



**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



Grant period from

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  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification

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.

2019-019335

701-19-104-021

**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
Snyder High School has less than 3% of students earning a state recognized industry certification and less than 2% of students earning locally identified certifications.	By 2022, 100% of the Snyder High School graduates will qualify for at least 15 hours of dual credit (CTE and/or academic) and/or industry-recognized certification that adds value to the graduate as an employee in the workforce of West Texas.
Only 39% of the students are performing at the Meets Grade Level status on high school EOC tests indicating a deficit in preparation for students to be successful in future college/career plans	By 2023, 100% of the students of Snyder High School will be on a P-TECH pathway with the students entering 9th grade in 2019-20 school year beginning the initial cohort. All students will utilize degree plans aligned to college and/or industry certifications with the needed support for academic success
Due to the limitations of the community resources, Snyder ISD does not have accessibility to trainings for students with alignment to high need, high wage careers in construction and manufacturing.	By 2020, SISD will identify at least two staff members or community members for adjunct instructors who will complete training programs designed to provide the credentials to allow students to earn NCCER and Healthcare certifications.

**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.

In order to meet the workforce demands of the West Central Texas area while offering high wage, high demand career preparation for all students, Snyder High School will launch a P-TECH high school program in the fall of 2019 with 100% of the freshman cohort being placed on graduation plans resulting in a minimum of 15 dual credit hours, industry-based certification(s), and/or internship experiences by their graduation. Additional cohorts will launch each year following 2019-20 in order to create a robust college and career preparation program of high school study with all programs of study aligned to industry certifications along with aligned academic and CTE dual credit offerings resulting in at least 75 students in the 2020 graduating class earning IBC.

**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**  
 A SISD staff member will be trained as a NCCER certified instruction to provide students in the construction and metals pathways access to the NCCER certifications.  
  
 The number of high school students earning industry-based certifications will increase from a baseline of 15 to 30 by the end of quarter one.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

The number of high school students earning industry-based certifications will increase from a baseline of 15 to 60 by the end of quarter two.

One hundred percent of the coherent sequence pathways will be aligned with an state industry-based certification with students earning course credit that will lead to the certification prior to their graduation date.

**Third-Quarter Benchmark**

The number of high school students earning industry-based certifications will increase from a baseline of 15 to 75 by the end of quarter three.

Percent students who meets grade level performance on End of Course Examinations will increase from 39% (2018 STAAR data) to 55% in 2020.

**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.

As a leadership team, we will set annual target goals for the number of Industry Certifications that should be earned by our students. These annual targets will be monitored by our CTE teachers through assessments embedded in the specific curriculum for each industry certification pathway. Academic progress will be monitored through common assessment data. The high school academic advisor will be responsible for tracking the students' progress towards their graduation plan which will include dual credit, IBC, and/or internship experiences. The academic advisor will work with students and parents to adjust plans as needed and provide additional interventions in order to achieve the planned outcome for the students.

If adequate progress is not being made for an entire program of study, the data can be used to gauge the effectiveness of chosen curriculum as well as identify specific professional development needed for teachers.

As a Lone Star Governance district, the goal of 100% CCMR for all graduating seniors is to be achieved by 2022. The board receives monthly updates on the district and campus progress towards this goal on a regular basis and the superintendent's annual evaluation is related to the progress towards the goal. The commitment to the implementation and the effective achievement of the goal is district-wide.



**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.

N/A

**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.

N/A

**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.

N/A

**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.

N/A

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.

N/A



**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.

According to a workforce overview report created by the Texas Workforce Commission, the largest industry sector in Scurry County as of January 17, 2018 are Mining, Quarrying, and Oil/Gas Extraction with 21.6% of all workers employed in this industry. Over 10% of workers in Scurry County are employed in the Education Industry Sector.

According to the same report, an area with the largest job growth over the past 5 years is Health and Social Assistance adding 97 jobs closely followed by Transportation and Warehousing which added 42 jobs in the past year.

