



## 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

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):

## Applicant Information

Organization Brady ISD CDN 160901 Vendor ID ESC DUNS

Address 1003 West 11th Street City Brady ZIP 76825 Phone 325-597-2301

Primary Contact Stacy Rush Email srush@bradyisd.org Phone 325-597-2301

Secondary Contact Duane Limbaugh Email dlimbaugh@bradyisd.org Phone 325-597-2301

## 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 Stacy Rush Title Federal Programs/Curriculum Director

Email srush@bradyisd.org Phone 325-597-2301

Signature *Stacy Rush* Date 2/13/19Grant Writer Name Stacy Rush Signature *Stacy Rush* Date 2/13/19

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

RFA # 701-19-104 SAS # 424-20

2019-2020 Perkins Reserve Grant

of 15

701-19-104-023

2019-119-340

**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
According to the Concho Valley Workforce Development Board, Highest Ranked Occupations in McCulloch County, Emsi Q4 2018 Data Set: Largest Occupations third ranked is Food Preparation & Serving Related Occupations.	Brady ISD recently passed a bond to develop a CTE center. Within this center there will be a commercial kitchen for students to learn and develop life long food preparation and serving skills. Funds from the Grant will be utilized to provide NRA (National Restaurant Association) ManageFirst Professional (MFP) Credential (Includes Core Credential Topic - ServSafe) Certificate.
According to the Concho Valley Workforce Development Board, Highest Ranked Occupations in McCulloch County Emsi Q4 2018 Data Set: Installation, Maintenance & Repair fourth ranked fastest growing.	Funds from the Grant will apply towards NCCER Welding, Level 1 Certificate.
According to the Concho Valley Workforce Development Board, Highest Ranked Occupations in McCulloch County Emsi Q4 2018 Data Set: Largest Occupations ranked first Office & Administrative.	Funds from the Grant will be used to provide certifications in Microsoft Technology Associate (MTA) Introduction to Programming using HTML.

**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.

The percent of student certifications will increase by 30% by May 2020. The number of students who receive certifications will increase from 48 to 62 by May 2020.

**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

At the end of the first Benchmark, October 15, 2019 teachers will have received industrial based instructor certifications in the following areas; NRA (National Restaurant Association) ManageFirst Professional (MFP) Credential (Includes Core Credential Topic - ServSafe) Certificate, NCCER Welding, Level 1 Certificate and Microsoft Technology Associate (MTA) Introduction to Programming using HTML.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By the end of the second-quarter benchmark, January 31, 2020 students will have received instructional coursework to prepare them for the certification test occurring during the third-quarter benchmark. Students will also continue documenting hours of unpaid or paid industry related work experience needed to go towards their certification if required.

**Third-Quarter Benchmark**

At the end of the third-quarter benchmark May 15, 2020 students will have taken any of the following student certification tests; NRA (National Restaurant Association) ManageFirst Professional (MFP) Credential (Includes Core Credential Topic - ServSafe) Certificate, NCCER Welding, Level 1 Certificate and Microsoft Technology Associate (MTA) Introduction to Programming using HTML.

**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.

At the end of each benchmark quarter progress will be analyzed on October 15, 2019, January 31, 2020 and May 15, 2020 to determine if progress was made towards meeting the SMART goal. If no progress is made at any of the three benchmarks then remediation will be provided for instructors or students as necessary to meet the cumulative SMART goal.

**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.

**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.

Industry based certifications for the proposed project are; NRA (National Restaurant Association) ManageFirst Professional (MFP) Credential (Includes Core Credential Topic - ServSafe) Certificate, NCCER Welding, Level 1 Certification and Microsoft Technology Associate (MTA) Introduction to Programming using HTML and CCS.

According to the Concho Valley Workforce Development Board Highest Ranked Occupations, Top 10 Occupations in McCulloch County; Emsi Q4 2018 Data Set. Largest Occupations and Fastest Growing Occupations, Emsi Q4 as of January 2019 data has been utilized to determine particular student certifications to offer with the Perkins Reserve Grant.

The first largest occupation in McCulloch County is Office & Administrative Support Occupations in 2018, 438 jobs were available. The third fastest growing occupation in McCulloch County is Office & Administrative Support Occupations. During the year 2016, 425 jobs were available and in the year of 2018, 438 jobs were available. This data shows the necessity for student certification in Microsoft Technology Associate (MTA) Introduction to Programming using HTML and CCS.

According to data regarding the Fastest Growing Occupations in McCulloch County Installation, Maintenance and Repair Occupations was ranked fourth. In the year of 2016, 138 jobs were available and during the year 2018, 148 jobs were available. The seventh largest occupation in McCulloch County is Installation, Maintenance, and Repair Occupations with 148 jobs available in 2018. This data represents the need for students to be certified with NCCER Welding, Level 1 Certification.

