



2019-2020 Perkins Reserve Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

NOGA ID

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 FEB 28 AM 9:48
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Grant period from

July 1, 2019 - August 31, 2020

X Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

Organization: Aransas Pass ISD, CDN: 205901, Vendor ID, ESC: 2, DUNS, Address: 2300 McMullen Lane, Suite 600, City: Aransas Pass, ZIP: 78336, Phone: 361-758-4200, Primary Contact: Cara Cooke, Email: ccooke@apisd.org, Secondary Contact: Chris Johnson, Email: cjohnson@apisd.org

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):

- X Grant application, guidelines, and instructions
X Debarment and Suspension Certification
X General Provisions and Assurances
X Lobbying Certification
X Application-specific Provisions and Assurances

Authorized Official Name: Cara Cooke, Title: Superintendent

Email: ccooke@apisd.org, Phone: 361-758-4200

Signature: Cara Cooke, Date: 2/27/19

Grant Writer Name: Chris Johnson, Signature: Chris Johnson, Date: 2/27/19

Grant writer is an employee of the applicant organization.

Shared Services Arrangements

SSAs are **not permitted** for this grant. Check the box below if applying as a fiscal agent.

The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

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
Partnering school districts will strengthen their existing pathways to address industry needs in the areas of welding, instrumentation, health-related careers, law and public service, hospitality and tourism, and engineering to meet the need of local industry.	Identify facilities needs for implementing these programs. Visit local areas LEAs with these programs. Hire teachers where necessary. Collaborate with partner LEAs to align bell schedules and school calendars. Collaborate with higher education partner to align programs of study and calendars and enter into articulation agreements for dual credit.
Partnering school districts will ensure that, to the extent possible, all CTE programs end in an industry-recognized certification and opportunities to continue on to advanced certification programs and/or degrees.	Identify equipment and supplies necessary for preparing students for the workforce and allowing appropriate access to real world experiences to increase employability and prepare students for industry-based certification exams.

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.

Identify and purchase equipment and supplies to expand existing CTE programs based on workforce demand, industry-based certification opportunities, and job shadowing and internship opportunities. Our regional pathways advisory board will create a rubric for determining and measuring our high school programs for workforce readiness including equipment standards and infrastructure standards. We will achieve 100% completion of the rubric by the end of the grant period.

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

Convene a regional pathways advisory board meeting to:

- a. align all course names taught and ensure that pathways are identical between partnering school districts
- b. aligned PEIMS numbers in the CO22
- c. discuss bell schedules and master calendars for partnering districts for the 2020-2021 school year and align calendars with Del Mar College
- f. discuss and consider a common CTE course catalog for partnering schools
- g. discuss a course fair to be held in February 2020 for all partnering schools and including Del Mar College
- h. create a rubric for enhancement of the CTE pathways identified in each school district that will include all necessary equipment, supplies, and infrastructure necessary to meet industry standards.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Convene a regional pathways advisory board meeting to:

- a. finalize course catalogs, bell schedules and master calendars for submission and approval to appropriate school boards
- b. review and discuss universal pathways for partnering districts
- c. finalize details of the course fair
- d. review and identify industry-based certifications to be attained by our students and consider becoming a Certiport host site at one or more partnering districts
- f. send teachers to training and test preparation so that all teachers teaching a course that ends in a certification have received that certification themselves
- g. identify equipment and supplies necessary for preparing students for certification and the workforce

Third-Quarter Benchmark

Convene and regional pathways advisory board meeting to:

- a. review and discuss enrollment numbers for 2020-2021
- b. review and discuss the progress of having teachers receive industry-based certifications ahead of implementing the pathways program
- c. create a universal pathways with multiple entry and exit points and multiple opportunities to receive industry-based certification that include pathways all the way through post-secondary programs
- d. complete a program evaluation using the rubric created by the regional pathways advisory board to measure the success of the project and the regional pathways.

Project Evaluation and Modification

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

Each quarterly benchmark is designed to measure the success of the project based on progress measures. If any of the activities in the benchmark are not met, we will adjust and/or accelerate the timeline accordingly to make sure we meet our final SMART goal. By design, our benchmarks require measurable data that will be used by our advisory council to make decisions concerning progress and sustainability. Additionally, the advisory council will stay intact beyond the grant timeline in order to meet our goal of sustaining these relationships and processes far beyond the reaches of the grant.