With this data in mind, we will implement the following programs of study to lead to industry based certifications, dual credit, and/or internship experiences. This implementation will align with the PTECH school model we will be transitioning into in the 2019-2020 school year. Below are the programs of study to be offered in 2019-2020.

**Automotive Technology-** Students enrolled in the Automotive Technology program will have the ability to obtain industry based certifications through the Automotive Service Excellence examinations as well as earn dual credit through Texas State Technical Institute.

**Health Sciences-** In collaboration with Scurry County EMS, students in this program of study will be offered an opportunity to received education and training that will lead to a Basic EMT certification. Technician level training for high need, high wage jobs will also be provided in the area of phlebotomy. Students will be able to earn IBCs of EMT-Basic and Phlebotomy Technician.

**Construction-** The Construction & Manufacturing sectors combine to make up 8% of the workforce population in Scurry County. This program of study would allow students to receive instructor training while working towards a construction certification from National Center for Construction Education & Research (NCCER). The IBC earned by students would be the NCCER Core Curriculum.

**Education-** The education program of study would provide students an opportunity earn dual credit and/or an Associates Degree in Early Childhood Education. Students will complete their CDA and/or instructional aide certification as part of the program of study.

**Drones-**The use of drones to support the energy industries in West Texas is growing. Students will receiving training in the use of drones and earn an FAA Certification for Commercial Drone Operation.

For each of these programs of study, curriculum will need to be purchased that supports students in both the knowledge and skills necessary to be successful on certification exams and/or dual credit. Furthermore, exam fees will be purchased using grant funds as well as professional development for CTE teachers.

**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.

Below are the number of students who will benefit from this grant funding according to each program of study being served with these grant funds. Students who are currently enrolled in these CTE programs of study and receive an industry based certification upon graduation will have an opportunity to immediately secure a high wage, high need job in the local workforce.

Construction - 60 students will be enrolled in this program of study working towards NCCER certification. Currently the Snyder area does not have access to a NCCER instructor. The district has attempted partnerships with local IHE but the only instructor is located 90 minutes away and has been unable to commit to supporting the Snyder program. By certifying a staff member, Snyder ISD will be able to provide access to NCCER certifications for students beyond the grant period.

Health Sciences - 20 students will be enrolled in the Basic EMT Program/Certification while 30 students will be studying and preparing for their phlebotomy examination. Currently Snyder ISD is partnering with Scurry County EMS to offer the EMT-Basic program to students in a night program. In the 19-20 school year, the planned continuation of the partnership will result in classes being offered during the school day. The addition of the phlebotomy technician program will enhance the health care science pathway and is offered in coordination with business and IHE partners. The district will need access to curriculum designed to prepare students for the IBC.

Automotive - 30 students will be enrolled in the Automotive Technician pathway earning both dual credit (Level 1 certificates) and/or ASE industry certifications. Currently the district has partnered with TSTC in Sweetwater, Texas to offer embedded courses leading to the Level I Auto Mechanic. The addition of ASE certifications to the program will allow students to earn IBC while progressing towards their Level I certificates. The district needs access to the curriculum to prepare students for the IBC.

Education - 15 students will be enrolled in this program of study earning dual credit and/or an Associates Degree in Early Childhood Education earning CDA or instructional aide industry certifications. Through a partnership with Western Texas College, students will receive dual credit courses while completing the CDA.

Drone Education - 15 students will be enrolled in this program of study to earn their FAA certification license. The district needs access to the curriculum to prepare students for the certification tests.

**TEA Program Requirements**

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

Students enrolled in each program of study will be utilizing curriculum that aligns with industry certification exams. Throughout a student's course, they will be given formative assessments to determine if student's are making the necessary progress for exam preparation. If a student is not making adequate process, interventions will be put in place for each student along with growth measurements through assessment data. Once the student reaches the target score on formative assessments, Snyder ISD will pay for the certification/exam costs.

