



**2020-2021 CTE Perkins Reserve Grant
Letter of Interest (LOI) Application Due 5:00 p.m. CT, April 8, 2020**

NOGA ID [redacted]

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 5:00 p.m. CT, April 8, 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 [La Feria ISD] CDN [031-905] Campus [La Feria H.S.] ESC [01] DUNS [093744670]

Address [203 East Oleander] City [La Feria] ZIP [78559] Vendor ID [74-60001697]

Primary Contact [Dr. Isaac Rodriguez] Email [Isaac.Rodriguez@laferiaisd.org] Phone [(956) 797-8430]

Secondary Contact [Dr. Miriam Guerra] Email [miriam.guerra@laferiaisd.org] Phone [(956) 797-8344]

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 [Cathy Lee Hernandez] Title [Superintendent]

Email [Cathy.Hernandez@laferiaisd.org] Phone [(956) 797-8300]

Signature [Cathy Lee Hernandez] Date [4-27-20]

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.

La Feria ISD, Santa Rosa ISD, Rio Hondo ISD, Texas State Technical College (TSTC), Texas Southmost College (TSC) & RGV LEAD (10 pts - INTERMEDIARY) will partner to offer programs of study in: Building Construction Craftsman (TSTC), Renewable Energy (TSTC), & Pre-Health courses (TSC), which are aligned to a POS in Health Science. The mission is to provide quality college/career pathways that are aligned with regional workforce needs. NEEDS: With an Economically Disadvantaged (ED) rate of 85.3% (State 60.6%); poverty rate of 31.2% (State 16%); median income of \$33,660 (State \$57,051), & unemployment rate of 12.4% (State 5.8%) the districts need to increase the number of graduates that are ready to fill high-demand jobs. By preparing students for careers in high paying/demand jobs, the districts can decrease the unemployment rate & increase the median income; thus, decreasing ED & poverty rates.

Goals, Objectives, and Strategies

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

GOALS/OBJECTIVES 1) Expand regional partnerships to develop and implement new CTE Programs of Study (POS) and 2) Ensure the newly implemented programs include the seven key components of the Texas Regional Pathways Network. ACTIVITIES/STRATEGIES: 1) Partner with IHEs to offer credentials and degrees with value in the labor market. 2) Partner with employers to offer work-based learning experiences. 3) Develop a cross-sector partnership with the local workforce board to ensure the new CTE POS offered are aligned to high-wage occupations in the region.

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.

PERFORMANCE MEASURES: 1) Number of districts participating. 2) Number of students enrolled in the pathways program. 3) Number and percentage of students participating in the program classified as at-risk students and the percentage of the participating at-risk students compared to their representation in the whole student population from which they are drawn. 4) Average number of college credit hours, industry-based certifications, or other advanced academic credit earned per student. 5) Number and percentage of students participating in the grant program classified as non-traditional; also, the percentage of participating non-traditional students compared to their representation in the whole student population from which they are drawn. 6) Number of students participating in work-based learning, including internships, mentoring, etc. as part of the career pathways program. 7) Four-year plan to implement aligned secondary CTE course offerings to industry/post-secondary, while demonstrating an ability for students to complete a program of study. 8) Increase in parent/student awareness of in-demand pathways. TOOLS: The MOU signed by each participating LEA, PEIMS reports, sign-in/sign-out sheets located at employer facilities, and district administered surveys to parents. PROCESS: The districts will use proven practices for collecting/reviewing data, setting goals, & creating action plans. This will be facilitated using the districts' student information systems, which allows for multiple quantitative, outcome-based measures of data that can be routinely collected for review. Stakeholders will meet quarterly to discuss the effectiveness of the proposed strategies/objectives.