The third largest occupation in McCulloch County with 245 jobs in 2018 is Food Preparation & Serving Related Occupations. Food Preparation and Serving Related Occupations is one of the fourth top posted occupations in McCulloch County with 69 total jobs posted between July 2018 through December 2018. Food Preparation & Serving Related Occupations are the fourth top posted occupation in McCulloch county indicative of student certification in NRA (National Restaurant Association) ManageFirst Professional (MFP) Credential (Includes Core Credential Topic - ServSafe) Certification was chosen.

**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.

Every student who is enrolled will benefit from the grant funding. Offering industry-based certifications will benefit students currently enrolled in an aligned CTE program of study as they can take their certification and apply their skills within the McCulloch County top four largest occupations; Office & Administrative Support Occupations, Installation, Maintenance & Repair Occupations and Food Preparation and Serving Related Occupations.

By using grant funding to pay for an instructor to become a licensed administrator of a TEA-promoted student capstone industry based certification, all students enrolled in CTE aligned courses will benefit from the grant funding. Students will be able to obtain an industry-based certification while enrolled in high school. After graduation students will then be able to take their industry-based certification to obtain a job and become a productive successful citizen of McCulloch county. If students choose to further their schooling by enrolling in higher education they can take this earned industrial-based certification to study further into this same field. Some students attending a junior college or university will have the opportunity to work utilizing their industrial based certification and go to college at the same time.

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

1. NRA (National Restaurant Association) ManageFirst Professional (MFP) Credential (Includes Core Credential Topic - ServSafe): To earn MFP credential, students must pass core topics, foundation topics and 800 hours of experience. Students will also be required to document 800 hours of unpaid or paid industry-related work experience through the manage first website. Students take an assessment after each module Online voucher and exam prep for \$63. ServSafe student book and on-line voucher is \$68. Teacher materials are available on-line for free after the district purchases the student curriculum.

2. NCCER Welding, Level 1 Certificate: Brady ISD will first need to register to have a sponsor representative and become accredited for \$50. The instructor will get trained by the sponsor and will need the textbook, Craft Instructor for \$75. Students must complete the prerequisite which is Core the cost for this textbook is \$54. After students complete the Core then they can begin the Welding, Level 1 certification. The student book for Welding Level 1 is \$67. Students who complete paper testing are free and students who test on-line are \$3 a test. The first round of card and certification are mailed for free. All NCCER training materials are competency based and compile once they finish. Once students complete a module they complete a hands on assessment.

3. Microsoft Technology Associate (MTA) Introduction to Programming using HTML: Microsoft Certified Professional exams are provided by third-party vendors. Exam registration occurs through Certiport. Teacher certification is free through a voucher. Testing will occur through Console 8 which requires a download and Internet access. Students will be working on the Microsoft Technology Associate Introduction to programming using HTML and CSS (98-383). LearnKey interactive labs powered by GMETRIX for MTA is a computer based training, tracking and reporting tool with project based learning workbooks and hands on training \$1,575 for 30 seats. To prepare students for the MTA pathway Certiport through G METRIX a 30 seat of practice tests to MTA exam objectives is \$1,243. Standard price for the student exam voucher is \$61 per student or K-12 site license 250 exams for \$3,094. The students test is downloaded and installed on the computer through the Internet and Console 8.

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

Efforts that have already been made by Brady ISD to ensure student success during the grant period are; Ranger Junior College Welding Level 1 Certification, OSHA 10 Certification is being offered and Food Handlers Certification is being earned by students. Students have earned Microsoft Office Power Point 2016, Microsoft Office Word 2016 and Graphic Design & Illustration using Adobe Illustrator CS6.

**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.

Brady ISD will ensure students are prepared for the industry-based certification exams by teachers who are fully trained to be able to issue an industry-based certification. This will ensure our students are completely prepared for the certification assessment exam. The students will be trained by certified teachers who will implement the curriculum for the industry based certification and align it with the TEKS. Student certification in the industry-based certification will be earned at culmination of the course and certification completion requirements.

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

Brady ISD has strategic partnerships with the following partner organizations; Concho Valley Workforce Development Board, Brady/McCulloch County Chamber of Commerce and Texas A&M AgriLife Extension Office of McCulloch County. Brady ISD also has strategic partnerships with the following employers; Jodi Crudgington, CPA, LLC and James Long Real Estate.

**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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

**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**


**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Site license for exam software/student exam fees	\$10,518

**SUPPLIES AND MATERIALS (6300)**

Resources for the delivery of instruction	\$13,570

**OTHER OPERATING COSTS (6400)**

Professional development for CTE teachers to integrate academic & career tech skills	\$50

**CAPITAL OUTLAY (6600)**


**Total Direct Costs** \$24,138**Indirect Costs****TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$24,138

**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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