTE work-based learning and coursework and to expand the number of workforce and business partners that support these three programs, each of which includes TEA-approved series of courses, industry-based certifications and dual credit coursework that results in a certificate of technology via Lee College or San Jacinto College. Our regional network will expand the opportunities developed during the 2019-2020 Texas Regional Pathways implementation for workforce partners to support the initiative.

**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.

The Workforce Solutions information below indicates high-wage, in-demand occupations with an annual growth rate higher than 17% and a median salary above \$35,339 within 30 minutes of the LEAs in the Texas Gulf Coast. The data provided stakeholders with a tool to identify multiple programs of study in the health science career cluster as areas for expansion and a means to ensure that students are prepared for the workforce. The following healthcare programs of study, occupations, median wages, and percent growth were identified: (A) Healthcare Informatics, Medical Records Technician, \$45,800, 22.5%; (B) Healthcare Therapeutic, Pharmacy Technician, \$35,400, 18.5%; (C) Nursing Science, Registered Nurse, \$79,700, 22.9%. By including the healthcare informatics, healthcare therapeutic, and nursing science programs, the Gulf Coast Pipeline Project will develop additional CTE programs and partnerships that begin with high school and continue through postsecondary education. Increasing enrollment and postsecondary outcomes will be achieved via the approved statewide programs of study, which include stackable credentials and multiple entry and exit points within the career paths.

**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.

Due to the proposal's scope, the GCPP designated two intermediaries who will connect and convene stakeholders and utilize their expertise to develop cross-sector partnerships for the program. The primary intermediary, the Region IV ESC CTE specialist, has experience working within a seven-county region as an intermediary. This experience includes serving on a task force to coordinate partnerships with industry leaders and institutions of higher education that result in regional work-based learning delivery systems and placements. The specialist also collaborates with the Texas Workforce Board to stay abreast of labor market trends, and she serves as the Perkins SSA grant writer and manager for five districts. Her experience includes facilitating and implementing career exploration, college and career readiness, new programs of study, professional development, and sustainability planning. She has the proven ability to establish metrics, publicly report on progress, and execute MOUs aligned to the stakeholders' shared vision. The support intermediary, the Executive Director of the East Harris County Empowerment Council (EHCEC), specializes in supporting innovative, sustainable programs and services that empower youth to achieve their full potential. The EHCEC networks with corporations, small businesses, and public and private entities to develop opportunities for work-based learning and program sustainability.

**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.

Students earn a certificate of technology or an associate degree within two years of high school graduation. The college courses listed below are dual credit and completed prior to high school graduation. Stackable credentials are transferable.

**NURSING SCIENCE** high school coursework: Principles of Health Science, Medical Terminology, Anatomy and Physiology, Medical Microbiology, Practicum in Nursing. College Coursework (Nursing Field of Study; 37 credits): PSYC 2301, BIOL 2301/1101; MATH 1342, HUMA 1301, BIOL 2302/1102, BIOL 1322, ENGL 1301, BIOL 2320/2120, CHEM 1305/1105, ENGL 1302, PSYC 2314. Credits transfer to AAS in Nursing and BSN in Nursing.

**PHARMACY TECHNICIAN** high school classes: Principles of Health Science, Pharmacy I, Medical Terminology, Pharmacy II, Pharmacology, Practicum in Health Science. College coursework (32 credits; certificate of technology): HPRS 1206, PHRA 1202, PHRA 1313, PHRA 1305, PHRA 1309, PHRA 1349, PHRA 1345, PHRA 1347, PHRA1441, PHRA 1261, PHRA 2261, PHRA1243. Credits transfer to AAS in Pharmacy Technician and BS in Healthcare Administration.

**HEALTH INFORMATICS** high school classes: Principles of Health Science, Business Information Management, Health Information Systems and Mgt, Project-based Research. College coursework (Medical Billing Certificate of Technology; 28 credits): HITT 1305, HITT 1374, HITT 1378, BCIS 1305, HITT 1341, HITT 1342, HITT 1311, HITT 1353, HITT 2145, HITT 1377. Credits transfer to AAS in Health Information Management and BS in Health Information Management.

