



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

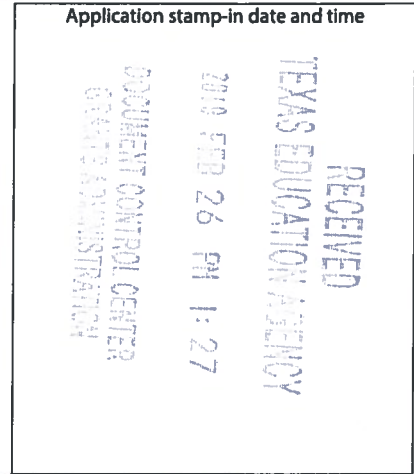
NOGA ID

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.

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
Zero percent of Students enrolled in Automotive, Construction, Health Science and Manufacturing programs of study are able to demonstrate comprehensive industry safety standards in shop/lab areas and meet industrv safetv requirements.	Students will demonstrate safety standard skills within the shop/lab areas that meet the OSHA 30 General Industry standards through hands-on learning and benchmark exams.
Zero percent of Students enrolled in Automotive, Construction, Health Science and Manufacturing programs of study are trained and prepared to become OSHA 30 General Industry Certified.	Certified Instructors will work with students to prepare them for the OSHA 30 General Industry Certification. This will be accomplished through face-to-face training within the classroom.
Zero percent of Teachers in Automotive, Construction, Health Science and Manufacturing programs of study are Certified Instructors for OSHA 30 General Industry Certification.	Teachers will receive Certified Instructor training that will qualify them to design and deliver OSHA 30 General Industry face-to-face trainings and certification exams.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2020, 100% of students enrolled in the Automotive, Construction, Health Science and Manufacturing clusters will have received OSHA 30 General Industry Certification training through qualified Instructors in order to obtain the OSHA 30 General Industry Certification.

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

All Automotive, Construction, Health Science and Manufacturing teachers have successfully completed OSHA 30 General Industry Instructor training and/or are enrolled in an upcoming OSHA 30 General Industry Instructor training course.

Measurable Progress (Cont.)

Second-Quarter Benchmark

All Automotive, Construction, Health Science and Manufacturing teachers have successfully completed OSHA 30 General Industry Instructor training and have begun to prepare instructional plans for implementation.

Third-Quarter Benchmark

All teachers in Automotive, Construction, Health Science and Manufacturing programs of study have designed and implemented face-to-face training that prepares students for the OSHA 30 General Industry Certification.

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.

Students will be given a baseline benchmark to determine their current understanding of OSHA 30 General Industry standards. Quarterly benchmarks will be administered to monitor student progress towards preparation for OSHA 30 General Industry Certification. Teachers will analyze student outcomes and identify areas of weakness to develop strategies to reteach identified needs. A plan for evaluation will be developed by the CTE department teachers to monitor, implement, and assess student progress.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

[Empty response box for providing a sample crosswalk]

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

[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 proposed project encompasses Automotive, Construction, Health Science and Manufacturing programs of study. Based on the 2017 Workforce Solutions data, Automotive, Construction, Health Science and Manufacturing programs of study fall under Aerospace/Advanced Manufacturing, Healthcare/Biosciences, and Construction data. Findings presented in Target/Demand Occupation data report include Auto Service Technicians & Mechanics, Welders, Cutters, Solderers & Brazers, Phlebotomists, Medical Assistants, Pharmacy Technicians, Laboratory Technicians, Carpenters, and Sheet Metal Workers are in high demand. The targeted occupation job titles listed under Aerospace/Advanced Manufacturing and Construction have an expected growth of 19.30%-23.30% by the year 2024 in the Alamo area, with Healthcare/Biosciences occupations with an expected growth of 22.10%-44.70%. All targeted occupations in these clusters require a high school diploma (equivalent) or postsecondary non-degree award. By focusing on these targeted occupations that align to our programs of study in Automotive, Construction, Health Science and Manufacturing, students will be adequately prepared to meet the safety standards required for these occupations by ensuring all instructors are OSHA 30 Instructor Certified. OSHA industry certification is required by all the targeted occupations listed above and the OSHA 30 General Industry Certification is aligned to the 2019-2020 TEA Industry Based Certification Proposed List. OSHA 30 General Industry is a comprehensive safety program designed for anyone involved in general industry. Specifically devised for safety directors, foreman, and field supervisors; the program provides complete information on OSHA compliance. By certifying all instructors within the targeted programs of study, we ensure that all students are equipped with the skills and knowledge necessary to be successful in the Target/Demand Occupation data published by Workforce Solutions Alamo.

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.

Eight instructors will become OSHA 30 General Industry Instructors to assist in meeting the SMART goal; By June 2020, 100% of students enrolled in the Automotive, Construction, Health Science and Manufacturing clusters will have received OSHA 30 General Industry Certification training through qualified Instructors in order to obtain the OSHA 30 General Industry Certification. This will impact 367 students currently enrolled in the aligned CTE programs of study and appropriate courses. Having all teacher instructor certified will benefit all students enrolled in one of the above programs of study by ensuring that students not only have the skills and knowledge to be successful in their selected industry, but also are equipped with an industry-based recognized certification. As students successfully obtain their OSHA 30 General Industry Certification, instructors and prospective employers can confidently place students on the job knowing that they understand, practice, and enforce safety in compliance with OSHA standards.

TEA Program Requirements

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

All students enrolled in CTE programs are eligible to take certification exams. All students are provided training to meet expectations and requirements of certifications. Student progress is monitored through benchmarking. All students meeting a passing benchmark score will proceed to sit for certification exam. Any students that failed to pass the exam are granted an additional opportunity and training for retesting. Instructors submit a detailed request to the district Career and Technical Education Department to purchase certifications. Once the district CTE Department has received the requisition, a Purchase Order is requested and approved to the requester. Certifications will be ordered and administered to students.

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

One-on-one certification meetings have been held at all campuses with instructors, campus principals, and district CTE administration to assess the needs of students in the respective programs. During planning meetings, discussion of the proposed project had high levels of support by all stakeholders. Teachers are invested in becoming equipped with the credentials necessary to prepare and certify students for the OSHA 30 General Industry Certification within their programs. Training and benchmarking timelines have been put into place for all certified testing. Program monitoring by CTE department and campus administration are continual to support teachers and student passing outcomes.

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.

Edgewood Independent School District ' s Career and Technical Education (CTE) Department will ensure that teachers receive and complete required training to become OSHA 30 General Industry Certified. The CTE Department will also ensure that students are prepared for industry-based certification exams by benchmarking, providing instructional support, and continued progress monitoring. Teachers will analyze student evaluation benchmark data and student progress with campus administrators to aid in monitoring, implementation, and assessment of student progress.

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

Edgewood ISD is dedicated to ensuring the success of the identified programs of study through partnering with industry certifying entities like Associated Builders & Contractors (ABC) and Automotive Service Excellence (ASE). The CTE administration team and Automotive Instructors work closely with an ASE consultant on an ongoing basis and meet a minimum of two times per year for progress monitoring. Health Science has partnerships with local entities, such, Blue Skies of Texas, which allows students to practice their skills at their facilities. This ensure students are having hands on, real world experiences preparing them for industry. In addition, cluster CTE Advisory Committees meet a minimum of two times per a year. The committee provides feedback and program evaluations.

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

Substitutes	6292
Supplimental Pay	10025

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Instructor Training	500

SUPPLIES AND MATERIALS (6300)

Student/Teacher Supplies	1000

OTHER OPERATING COSTS (6400)

Instructor Training	11000

CAPITAL OUTLAY (6600)

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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