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 that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** 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.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the-proposed project. Identify high-wage and in-demand occupations and CTE-programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

The following participants are partners with Aransas Pass ISD in the pursuit of grant funding:

- Aransas County ISD
- Ingleside ISD
- Port Aransas ISD
- Del Mar College
- San Patricio County Economic Development Corporation
- Aransas Pass Chamber of Commerce
- Tri-County Emergency Medical Services
- Urban Engineering
- B & H Contractors

High-Wage, In-Demand Occupations and CTE Programs of Study:

- Welding
- Instrumentation
- Law and Public Services
- Health Science
- Culinary Arts
- Engineering

We used information obtained from reports generated by WorkForce Solutions of the Coastal Bend along with information obtained from our local business partners and other stakeholders in the immediate area. We also used information from the Texas Workforce Commission and the United State Department of Labor Bureau of Labor Statistics to ensure that the enhancement of the identified pathways will lead to a robust, work-ready, local workforce.

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one 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. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

Aransas Pass will work in collaboration with Del Mar College, Tri-County EMS, Urban Engineering, The San Patricio County Economic Development Corporation, and Aransas County ISD, Ingleside ISD and Port Aransas ISD to expand existing programs in each partnering districts as follows:

Aransas County ISD: Culinary and Welding
 Aransas Pass ISD: Law and Public Safety and Health Science
 Ingleside ISD: Welding and Instrumentation
 Port Aransas ISD: Welding and Engineering

CTE Program of Study Designs: Included with this application is a detailed plan for each coherent sequence including postsecondary opportunities for certification and/or degrees with a major emphasis on building capacity and relationships that foster future endeavors to build programs to meet the needs of an ever-changing workforce demand.

Commitment of Members: Each partner is committed to participating in this process to identify high school level classes, dual and articulated credit opportunities, internship and job shadowing opportunities, and seamless transition between levels of achievement in a process that will include opportunities to earn high school credit, workforce credit, college academic credit, industry-recognized certificates at varying levels, and college degrees.

Existing Strategic Partnerships: Aransas Pass ISD, Aransas County ISD, and Ingleside ISD have worked together for many years in a partnership to offer welding, instrumentation, health science, law, culinary arts and NJROTC courses to students in all districts. Currently Ingleside sends students to Aransas Pass for health science, law enforcement and NJROTC, Aransas Pass sends students to Ingleside for welding and instrumentation, and Aransas Pass sends students to Aransas County for culinary arts. We already have infrastructure in place to account for transportation of students, processes for documenting attendance and grades, and financial processes for the accounting of student attendance and formula funding.

All three partnering school districts seeking participation in this grant have a strong working relationship with both higher education institutions and currently offer dual and workforce credit through Del Mar College. Additionally, Ingleside and Aransas Pass ISD have been well represented at the San Patricio County Economic Development Corporation meetings as well as their respective Chamber of Commerce meetings in an effort to build and maintain strong relationships with surrounding local businesses. Port Aransas ISD works closely with their education foundation and the UT Marine Science Institute and locally owned tourist-based businesses to create opportunities for their students. Aransas County ISD is actively engaged with their Chamber of Commerce to identify and provide opportunities for their students as well.

Commitment of Partnering Businesses: The current executive director of Tri-County Emergency Medical Services (TCEMS) is an Aransas Pass High School Graduate and many of their employees are graduates of the four districts involved in this consortium. For that reason, TCEMS is interested in working closely with our districts to enhance our health science program and provide internship opportunities for students involved in that program. Specifically, we are in discussions regarding the ability of TCEMS to provide an EMT Paramedic Instructor so that our students could leave high school with an EMT Basic certification. They are also willing to allow students to "ride along" with the ambulance staff as part of a job shadowing program. Urban Engineering is a Corpus Christi engineering firm owned by Port Aransas resident and city engineer, Jim Urban. Mr. Urban currently employs several Port Aransas High School graduates and is committed to growing his relationship with Port Aransas ISD to include the other members of our group to provide opportunities for all students in the Coastal Bend.

Included with this application are further letters of support.

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies 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 to 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.

