



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

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): **N/A**

Applicant Information

Organization **Iraan-Sheffield ISD** CDN **186-903** Vendor ID [REDACTED] ESC **18** DUNS **193072733**
Address **PO Box 486 / 100 S. Farr Street** City **Iraan** ZIP **79744** Phone **432-639-2512**
Primary Contact **Nikki Parker** Email **Nikki.Parker@isisd.net** Phone **432-639-2512**
Secondary Contact **Patina Crowder** Email **Patina.Crowder@isisd.net** Phone **432-639-2512**

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

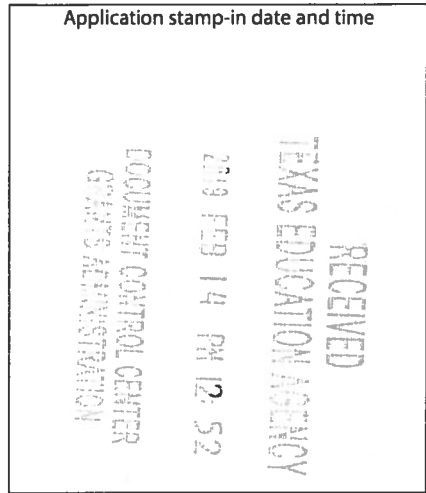
Authorized Official Name **Nikki Parker** Title **District Testing & Academic Coordinator**

Email **Nikki.Parker@isisd.net** Phone **432-639-2512**

Signature  Date **02/10/2019**

Grant Writer Name **Nikki Parker** Signature  Date **02/10/2019**

Grant writer is an employee of the applicant organization. Grant writer is **not** 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
Increase the number trained staff on campus that is able to provide and complete industry-based certifications	This program will allow us to provide professional development for teachers to prepare them to provide and complete the industry-based certifications.
Obtain the necessary materials and equipment to complete the industry-based certifications	This program will allow us to purchase the materials and equipment needed to support the completion of the industry-based certifications.
Increase the recruitment of students to complete regionally needed industry-based certifications through current courses	This program will allow us to bring a variety of certifications that support the operations of businesses within our area. By providing relevant certification opportunities for our students, we will increase our recruitment of students and prepare them for the future.

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 the end of the 2019-2020 school year, Iraan-Sheffield ISD will provide certification opportunities in manufacturing, natural resources and energy, and information technology to 60% of students enrolled in career development pathways by trained and certified teachers employed by Iraan-Sheffield ISD.

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

Component #1: 60% of students enrolled in courses. Enrollment numbers in courses that include an industry-based certification will be first used to measure progress towards meeting the process and implementation goals. This will begin before the start of the grant period, as students will register for courses during Spring 2018 for the school year of 2019-2020. To aid in the recruitment process, the academic counselor will work with the Career & Technology Education teachers to provide a hands-on showcase to explain the courses and the certifications that could be obtained. This first offering will occur during Spring 2018, but will also include a second offering during the back-to-school events in an effort to increase enrollment before the beginning of the school year.

Component #2: Career & Technology Education (CTE) teachers are trained and able to provide certification opportunities to students. This will begin during the summer months and will be completed prior to the end of the first quarter benchmark.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students enrolled in these courses will be completing curriculums that provide the support and knowledge necessary to complete the industry-based certifications. During the second-quarter benchmark, students will be given a practice certification exam to determine their current level of proficiency. At this point, the goal will be for 75% of students enrolled in these courses are able to obtain a passing score on the practice exams. The teachers will then conduct a thorough data analysis on the exams, determine which areas need to be re-addressed with students, and continue to prepare students for the final certification exam. If individual tutorials are needed, teachers will schedule those accordingly.

Third-Quarter Benchmark

Component #1: Students will be completing the final and official certification exams within their courses. The goal is for 100% of students to pass this exam.
Component #2: This will be the same time students will be registering for courses for the 2020-2021 school year. The students will help conduct a showcase to share their experiences within the courses. The goal is to increase enrollment in these courses to 75% of the student population for the year 2020-2021.

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.

Iraan-Sheffield ISD is dedicated towards the development of students, and helping prepare them for careers in the regional industries that have been mentioned: manufacturing and construction, natural resources and energy, and information technology. Throughout this project, the entire student population will be exposed to the course showcases and recruitment efforts conducted with the academic counselor and career and technology education teachers. If these activities do not increase recruitment for these courses and certifications, Iraan-Sheffield ISD will also include career days where local industry professionals share information about their career and employment opportunities. The school district has a great working relationship with several organizations that are willing to support the development of our students. In addition, the practice certification exams may show that the curriculum being used to prepare our students does not provide enough support to students in order to pass the certification exams. At this point, the academic counselor and the teachers will work together to find additional supplemental resources to fill in the gaps identified through the data analysis on the exams. This process is cyclical and will allow Iraan-Sheffield ISD to continue to evaluate the program.

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.

[Empty response area for Focus Area 1 Applicants]

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.

[Empty response area for applicants]

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.

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.

[Empty response box for item 4]

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.

[Empty response box for item 5]

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.

