



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

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.

2019-02-20

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
High percentage of low socio-economic students whose families are unable to afford tuition and other expenses for post secondary certifications	LEA to use grant funds to pay for tuition, supplies, and fees for students to attend post secondary certification classes at Panola College, our IHE partner
Students require transportation to and from Panola College to attend post secondary certification classes at night because they do not have transportation available at home.	Provide driver salary to transport students needing to attend night classes. The LEA already budgets for transportation for day time classes.
Students need assistance adapting to college level courses, expectations, and help with resources such as Internet service and computers to use for assignments which are not available in the students' homes.	LEA will provide daily academic support in class to assist our students who need additional time to complete assignments, learn study skills effectively. Our students also need this time because the majority of the time their parents cannot help them, they do not have the resources.

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.

Students at every level are served by meaningful and realistic goals crafted with their learning needs and ambitions in mind. With this objective, in mind our goal for this grant is to to expand our dual enrollment/concurrent credit/CTE with Panola College being our IHE partner in order for more students to be able to have or have begun to earn a career certification. This goal will allow our LEA to meet the needs of our students by expanding the number of career pathway certifications. The district can offer and graduating students who are preparing and/ or are prepared with a certification to go to work immediately upon graduation.

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

With grant funds, the LEA will have maximized the number of students enrolled in certification classes with our IHE partner; track students' progress. Students will have at least 95 percent attendance for college classes and have no missing assignments.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By this benchmark our students will have finished their first semester. The district's goal is for all students to have past their post secondary classes. Evaluate any students who have had difficulty as to whether or not to enroll them for the next semester or provide additional supports to ensure success as clearly stated in our Tenaha ISD dual credit policy.

Third-Quarter Benchmark

With grant funds, the LEA will have maximized the number of students enrolled in certification classes with our IHE partner. Track students' progress for at least 95% attendance for college classes and 95% percent of the students have no missing assignments and are passing their classes.

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.

Develop a System for Monitoring Fidelity - There's an old saying, "What gets monitored, gets done." This seems to hold true when schools implement new practices and programs. Oftentimes, simply by monitoring implementation a school can improve fidelity. As the district along with its IHE partner develop a system for monitoring fidelity, the implementation team needs to: Identify methods, measures, and sources; establish a data collection plan; and train data collectors. Research shows that in the absence of monitoring, teachers tend to alter implementation procedures. Of those teachers who implement preventive programs, 41 percent to 84 percent change components or procedures over time (i.e., they drift) or discontinue their use. (Tappe, Galer-Unit, & Bailey, 1995). We will be using evaluation procedures included with implemented programs and/or we will be developing our own based on the grant itself. Multiple measures of data used included teacher fidelity, student learning, demographics, perceptions, and school process. All the data will be analyzed formally (BOY, MOY and EOY) at the three required data analysis meetings. But for the program to be truly successful it will be necessary for us to analyze student data and check student progress daily and weekly through the monitoring systems. Feedback (positive and negative) and improvement measures will be provided continuously.

"...sustainability requires constant vigilance and continued attention to system supports, starting with the exploration stage and continuing through the life of the innovation." (Wallace, Blase, Fixsen, & Naom, 2007)

Our successes as an independent school district in sustainable practices are directly related to how each individual employee plays a role in sustainability within their day-to-day activities. All of our programs are based in the basic concepts of sustainability and individual responsibility to contribute to implementation. Our current successful programs underlie all sustainability practices happening around our campus. Our philosophy about sustainability consists of small steps and bold moves, in which our employees play a key role every day. The same will be true for this grant if we are successful in obtaining this grant. Before beginning the application for this grant, a group met to discuss data and needs. Also, discussed was a commitment to the overall project and the need to continue it past the grant period. It was decided that in order for our students to have success in their post secondary lives, the district needed to make a long term commitment.

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Tenaha ISD is a rural school district. The campus data from the 2017-2018 school year shows that Tenaha Schools was one campus serving students in grades pre-kindergarten to grade 12. The campus had 579 students with 144 having Code 2 CTE indicators. With 579 students PK-12 this shows that 24.87 % of the students were taking Code 2 CTE courses. If you include only those students in grades 9-12 (grade 9-48, grade 10-42, grade 11-35, grade 12-48 totaling 173 students) who are eligible to take Code 2 CTE courses the percentage would be 83.24. Carl D. Perkins – Title I, Part C for Fiscal Year 2018 shows our LEA was eligible for reallocation of funds. These three criteria make Tenaha ISD eligible to apply and receive this grant.

The LEA's goal for this grant is to expand our dual enrollment/concurrent credit/CTE with Panola College being our IHE partner. At the present time, some of our juniors and seniors participate in dual credit courses such as English Composition, Public Speaking, Art, Government and Economics. Also included in our partnership agreement are CTE courses, welding and certified nursing assistant which lead to certificates and are in high demand in our area. Our LEA has been using Title I funds to help pay for tuition, fees and supplies for our students taking welding and CNA certifications courses. The CTE courses are held at the Shelby County Regional Training Center (SCRTC). The district would like to expand the number and types of certification classes and expand the number of students with certifications furthering their education with advanced certifications. The certifications the LEA would like to add in addition to welding and Certified Nurse Aide/Assistant are: Engine Repair, Educational Aide 1 and Electrical Apprenticeship.