**WELDING** high school courses: Intro to Welding, Welding I, Welding II/Lab, Practicum in Manufacturing. College courses (Certificate of Technology Combination Welder and 32 credits): WLDG 1428, WLDG 2443, WLDG 2406, WLDG 2453, WLDG 1434, WLDG 2451, WLDG 2413, WLDG 1430. Credits transfer to AAS in Welding and BAAS in Applied Administration.

**ELECTRICAL** high school courses: Principles of Construction, Electrical Technology I, Electrical Technology II, Practicum in Construction Technology. College courses (Occupational certificate; 22 credits): ELPT 1321, ELPT 1315, CETT 1302, ELPT 1325, ELPT 1380, ELPT 1445, ELPT 1371. Credits transfer to AAS in Electrical Technology and BAAS in Safety Management.

**PIPEFITTING** high school classes: Principles of Construction, Pipefitting Tech I, Pipefitting Tech II, Practicum in Construction Technology. College courses (Occupational Certificate ; 16 credits); PFPB 1408, PFPB 1443, PFPB 2433, PFPB 2432. Combined with welding coursework, credits transfer to BAAS in Applied Administration.

**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.

In addition to collaborating with its intermediaries (Region IV ESC and the East Harris County Empowerment Council), the Gulf Coast Pipeline Project has developed multiple strategic partners that provide an advantage in implementing the proposed project. The GCPP partners collectively network with a variety of organizations that can contribute their knowledge and support to the program. These affiliations include applying for JET grant opportunities, P-20 Councils, TWC career specialists, Jobs Ya'll, Texas OnCourse, 60X30TX Regional, and The New Teacher Project. The GCPP partners include San Jacinto College and Lee College, which represent the institutions of higher education that will support the development of curricula, programs of study, and crosswalks. The Gulf Coast Workforce Board and its operating affiliate, Workforce Solutions are the public workforce system in the 13-county Houston-Galveston region. They serve more than 25,000 businesses annually by helping employers meet human resource needs. The workforce board will support the GCPP via integrated connections to the region's public workforce system, including access to labor market information, placement in open jobs, and the full range of services offered in its offices, such as student and educator workshops designed specifically for K-12 institutions. GCPP partnerships with business and public entities, including Brown's Fabrication and Welding, Harris County Public Health, UT Health Cizik School of Nursing, Texas Central, Lyondellbasell Industries, Walgreens, and the Economic Alliance Houston Port Region, will support our career and technical education initiatives by identifying competencies needed in the labor market while developing and supporting a continuum of work-based learning opportunities. These stakeholders, which represent the construction, manufacturing, and health science programs of study, are also committed to recruiting additional partners to improve the quality of work-based learning opportunities for students and to develop teacher externships that directly influence curriculum and instruction.

**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 "Gulf Coast Pipeline Project: Building Tomorrow's Workforce" (GCPP) was created through the collaborative efforts of Sheldon ISD, Channelview ISD, Dayton ISD and their partners. There is a strong commitment from the districts to work collectively and collaboratively with an intermediary and cross-sector partners to create a sustainable project for our students. This project is supported by higher education, the workforce board, and local employers within our region, each of which is invested in sustaining the project beyond the grant period. All stakeholders have worked collaboratively to develop goals that include specific performance measures that drive our work. The team's active participation and feedback have resulted in eight key sustainability strategies. Each partner will-- 1) serve as a program ambassador who will pursue additional regional and community partners that can ultimately be shared among the three districts to expand opportunities for all students involved; 2) assist in promoting and participating in a continuum of work-based learning activities and events to prepare students for future careers; 3) participate in a system of establishing and monitoring success metrics to operate with fidelity and provide feedback; 4) integrate the program into existing processes and procedures for sustainability purposes; 5) provide information regarding additional funding sources; and 6) develop pathways with multiple entry and exit points that reverse map skills from industry to postsecondary to K-12 coursework so that students develop the competencies required by the workforce; 7) support the education of students and their families regarding project opportunities; and 8) support the development of training opportunities for students and staff in areas such as curriculum design, mentorships, and teacher externships. This collaborative process of cross-sector groups of stakeholders will be the catalyst to motivate, engage, and sustain the project. These stakeholders will observe the benefits the project has on the lives of students and the community. Through their participation, they will obtain knowledge on program planning, evaluation, and implementation that will encourage their support toward long-term sustainability. Collectively, the partnership will determine the activities to sustain, the resources required, the evidence and communications plan to identify additional partners, and funding strategies that will continue to support the program goals.

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