Sample High School Coherent Sequence of Courses

Principles of Manufacturing

Introduction to Welding (DC)

Welding I (DC)

OR

Instrumentation I

Welding II (DC)

OR

Instrumentation II

Possible Certification(s):

NCCER Welding, Level I

Instrumentation

Sample Del Mar College Courses (For Industry Welding I Certificate)

Introduction to Welding Using Multiple Processes

Welding Fundamentals (DC above)

Welding Safety, Tools and Equipment (DC above)

Introduction to Blueprint Reading for Welders

Introduction to Pipe Welding

Intermediate Shielded Metal Arc Welding

Introduction to Layout and Fabrication

Sample Del Mar College Courses (For Intermediate Welding Certificate)

Introduction to Welding Using Multiple Processes

Welding Fundamentals (DC above)

Welding Safety, Tools and Equipment (DC above)

Industrial Mathematics

Introduction to Pipe Welding

Intermediate Shielded Metal Arc Welding

Special Topics in Communications

Sample Del Mar College Courses (For Advanced Welding, Level II Certificate)

All of the above for Intermediate Welding Certification plus:

Advanced Pipe Welding

Intermediate Pipe Welding

Introduction to Blueprint Reading for Welders

Intermediate Welding Using Multiple Processes

Introduction to Gas Tungsten Arc Welding

Introduction to Layout and Fabrication

Sample Del Mar College Courses (For Associate in Applied Science, Welding Applied Technology)

All of the above for Intermediate Welding and Advanced Welding plus:

12 hours of core courses in SPCH, MATH or Life/Physical Science, US History, Govt/PoliSci or Social Behavioral Science, and Creative Arts or Language, Philosophy and Culture (all of these are available via dual credit in high school)

This does not include the corresponding pathway for instrumentation.

Please refer to the attachment for further examples.

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

At the end of the grant period, we will have developed an infrastructure that allows us to move forward in identifying and implementing additional programs to meet the ever-changing needs of our local workforce in conjunction with Del Mar College and the San Patricio County Economic Development Corporation. By using the grant to lay the foundation for a successful partnership and implementing processes to allow for sustainability, the maintenance and enhancement of the pathways within the framework of that partnership will be seamless. Additionally, the partnering districts, with the guidance of the regional pathways advisory board, may consider additional shared service arrangements for funding expansion of the regional pathways program after the grant period. The committees formed for the design and implementation of the project will continue to meet, evaluate, and address the needs of the program at least four times a year. We will continue to perform program evaluations in compliance with other CTE funding to evaluate and address the needs of our school districts, communities, and workforce.

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

The San Patricio County Economic Development Corporation (SPCEDC) is a non-profit organization governed by a 34-member, county-wide board. Funding for the SPCEDC is provided by the Port of Corpus Christi, the County of San Patricio, the nine cities in San Patricio County and their chambers of commerce, and more than 50 local business members. The SPCEDC works closely with Workforce Solutions, the United States Department of Labor Bureau of Labor Statistics, local institutions of higher education, training centers and local school districts as well as local governments to provide valuable information regarding our growing, ever-changing workforce. They have recently built a very successful partnership with a neighboring school district to bring thriving industry partners right down the street from the districts currently seeking Carl Perkins Reserve Grant funding. The SPCEDC has been instrumental in growing the local economy of the Coastal Bend and fostering partnerships to prepare our students for the workforce. Along with its partners, the SPCEDC has attracted many thriving businesses to the Coastal Bend. They work with state leaders to leverage the Texas Enterprise Fund to provide financial incentives for projects that offer "significant projected job creation and capital investment." They also work with potential business on site selection to ensure the "right fit" for new business partners.

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

TEA Program Requirements

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

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"/>

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.

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 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"/>

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 (6100)

BUDGET

Retention Stipends-Critical CTE Positions	\$35,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Teacher Training Onsite	\$5,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Welding/Instrumentation/Engineering	\$250,000
Health Science/Law	\$150,000
Program Development	\$230,000

OTHER OPERATING COSTS (6400)

Student Transportation	\$5,000
Teacher Training/Travel	\$5,000
Regional Pathways Conference	\$20,000

CAPITAL OUTLAY (6600)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: 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.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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