



2021-2022 CTE Perkins Reserve

Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID <input style="width: 95%;" type="text"/>	Application stamp-in date and time
TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:	
Competitive grant applications and amendments to competitivegrants@tea.texas.gov	

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Focus Area Selection

Focus Area 1

Focus Area 2

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

Grant application, guidelines, and instructions Debarment and Suspension Certification
 General Provisions and Assurances Lobbying Certification
 Application-Specific Provisions and Assurances ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

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3. 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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increasing student enrollment and engagement in CNA and FFA programs	Purchasing equipment for CNA and FFA programs to increase the capacity for current and proposed programs.
Increasing student enrollment and engagement in computer-related programs that support higher education studies.	Purchasing equipment and testing for Microsoft suite office certification and computer related programs to increase the capacity for current and proposed programs.
Increasing student enrollment and engagement in welding programs	Purchasing equipment for welding programs to increase the capacity for current programs.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Kermit ISD: The primary goal for this project is to establish a Certified Nursing Assistant (CNA) Program for Kermit Independent School District. The funding from this grant will be used to both purchase equipment and establish the program; there is already staff working at the school district who will be able to serve as instructors for the program, which should cut down significantly on costs.
 Alpine ISD: This funding will be used to implement a Microsoft Office Specialist CTE program for Alpine ISD, as well as to purchase welding and computer science equipment for preexisting programs in the district.
 Terlingua ISD: This project is meant to establish a CTE program for students at Terlingua ISD for which will allow them to obtain certification as Microsoft Office Specialists.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Each district will have marketed their programs to their respective student populations and will have enrolled at least 5 students per program per district.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Each district will have at least 20% of the students enrolled in their Microsoft Office Suite certification certified. Welding programs will have enrolled at least 10 students in each district with a welding program. The CNA program will have at least 10 students enrolled by the end of the second-quarter.

Third-Quarter Benchmark

Each district will have at least 50% of the students enrolled in their Microsoft Office Suite certification certified. Welding programs will have enrolled at least 15 students in each district with a welding program. The CNA program will have at least 20% of their students certified by the end of the third-quarter.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Kermit ISD: Success for this project will be easy to evaluate: as the purpose of establishing this program is to allow students to complete it and achieve certification as certified nursing assistants, success will rest on the number of students participating and the percentages of those who complete the program and gain the certification. Earlier benchmarks will include goals in establishing the program, such as enrolling 10 students, but once the program is operational, the ISD will keep track of the number of students matriculating through the program and their success rate, including certification. Should there be an insufficient number of students, or should too low a percentage of students in the program graduating it and obtaining the CNA certification, adjustments to the program will be made as needed; such changes could include changes or increases in recruiting students, working with teachers to tailor the presentation of the curriculum, or collaborating with Sul Ross University to address any issues with credit or certification.

Terlingua ISD: Success for this project can be measured, once the benchmarks for the initial establishment of the program are met, by tracking the number of the students participating and recording the percentage of completion and outcomes of their involvement in the programs offered, such as their achieving the certification offered. This data will be tracked and analyzed in order to better improve the program to meet the district and students' needs; collaborating with education and regional partners, LEAs will be able to modify the program as necessary by purchasing equipment, hiring staff, and working with the postsecondary partner institution on the coursework required for certification. Once the program is in place, further expenses should be more modest in scope, ranging from further equipment purchases and upkeep to increased staff as the program requires.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins ReserveProgram Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. 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.
- 7. The applicant provides 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.

9. Program Requirements

1. **Summary of Program (Focus Area 1):** Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

2. **Summary of Program (Focus Area 2):** Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

Kermit ISD: The purpose of this program is to implement a Certified Nursing Assistant program for students attending Kermit ISD. Once in place, this program will allow students to receive postsecondary credit for classes taken for the certification, as well as to graduate with CNA certification. This certification will enable students to enter directly into the workforce with gainful employment in a health field; those who decide to pursue further education in a nursing or related major will have credit for those classes taken, which will allow them to graduate more quickly, with fewer student loans or debt. These outcomes would be beneficial to the area; only 7.2% of the population of Kermit have a bachelor's degree or higher education; an additional 6.4% would include those with an associate's degree; 66% of the city's residents only have a high school degree or its equivalent. While the average income in Kermit is higher, women, who are considerably more likely than men to work as certified nursing assistants in nursing homes (92% to 8%, according to a 2008 CDC study), lag behind, with median female income in Kermit at \$27,917. According to the Workforce Development Regional Labor Market Information for the Permian Basin region, the median income in 2018 for a nursing assistant was \$28,241, with a growth rate of 21%. Funding from this grant will also provide the school with much-needed equipment for its welding and CAN CTE programs, which are already in place in the ISD. These programs can lead to students' participation in manufacturing and CNA degrees or programs of study, or indeed allow them to be employed in such careers on high school graduation. Instituting this program and certification opportunity and purchasing this equipment, then, could help to increase earnings, including women's earnings, in the area, as well as providing greater employment and educational opportunities to all students at Kermit ISD.

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9. Program Requirements (Cont.)

3. Program of Study (Focus Areas 1 and 2): 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. Identify the strategy behind this program of study and what the intended education and career outcomes are.