The Shelby County Workforce Development board has indicated to our district that these five specific certifications are highly desirable and that jobs are available for all five areas in our county. The county school districts including ours has trouble finding certified educational aides to work with students with special needs. At the present time our LEA has two aide positions open. Information from the Shelby County Chamber of Commerce indicates that CNA personnel are in high demand at the nursing homes, doctors' offices and emergency clinic. The Chamber also shows electricians and HVAC companies are actively seeking electrical apprentices. Garage owners who are members of the Chamber also need employees who are certified in engine repair. With oil and gas being a big industry within our county, companies are continually trying to hire welders to work in various petroleum related areas including pipelines, oil and gas drilling rigs. The last two school years, our district used Title I, Part C funds to pay Panola for welding classes for three students during their junior and seniors years. The three students passed their welding certification tests in May and graduated from Tenaha Schools on Thursday night and reported for work on Monday morning. To date these three young men are doing well and are still working for the same company.

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.

During the 2018-2019 school year, Tenaha Schools has 17 students taking post secondary out of 74 junior and seniors. The district has 21.6 percent of its eligible students taking post-secondary courses. With this grant the district would be able to help approximately eight more students earn CTE certifications. This would mean that about one-third of our eligible students would be receiving free post-secondary education. The number of student the LEA will be able to assist will also be determined by the career they choose because different costs are involved. Welding for example takes 4 full semesters in order to be able to take their first certification exam. A CNA course only takes one semester.

Rising ninth grade students along with their parents, school counselor and administrators meet and select the student's plan of study. Students who select a CTE pathway is placed on the selected CTE pathway with aligned CTE program of study. The LEA then makes sure the students take the prerequisite classes for their intended certification. Our district's CTE teachers, and administrators work with Panola College, our IHE partner, to make such the courses the district and the college offers are aligned and beneficial in helping our students pass their certification exams. Also, all courses are compliant with TEA guidelines and TEKS. And also meet industry based standards.

Over 81 percent of our students live below the poverty level so if the LEA does not help our students with post secondary tuition, supplies, and fees there is a very good chance that they will have to enter the workforce at entry level positions.

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

Panola College includes the cost of the certification exams in the last semester costs for welding, electrical apprenticeship and engine repair. The LEA pays for these certifications when the tuition invoice is paid. At the end of the coursework for students taking CNA and Educational Aide I; the professors will send notification to the district the students may take their certification exams. At that time the COO will register the students to take the exams, pay the fees and also arrange transportation for students to the testing site.

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

Constantly changing patterns of work and education worldwide make it essential that every school student has access to career education and guidance that is future-focused and personalized. This has immediate and long-term benefits for students. Students need to learn strategies that will equip them to plan and manage their learning and career pathways at and beyond school. This learning will contribute to them gaining the qualities, values and competencies. During the eighth grade year, all students take a Career Portals class which introduces the students to various careers. Also all rising ninth grade students and their parents meet with the school counselor and other administrators in order to discuss student's desires and plans for their high school years and beyond in order to write their six year plan which will include careers and postsecondary intent. Career education and guidance is an inherent element of every school's provision of a rich and balanced education. It assists students to make decisions at key transition points and supports their successful transition from school to further education or work. It also aims to develop the career management competencies that will equip students to manage their career pathways and opportunities throughout their lives. Recent experience in schools demonstrates the school-wide impact of effective career education strategies. There is clear evidence that students who understand the relevance of school to their future lives and careers feel more motivated about school. Our district's partnership with Panola College helps provide certification classes that our small school district cannot possibly provide.

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.

The LEA will implement an academic support in class staffed by teachers working as tutors to provide additional instruction for the post secondary CTE class. The students we are targeting with this grant will have no experience with college level classes. They will need help with time management and help planning their approach to assignments. Internet capable computers will be available for student to use. Sometimes students are reluctant to ask for help, but the LEA will be making time available for LEA staff to check on student progress on a daily basis if necessary. This will hopefully be a collaborative learning experience. Peer tutoring will also be available during this time because research has shown that some students are more comfortable being tutored by other students.

The LEA believes that academic supports in class approach will help students successfully complete their CTE courses and they will prepared to take their certification exams in a timely manner. Also classtime will be allowed for CTE teachers/ professors to review any material before the certification exams.

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

Our district's partnership with Panola College helps provide certification classes. With our small district it is impossible to provide the various certification CTE classes that our students need and want; without Panola College there would be no need for the district to apply for this grant. Also our involvement with the Workforce Development Board and the Chamber of Commerce is invaluable to the district. They provide information on trends and career paths that the district would not have access.

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

Bus Driver salary for students taking evening classes (\$45 RT 2 X per week for 36 weeks)	\$3,240
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Panola College - tuition and fees	\$24,760
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Supplies	\$3,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Certification Exam Fees	\$1,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

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

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