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 MEETS PROGRAM NEEDS/GOALS: During planning meetings, shared costs were budgeted for the Intermediary and Program Director. Remaining funds were allocated to each district so they could determine the best use of funds, to include staff, supplies, contracts, etc. A budget was developed that would (goal) help expand regional partnerships to implement CTE POS that align with high-demand occupations and help the districts: (needs) Partner with IHEs to offer CTE courses; Ensure there are quality cross-sector partnerships & a grant intermediary that heavily influences the grant (10 pts); & Acquire equipment needed to offer students training that prepares them for the workplace. SIMILAR FUNDS: Currently, funds are allocated from Title I, SPED, & CTE to cover payroll and purchase materials. FUTURE ADJUSTMENTS: The districts & partners will meet to review any adjustments needed. If added funds are needed, funding like those listed above will be utilized.

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.

INCREASE STATEWIDE/REGIONAL CTE POS: To address current regional demands, the districts will utilize funds to continue to create cross-sector partnerships (Intermediary, IHEs, Employers, LEAs, etc.) The districts will offer approved statewide/ regional POS that span secondary & post-secondary education. These programs include Renewable Energy, (TSTC)Building Construction Craftsman (TSTC), "& Pre-Health courses (TSC), which are aligned to a POS in Health Science. Based on LWDA Labor Market Information data, the programs will prepare students for careers in the following high demand/high pay occupations: Wind Turbine Services Technician, Solar Photovoltaic Installer, Supervisors of Construction & Extraction Workers, Physical Therapist Asst. (31%/\$68,670), Physical Therapist (28%/\$96,925), Occupational Therapist (27%/\$96,094), etc. HIGH-WAGE/IN-DEMAND OCCUPATIONS ALIGNMENT: Each POS will include appropriate sequences of courses that are aligned with high-wage/in-demand occupations identified by the workforce board, to include multiple entry/exit points.

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

[And/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.

Currently, the districts offer a combined 29 Programs of Study. Through this grant, the districts will be able to expand offerings to include Building Construction Craftsman (TSTC), Renewable Energy (TSTC), "& Pre-Health courses (TSC), which are aligned to a POS in Health Science.. The Program Director will meet with the districts to discuss the development of inter-district career and technical, advanced academic, advising, financial, and transportation partnerships. This may include summer exchange programs which will allow students to be bused to a partnering school district to attend courses that are not offered at their own campus. (Pathways/Inter-district enrollment- 10 pts)
This will not only increase participation rates, but persistence rates as well because students have more interested in courses offered. Prior to selecting these programs of study, the districts utilized the LWDA LMI to obtain regional labor market information and identify the regional workforce need for skilled employment in these areas. To ensure there is an appropriate sequence of courses aligned to these occupations, the districts have partnered with Texas State Technical College and Texas Southmost College to create course crosswalks for students, as seen later in this application.

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 Intermediary has signed the TEA-required agreement. The quality of the proposed intermediary is seen through their capacity to meet each of the following roles: 1) Convening Cross-Sector Stakeholders- Intermediary has over 27 years of experience in convening stakeholders. This includes convening IHEs, employers, & LEAs. 2) Supporting Regional Education and Workforce Development Initiatives- Through a partnership with the local workforce, the intermediary can support the development initiatives and systemically push regional education to ensure these initiatives are met. 3) Working with Educators and Employers to create work-based learning experiences and place students in them- Since its establishment in 1992, RGV LEAD has accumulated over 27 years of work-based learning experiences. Through this experience, work-based learning experiences will be facilitated. 4) Collecting data to evaluate program outcomes & plan for continuous improvement- Intermediary has received and run grant programs in the past and has extensive experience gathering and analyzing labor market data for use by schools and institutions of higher education. By having experience in implementing grant programs, the intermediary sees the value and has the experience needed to evaluate program outcomes & plan for continuous improvement. The co-op will dedicate grant funding to support the intermediary personnel capacity. (10 pts)

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.

Pathways and crosswalks identifying secondary and post-secondary coursework required of students in a POS to complete a certificate or receive an associate degree within two-three years of graduating from high school are listed below. These crosswalks are aligned to higher education programs of study curricula when applicable and demonstrate how the project can lead to a bachelor's degree (Crosswalk- 10 pts) and include multiple entry and exit points to meet the needs of student. BUILDING CONSTRUCTION CRAFTSMAN with TSTC: Will place students on a pathway to receive a Level I certification and/or Associates Degree upon completion of all required college credit hours.