The Iraan-Sheffield ISD is located in Yates Field (southern Permian Basin) which has historically been among the top oil producing fields in Texas. Production of oil and gas has been the mainstay for our local economy since the founding of the community. In recent years, energy production in form of solar and wind generation has been added as a meaningful boost to the economy. In a town of approximately 1,050, and a 2A school district with enrollment of 424 students, numerous opportunities are available for our students to develop skills necessary to enter and excel in the energy industry. Based on regional labor market information, manufacturing and construction, natural resources and energy, and computer science/systems are the components that support the industry in our area. According to this information and local industry experts, computer science engineers and technicians are necessary and in high demand in order to properly operate and maintain the fields' data management system. Programming and basic Microsoft tools, such as spreadsheets, are critical to the management of data systems used within the industry. Welding is a large component needed for the oil and gas industry in our regional area, and the manufacturing and construction career cluster allows for students to earn multiple certifications. In addition, these local industry experts have explained that understanding how wastewater affects the environment should also be considered, as manufacturing and construction activities can impact the environment and the wastewater that is produced. Some additional certifications that we will incorporate into our training and development of students will include OSHA certification and helping obtain the RigPass Certification necessary to work on the oil rigs and platforms used throughout the state of Texas. Currently, these last two are not included on the list of approved certifications, but we wanted to also mention that Iraan-Sheffield ISD is dedicated to providing a well-rounded education to students that incorporates specific job skills, personal safety, and environmental safety. Using this information and reflection from the local industry experts, Iraan-Sheffield ISD is focused on bringing the following certifications to the district:

- API 1104 Welding Certificate (American Petroleum Institute) in Manufacturing Career Cluster
- AWS D1.1 Certification (American Welding Society) in Manufacturing Career Cluster
- AWS D9.1 Certification (American Welding Society) in Manufacturing Career Cluster
- AWS SENSE Welding Level 1 (American Welding Society) in Manufacturing Career Cluster
- NCCER Welding, Level 1 (National Center for Construction Education and Research) in Architecture & Construction Career Cluster
- Microsoft Office Specialist (MOS) - Excel Expert (Certiport/Microsoft) in Business Management & Administration Career Cluster
- Microsoft Office Specialist (MOS) - Word Expert (Certiport/Microsoft) in Business Management & Administration Career Cluster
- Microsoft Technology Associate (MTA) (Certiport/Microsoft) in Business Management & Administration Career Cluster
- Oracle Certified Associate Java SE 8 Programmer (Oracle) in Information Technology Career Cluster
- Wastewater Collections, Class 1 (Texas Commission on Environmental Quality) in Agriculture, Food & Natural Resources)

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.

Iraan-Sheffield ISD is a small school district, where 100% of our students are enrolled in programs focused in agriculture, manufacturing, and technology. By using these funds to certify one or more teachers to provide the industry-based certifications, we are able to effectively support students in all areas available for students. This amounts to supporting 125 students in grades 7-12. During the 2019-2020 school year, the course alignments will be re-evaluated to build pathways towards one of these three areas beginning in grade 7. While the majority of this program and the funds will support students in grades 9-12, our focus will begin to include the younger grades. Having a certified teacher on our campus will make the process easier and more enticing for students. Students within our school are involved in several extracurricular activities, which takes them from the classroom several times throughout the year. By providing a certified teacher on the campus, the students are not having to miss school or travel to complete their exams. Thus, the efficiency of the program will be higher and more students will obtain a certification.

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

As we begin with this process of offering several certifications for students, we would like to grant funds to help support the funding for students taking these certification exams. Iraan-Sheffield ISD has had discussions that we would like to offer stipends to students that are in a good status to help pay for the exams for those students. This means that they would have a good attendance record, maintained their grades within the courses, and scored well on the practice exam during the second-quarter benchmark. Iraan-Sheffield ISD would also like to support students that are in financial need, as demonstrated by their involvement with the Free and Reduced Lunch Program. Students will register for these exams at the beginning of the third-quarter, and either payment arrangements will be made between the student to provide the funds, or the school will make the payments on the student's behalf.

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

The communication efforts surrounding the development of our career pathways and opportunities began in 2018-2019 between the academic counselor and career & technology education teachers. As we move towards this grant period, the communication has increased. All parties involved, including the principal and superintendent, are highly motivated to make changes to our current course offerings and provide an increased opportunity for students to obtain useful industry-based certifications that support careers within our region.

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.

As mentioned during the second-quarter benchmark period, the academic counselor and the career & technology teachers will provide a practice certification exam in a mock testing environment. This will give the students the experience of taking the exam. The academic counselor will score the exams and meet with the career & technology teachers to go over the results. Together, the data will be analyzed for strengths and weaknesses. This will allow the teachers to identify areas that need to be reviewed prior to final testing later in the year, and ensure that those areas that have yet to be covered have the supporting resources needed to prepare students. If an additional practice exam is necessary, a second one could be conducted to help support the growth of the students.

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

Phillip Davis - individual oil and gas contractor who works with business throughout the industry
Collett Technologies - information technology and computer science engineers supporting the oil and gas industry
SCADA Systems - information technology used within the oil and gas industry
VPP Instrumentation - information technology used within the oil and gas industry
PetroEd - Curriculum and certifications that support the oil and gas industry

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	[]	Barrier	[]
Group	[]	Barrier	[]
Group	[]	Barrier	[]
Group	[]	Barrier	[]

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	[]
2. Enrollment of all participating private schools	[]
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	[]
4. Total current-year grant allocation	[]
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	[]
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	[]
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	[]
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	[]

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

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Project Lead the Way: Engineering Professional Development	2,400.00
Regional Professional Development and Training	2,100.00
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Project Lead the Way: Engineering (9-12) Course Materials	6,000.00
Certification Exams and Practice Materials	10,000.00
Supplies needed to complete the certification exams	5,000.00

OTHER OPERATING COSTS (6400)

Additional Course Materials	2,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

2 Welders	15,000
Weld Testing Equipment	2,000
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs 45,000.00

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.

Dropdown menu

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

Dropdown menu

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Main content area for describing changes and amendments, consisting of five large empty rectangular boxes.