TEA includes such programs to achieve Certified Nurse Assistant certification under its Health Science programs; according to TEA in 2020, median wage for a medical assistant is \$29,598, with 8,862 annual openings and 30% growth. The LWDA Labor Market Information for WDA region 11, the Permian Basin region, had a median annual income of \$28,421 in 2018 with growth of 21%, with an expected annual average employment of 2,245 by 2026. Not only can this certification lead to employment in a growing industry, it can lead to a shortened course of study for other health-related careers such as nursing, as many courses in certified nursing assistant courses are often prerequisites or curriculum for nursing programs. A career as a nurse practitioner, according to the LWDA, is even more lucrative, with a median income in 2018 of \$115,659, and a growth of 43%, for the same region. Likewise, the welding and CNA CTE courses on offer at the school can seriously improve economic and career opportunities for students. Professional certificates in welding can allow students to find employment as welders without any further education; this career had, in 2018, according to the LWDA Labor Market Information, an annual median wage of \$29,604. Further education, such as more advanced career certification or a four-year degree, can increase students' career viability and earning power. Mechanical engineering technicians, for example, had, according to TEA, a median wage of \$57,117 in July 2020. Instituting this particular program, then, and purchasing this equipment for the other CTE courses in Kermit ISD, could provide a pathway towards both employment and further postsecondary education for students who participate in them, improving income and quality of life in the area.

4. Intermediary Capacity (Focus Area 1): The applicant must describe how they will build 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. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

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9. Program Requirements (Cont.)

5. Intermediary Capacity (Focus Area 2): 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. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

Kermit ISD has established relationships with the other members of the regional partnership that allow Kermit ISD to communicate and hold meetings between all members. These meetings will ensure that all partners' programs are on track and that if there are any questions from any of its members that they are promptly answered. Kermit ISD has implemented a welding and FFA program and is beginning a CNA program.

6. Crosswalk (Focus Areas 1 and 2): The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

The CNA program includes principles of nursing, medical terminology, and anatomy and physiology. These classes would enable the students enrolled to pursue nursing at the LVN or RN level in college. The welding program includes the following classes: Introduction to Welding, Welding 1, Welding 2, and Practicum in Manufacturing. These classes allow the students to become proficient enough to challenge the certification exam. Principles of Applied Engineering courses including Engineering Design and Presentation I and II which introduce students to the engineering field and help them better prepare for college level engineering courses. The Agriculture, Food, and Natural Resources courses support the continuation of studies in university after completing the following courses: Principles of Agriculture, Food, and Natural Resources; Agricultural Mechanics and Metal Technologies, Agricultural Structures Design and Fabrication; Agricultural Equipment Design and Fabrication. The graphic designer and photography program support pursuing degrees in photography and graphic design in college. The courses include the following: Principles of Arts, Audio/Video Technology, and Communications; Graphic Design and Illustration I with lab; Graphic Design and Illustration II with lab; Practicum in Graphic Design and Illustration and Extended practicum; Commercial Photography I with lab; Commercial Photography II with lab; Practicum in commercial photography and Extended practicum. The computer-related programs includes classes include: Principles of Information Technology, Computer Programming I and II, and Robotics I and II which support college enrollment.

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9. Program Requirements (Cont.)

7. **Strategic Partnerships** (Focus Areas 1 and 2): Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

The regional partnership developed for this grant would include the following entities: Kermit ISD (intermediary/LEA), Alpine ISD (LEA), Terlingua ISD (LEA), Sul Ross University (IHE), The City of Kermit's Chamber of Commerce, the local hospital, and a welding company. Each of these LEA entities provides expertise in an area where they have researched and are ready to implement or are currently implementing programs that align with the workforce demands in their region. The employers and chamber of commerce provide guidance regarding the community's workforce needs and what employees would need to be proficient in to be successful in these fields. Sul Ross will provide guidance on program alignment with required teaching objectives for the certification programs.

8. **Budget Narrative** (Focus Areas 1 and 2): Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? 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. How will budget funds be allocated to all stakeholders?

The proposed budget will purchase the necessary one-time purchases of equipment for the programs. The funds will allow Kermit ISD to purchase equipment necessary for their CNA program. Future needs would likely include increased equipment needs due to increased enrollment which would need to be funded by future grants. Budget funds will be allocated to stakeholders based on district population size.

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9. Program Requirements (Cont.)

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

Currently the schools have several pathways that exist in our region. This includes working with Sul Ross University (IHE) and Odessa College to be able to provide pathways in some areas. Currently pathways offered include Welding, Professional Communications, Forensics, Touch Data Entry, Robotics, Nutrition, Statistics, POT, Culinary Arts. Audio Visual Technology, Career Prep, and Agriculture Food and Natural Resources

These pathways aligns by meeting several of the components of the Texas Regional Pathways Network which includes cross-sector partnerships, Alignment with Market Labor demand, links between secondary and post secondary education and College and Career Information and advising. A student is able to get the necessary education and advising on obtaining jobs that are high in demand and credits are able to be used or expanded once they take more secondary education.

10. Use of Funds (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** 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? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

The funds will be used to purchase equipment necessary to expand the current welding and computer-related programs to allowed for increased enrollment. In addition, the fund will allow for the purchase of CNA program equipment to increase the number of CTE programs of study in the districts.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<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"/>

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

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.

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

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Computers and software	\$190,813
12.	Greenhouse insects kit	\$4,995
13.	Welding & Engine Technology equipment	\$145,901
14.	CNA Equipment	\$27,920

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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