



**2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

COPY

NOGA ID [Redacted]

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



Grant period from **July 1, 2019 – August 31, 2020**

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): [Redacted]

Applicant Information

Organization **Westwood ISD** CDN **001908** Vendor ID **1751086109** ESC **7** DUNS **124658035**
Address **P O Box 260** City **Palestine** ZIP **75802** Phone **903-729-1776**
Primary Contact **Christine Bedre** Email **chbedre@westwoodisd.net** Phone **903-388-5171**
Secondary Contact **Tiffany Carwell** Email **tnccarwell@westwoodisd.net** Phone **903-731-3109**

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

Authorized Official Name **Christine H Bedre** Title **Assistant Superintendent**

Email **chbedre@westwoodisd.net** Phone **903-729-1776**

Signature  Date **02/13/2019**

Grant Writer Name **Christine H Bedre** Signature  Date **02/13/2019**

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

2019-019332

701-19-104-018

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
0% of the WHS graduating classes of 2017 and 2018 earned an industry-based certificate.	Align current CTE course pathways with relevant industry-based certifications.
WISD does not currently have staff that is credentialed to teach and certify students with industry-based certifications.	Identify staff in areas where industry-based certifications are possible and pursue partnerships to credential staff.

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.

By June 2020, Westwood High School will increase the number of students receiving an industry-based certification by 75%.

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

- October 2019
1. Identify teachers who will be teaching CTE courses leading a industry-based certification.
 2. Align industry-based certifications to corresponding CTE pathway.
 3. Finalize partnerships to credential teachers to teach content.
 4. Send teachers to required training to become license CTE industry-based instructors.
 5. Purchase/order curriculum needed for CTE courses.
 6. Identify potential local community partners to assist with possible CTE certification requirements.
 7. Designate testing location and dates for certification exams.

Measurable Progress (Cont.)

Second-Quarter Benchmark

February 2020

- 1. Review completion/progress of students enrolled in CTE courses that hold a industry-based certification (fall semester).
- 2. Finalize the local community partners to assist with possible CTE certification requirements.
- 3. Review and administer practice exams to students as applicable to specific content area.

Third-Quarter Benchmark

June 2020

- 1. Administer certification exam.
- 2. Review passing rates of certification exams.
- 3. Schedule review and practice exams to students who were unsuccessful.
- 4. Schedule re-examination for required students.
- 5. CTE pathway end of year program evaluation.

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.

- 1. Data from benchmarks will be analyzed and actions will be taken to immediately facilitate the success of the students in CTE pathways. If the students are struggling to keep up with expectations of the course load, our teaching staff will provide responsive tutorials as needed to ensure student success.
- 2. CTE teachers will use assigned staff planning days to analyze student progress, plan for upcoming six weeks, and make adjustments in the program as needed.
- 3. Routine classroom visits by campus administration logged into T-Tess electronic management system to ensure high impact instruction and curriculum is delivered consistently.
- 4. Course specific student survey will be administered to evaluate the success of implementation and involvement of the CTE courses that lead to a industry-based certification.
- 5. Identify areas of weakness and improvement for continual evaluation throughout the school year.
- 6. Hold an end of the year reflective/transitional meeting to review CTE program success, teacher progress, over all student success, next steps, and plan for 2020-2021 school year.

Continual cycle used evaluate progress: Implement ---> Reflect ---> Refine ---> Evaluate

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.

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.

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.

[Empty response area for the crosswalk]

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.

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.

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.

Partner Organization:
 Trinity Valley Community College (TVCC) - Certifications Offered via TVCC: Certified Nurse Aid/Assistant (CNA), Certified Clinical Medical Assistant (CCMA), and Welding.
 Google Cloud: Google Analytics Individual Qualification; Google Cloud Certified Professional - Cloud Architect; Google Cloud Certified Professional - G Suite.
 True Care Alternative Living - Provide a site for clinical rotations for CNA for Certified Nurse Aid/Assistant (CNA).
 Palestine Regional Medical Hospital - Currently partners with the district to provide the district Health Science students exposure to clinical rounds.

1) Endorsement Area: Business & Industry; Career Cluster: Manufacturing; Certification: NCCER Welding Level 1.
 2) Endorsement Area: Business & Industry; Career Cluster: Business Management; Certification: Google Analytics Individual Qualification; Google Cloud Certified Professional - Cloud Architect; Google Cloud Certified Professional - G Suite.
 3) Endorsement Area: Public Service; Career Cluster: Health Science; Certification: Certified Clinical Medical Assistant (CCMA) Certification: Certified Nurse Aide (CNA).

Currently, Westwood High School offers no industry-based certifications. With this grant, we would begin offering Industry Based Certifications in our most requested pathways, then branch out to the remaining pathways as we work towards meeting the goals set forth by 60x30TX. This was accomplished by first analyzing our course offerings at the high school campus and identifying industry-based certifications listed on the 2017-2018 Final List as well as the proposed 2018-2019 list provided by TEA that was suited to our available CTE career clusters.