Pathway Course: Residential and Light Commercial Blueprint Reading Building (CNBT1300)/PEIMS Course: Maintenance Technology I; Pathway Course: Construction Technology I (CNBT 1316)/PEIMS Course: Construction Management; Pathway Course: Technical Calculations (TECM 1303)/PEIMS Course: Applied Mathematics for Technical Professionals; and Pathway Course: Construction Technology II (CNBT 1350)/PEIMS Course: Construction Management II.

WIND ENERGY TECHNICIAN with TSTC: Will place students on a pathway to receive a Level I certification and/or Associates Degree upon completion of all required college credit hours.

Pathway Course: DC Circuits (CETT 1303)/PEIMS Course: Energy and Natural Resources Technology; Pathway Course: AC Circuits (CETT 1305)/PEIMS Course: AC/DC Electronics; Pathway Course: Introduction to Wind Energy (WIND 1300)/PEIMS Course: Solid State Electronics; and Pathway Course: Digital Fundamentals (CETT 1325)/PEIMS Course: Digital Electronics.

PRE-HEALTH COURSES with TSC, which are aligned to a POS in Health Science: Certified Respiratory Therapist→ Occupational Therapy Asst.→ Respiratory Therapist→ Occupational Therapist.

Pathway Course: General Psychology (PSYC 2301)/PEIMS Course: General Psychology; Pathway Course: Anatomy and Physiology I (BIOL 2301)/PEIMS Course: Anatomy and Physiology I; Pathway Course: Anatomy and Physiology I Lab (BIOL 2101)/PEIMS Course: Anatomy and Physiology I Lab; Pathway Course: Anatomy and Physiology II (BIOL 2302)/PEIMS Course: Anatomy and Physiology II; and Pathway Course: Anatomy and Physiology II Lab (BIOL 2102)/PEIMS Course: Anatomy and Physiology II.

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.

Strategic partnerships that will provide an advantage in grant implementation, as well as, offer career pathways and hands-on work experience that will prepare students for high-demand occupations. are as follows (10 pts.):

- RGV LEAD- Rio Grande Valley Linking Economic and Academic Development (RGV LEAD) develops and manages collaborative projects that bring employers and educators together to help students set and achieve college-and-career goals. RGV LEAD manages collaborative projects such as educator externships, and student internships. RGV LEAD's partners include school districts, colleges and universities, the regional education service center, economic development organizations, workforce development boards, and others. Educational institutions support RGV LEAD because its projects have helped to improve graduation and college enrollment rates. Economic development organizations support RGV LEAD because its initiatives address the Valley's long-standing need for an educated, skilled workforce.
- Workforce Solutions Cameron (Workforce Partner- 5 points)- The board will facilitate partnerships between the districts and local businesses with similar trainings needs; thus, increasing the potential for students to receive employment right after high school.
- Texas State Technical College- This partnership ensures students from La Feria ISD and Rio Hondo ISD are provided with a link between secondary and post-secondary education that has multiple entry and exit points.
- Texas Southmost College- This partnership ensures students from Santa Rosa ISD are provided with a link between secondary and post-secondary education that has multiple entry and exit points.

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.

To continue to meet the goals of the 2020-2021 Perkins Reserve Grant beyond the period of the grant program, the districts have proposed a quality sustainability plan (5 points) that includes the creation of a Handbook Of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures: make better use of existing resources; maximize federal, state, and local revenue; utilize instruction, equipment, professional development, and curriculum that was created during the grant funding period; create more flexibility in existing streams; and continue building public-private partnerships.

Grant funds will support the first year of developing partnerships, purchasing equipment, paying for CTE certification tests, etc. However, after the initial year of funding, the districts are willing to utilize local funds to support costs related to the program. Costs that will be on-going and will come directly from the districts after the initial year of funding include: CTE instructor salaries; industry certification tests; building utilization costs; consumable materials; and student recruitment and promotion materials. This commitment of local funds provides validation that the districts are committed to sustaining the grant funded costs and transforming the high schools to better meet the workforce needs of the region.

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