At the conclusion of each year, each program of study will have an annual review. During this review, data such as passing percentage on certification exams will be analyzed. If a program falls below the required passing percentage, additional support will be given for the program through teacher professional development and a review of the curriculum resources.. Additional support will include any of the following: additional teacher professional development, curriculum review, targeted academic counseling services for students, and review of course selection procedures.

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

In preparation for our school's transition to the PTECH model, we have multiple pilot programs of study in place. Currently, we have a partnership with Scurry County EMS that provides a Basic EMT training and certification course for our students. There are also pilot programs of study in place for the Automotive Technician pathway as well as a pilot pathway for students to receive their American Welding Service (AWS) certification. Our school district also has a strategic partnership in place with the local community college (Western Texas College) to offer NCCER training and equipment for the Construction Program of Study. Access to the NCCER trainer has been a barrier to the development of the program.

For the 2018-2019 academic year, Snyder High School has employed an Academic Advisor. The Academic Advisor's location is with our team of High School Counselors. This allows our Counselors and Academic Advisors to provide individualized support in all areas of a student learning as they progress through their programs of study.

Currently, all of our Grade 8 students will be placed on a Program of Study. Each Program of Study is aligned to an Industry or Business Certification and/or obtaining college credit in high school.



**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.

Curriculum will be chosen that aligns with the requirements and expectations for each Industry Certification Exam. Furthermore, students will be monitored through formative assessments throughout the course. These formative assessments will be used to determine if students are making adequate progress towards passing each respected exam. If not, interventions will be put in place until the target score is met. Interventions can include 1-on-1 instruction, reteaching of concepts, and/or improving executive functioning skills.

Additionally, CTE teachers will be required to attend summer professional development. Options for professional development would include industry training, workshops, or CTE externships for teachers. An advisory committee has been developed with the role of monitoring goals and outcomes of each program of study. The advisory committee will analyze passing percentages of students on industry certification exams as well as review curriculum and monitor classroom instruction for high quality pedagogy. All of these measurable outcomes will ensure successful preparation for all students enrolled in each program of study.

Finally, local businesses will be active partners in the monitoring of our programs. Specifically, local business leaders will have the opportunity to observe instruction, tour the learning spaces, and interview students. Through this close and meaningful partnership, our local business partners can approve our programs of study as part of our Local Accountability Report.

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

For our Health Sciences Programs of Study we have partnerships developed with Scurry County EMS and Cogdell Memorial Hospital. Both organizations offer highly trained instructors for industry certifications as well as opportunities for student job shadowing. In the Automotive Technician Program, our current partnerships are with Texas State Technical College and The Auto Clinic owned by Mr. Robbie Jamison. Texas State Technical College provides Dual Credit coursework and curriculum for our students. Mr. Jamison is the owner of a local business who has been involved with the Automotive Program in the past and will offer opportunities for internships and job shadowing. For the Construction Program of Study, partnerships with Western Texas College, Development Corporation of Snyder, and the City of Snyder are alliances that will prove advantageous to our students. Through these partnerships, students will be offered the necessary equipment and training to be successful on industry certification exams. Furthermore, these partnerships will allow our students to conduct internships through a variety of construction based service learning projects.

**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" value="2,639"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="2,639"/>
4. Total current-year grant allocation	<input type="text" value="37131"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="37131"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="14.07"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>



**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" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Faculty Certifications and Trainings - NCCER Sponsorship	<input type="text" value="4000"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

**SUPPLIES AND MATERIALS (6300)**

Certification Testing Fees	<input type="text" value="13000"/>
Certification Curriculum	<input type="text" value="13000"/>
<input type="text"/>	<input type="text" value="0"/>

**OTHER OPERATING COSTS (6400)**

<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

**CAPITAL OUTLAY (6600)**

<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

**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 \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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