Next, jobs that required those certifications were identified through phone conversations with local business leaders and individuals in charge of staffing facilities with certified employees. Labor data from the Texas Workforce Commission and the Bureau of Labor and Statistics' Occupational Outlook Handbook was then used to ensure that those jobs were in fields projected to increase in demand for the foreseeable future in our region and State.

For instance, according to the Texas Workforce Commission website texascareercheck.com, Welders in the East Texas region which encompasses Palestine and Anderson County can expect an average annual salary of \$42,005. Jobs in the Welding field are also expected to have an annual growth rate of 1.23%. If you look at the State of Texas as a whole, you will find an annual median salary for Welders of \$46,217 and a projected employment increase of 17.91% by the year 2026. [1] Another factor in choosing our certifications is that we want to ensure that we have a variety of Industry Based Certifications to continue to meet our student's interests. In our Health Science pathway, we have identified the Certified Clinical Medical Assistant Certification (CCMA), Certified Nurse Assistant (CNA), Certified Patient Care Technician (CPCT) and the Emergency Medical Technician (EMT) as the certifications that best address the needs of our community and our student's career goals. To ensure that these certifications would be the most beneficial we reached out to local Doctor's offices, hospitals, and nursing homes and spoke to those in charge of staffing. All three facilities confirmed that they were in constant need of individuals with these certifications. In fact, the local nursing home was even offering a \$1200 signing bonus to anyone with a CNA certification.

Texas Workforce Commission. (n.d.). Texas Career Check. Retrieved February 5, 2019, from <https://texascareercheck.com/OccupationInfo/OccupationSummary/51-4121.00/>

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.

Grant funds would immediately impact 206 students who are currently enrolled in advanced courses within CTE pathways where industry-based certifications would be possible. OF the 206 students a break down consist of: 47 students in the Manufacturing and Welding pathway, 42 students in our Animal Science pathway, 35 students in our Business Management pathway and 82 students in our Health Science pathway. The proposed certifications are extremely beneficial because they allow our students to step into a job immediately after graduation already in possession of the knowledge and skills they will need to succeed in the workforce. In addition, these certifications will allow our students to differentiate themselves from other job seekers by being able to veritably show their expertise in areas of high demand in their respective fields.

Aside from the benefit to our student population already enrolled in these CTE pathways, offering certifications would incentivise students who were not already involved in CTE programs to join. Using grant money to certify teachers would also facilitate a larger number of our students to be able to get certifications by not having to spend extra time and money transporting them to off site testing locations.

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

- 1) The teacher of record will request exams by turning in a list of students certifying the required pre-work and practice exams have been attempted to the campus principal.
- 2) The campus principal then approves the students for testing.
- 3) Required financial paperwork will be completed for the business office to obtain a purchase order.
- 4) The purchase order will be sent to testing vendor for exams.
- 5) A flex card will be pre-loaded as needed for online exam fees

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

- 1) Collaboration between high school principal, assistant principal, counselor, and assistant superintendent of curriculum/ instruction and leadership to develop the vision of CTE offerings for the 2019-2020 school year and industry-based certificates to offer during these courses.
- 2) Analysis of current student enrollment within the courses to determine high need CTE pathways and certification areas.
- 3) Mutual collaboration and partnership between WISD and TVCC dual credit/CTE program has been established.
- 4) Aligned current CTE course pathways were analyzed and aligned to both TVCC CTE offerings as well as the TEA industry-based certificates.
- 5) Analysis of current staff and potential staff needed to teach required courses.
- 6) Meeting with individual CTE teachers to gain insight on course pathways and possible certification opportunities.
- 7) An correspondence between Google Education and WISD has began to start the partnership to assist with student Google certifications.
- 8) True Care Alternative Living - Provide a site for clinical rotations for CNA for Certified Nurse Aid/Assistant (CNA).

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.

- 1) Students will receive required hands-on experiences within the classes by meeting requirements that may be outside of the school building for particular certifications.
- 2) A review will be required for students to participate in prior to take a practice exam.
- 3) Practice exam (as available per certification area)
- 4) Tutor and provide assistance by teacher to students who struggled on practice exam prior to taking the industry-based certification.

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

Currently, WISD is working with TVCC to fulfill specific needs for dual credit/CTE industry based certifications for the 2019-2020 school year. The advantage of joining forces with TVCC on a few of WISD's industry-based certifications is two fold. One, the courses offered through WISD's CTE pathway that will lead to an industry-based certificate with TVCC counts as dual credit courses. Next, this is a local community college where students have the opportunity to continue courses after high school giving them exposure and a head-start in their college career. WISD has made the initial connection to start the partnership with Google education assisting with the three proposed Google certifications for students. Assisting students to obtain Google certifications will not only enhance their college experience with technical capabilities for assignments, projects and collaboration, it will enhance students entering the workforce immediately after high school.

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

Substitute cost for teachers during student exam day	\$1,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development for academic and CTE teacher to integrate academics and CTE skills	\$3,000

SUPPLIES AND MATERIALS (6300)

Student / teacher exam fees	\$15,330
Site licenses for test software	\$2,000
Development and acquisition of curriculum aligned to industry-based certifications / textbooks / supplies	\$4,000

OTHER OPERATING COSTS (6400)

Travel expenses	\$3,000

CAPITAL OUTLAY (6600)

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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