



2019-2020 Perkins Reserve Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

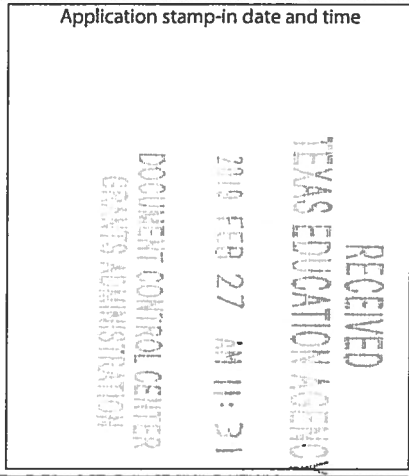
NOGA ID [redacted]

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494



Grant period from July 1, 2019 - August 31, 2020

X 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 Brookesmith ISD CDN 025908 Vendor ID 75-1614448 ESC 15 DUNS 965516250
Address PO Box 706 City Brookesmith ZIP 76827 Phone 325-643-3023
Primary Contact Steve Mickelson Email steve.mickelson@brookesmithisd.net Phone 325-643-3023
Secondary Contact Scott Edmondson Email scott.edmondson@brookesmithisd.net Phone 325-643-3023

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):

- X Grant application, guidelines, and instructions
X General Provisions and Assurances
X Application-specific Provisions and Assurances
X Debarment and Suspension Certification
X Lobbying Certification

Authorized Official Name Steve Mickelson Title Superintendent

Email steve.mickelson@brookesmithisd.net Phone 325-643-3023

Signature [Signature] Date 02/26/2019

Grant Writer Name Jennifer Barrow Signature [Signature] Date 02/26/2019

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

- The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Welding - by 2022 our region is expected to see the addition of 710 jobs in this high demand area.	The Agricultural Education teacher will obtain certification summer 2019 in order to instruct students according to the guidelines set by the American Society of Welding. The funds will be used to upgrade the shop, supplies for the course and pay for the test to certify students.
Microsoft Office Certification - Most high demand areas needed in our area require a moderate amount of computer skill. Certifying students in, Word, Excel & PowerPoint.	We will use Jasperactive/GMetrics or Imagine Academy as our curriculum and practice tests. These programs also will be our source for the certification tests.
OSHA30 General Industry Training - Manufacturing, another high demand industry in our area, require their employees take an OSHA course before beginning their job.	We will use the online curriculum from OSHA Education Center to certify all our high school students.

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.

Our school SMART goal is to provide as many students with certifications in a variety of areas to allow them the greatest options upon graduation. Whether students plan to go to college or work right after high school these certifications will provide them with an advantage over other applicants.

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

Each program provides practice tests that we will be using as our benchmark.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Each program provides practice tests that we will be using as our benchmark.

Third-Quarter Benchmark

Each program provides practice tests that we will be using as our benchmark.

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.

After each benchmark we will determine the needs of each student, provide more practice and/or instruction as needed. This will be individualized per student.

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 crosswalk information]

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.

Microsoft Office Certification that included Word, Excel and PowerPoint skills and which will greater prepare our students for the job market. Several demand occupations within the West Central Texas Workforce Commission require moderate technology use such as the Medical Techs and Paramedics, Electro-Mechanical Techs and Registered Nurse to name a few. These are high needs areas based on Workforce Commission data.

American Welding Society Certified Welder certification will meet the needs of specific occupations that are in demand in our immediate area. There is a strong desire amongst many of our students to enter the welding field. A certificate in welding will enhance their education and provide them with an opportunity to go straight to work and become productive individuals in our area. According to the local workforce commission, by the year 2022 there will be a need for 710 jobs within the region.

OSHA 30 Hour General Industry is a certification that is beneficial to all occupations. It pairs well with the students receiving a welding certificate, or going into an occupation. All businesses and industries have to consider OSHA standards. Employees who have training in this area are less likely to be injured on the job and will be aware of potential hazards on a job site. Students who leave high school with this training will save employers time and money, thus, enhancing a students ability to procure a quality position.

Our school has an active agriculture program that utilizes the shop when building or repairing items around the school or for community. Shop safety is taught each year before students are allowed in the area. This program would cover shop safety and awareness of possible hazards. The sooner we can prepare students for the workplace.

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.

American Welding Society instructor certification is required for this program. We will also become a test site. This will enable the school to keep students on our campus and still certify them. 5-6 students will be certified during the Grant period. Having a certified teacher for the welding will provide students an instructor who knows what is expected and aid them in success. What makes our situation unique is the opportunity for one-on-one experience due to smaller class size.

Our Microsoft Office instructor will also be certified and our campus will be a testing site. Neither of these are required for the program but will benefit students. We plan to instruct 40 students the first year, and in the following years we will work to certify each 9th grade class. Microsoft Word, Excel and PowerPoint are the programs we feel will best meet the needs of the industry base in our area.

OSHA30 is online based, so it is not necessary to have a teacher certified in that area but we will have a CTE certified teacher oversee the course. We plan to certify each student in high school, and in the following years we will certify the 9th grade. The benefit is, increased shop safety in the agriculture department and increased job potential of students while still in high school and following graduation.

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

American Welding Society grant funds will pay for Welding certification tests for each student and materials required by the certifying program. At this time we plan to use the American Welding Society program along with materials needed for the course and tests. It will cost \$7500 to certify 5 students.

Microsoft Office Certification funds will be used to purchase an updated version of Microsoft Office and the curriculum to instruct approximately 40 students and test them in at least one program area. At least half the students will test in all 3 areas. The test cost is \$90/ certification with 1 retest so the cost for tests will be \$10,200. The curriculum will cost an additional \$3200.

OSHA30 – The students will be assigned to a course during their regular high school day that will have internet access to complete the online course. When the course is complete they will be able to print a certificate of completion for the OSHA30 course and temporary proof until for their cards to arrive in the mail. The course will cost \$7160 to certify all 40 high school students during the grant period.

Becoming a test site will aid in student success when testing because they will use the equipment that they trained with and be comfortable with the environment. It will also keep students from missing core classes that are required for graduation.

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

Both the welding instructor and MOS instructor have agreed to training at the Region 15 service center. The administration has agreed to continue backing the program long term after the grant ends. Also, planning of students course needs for next year include necessary course scheduling that will maximize not only grant funds but classroom instruction to ensure student success in each certification area.

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.

Brookesmith ISD will ensure students are prepared for the industry-based certification exams by designing rigorous classroom management and structure. Each day students will be immersed in assignments and real-world sensors that will engage them and bring real life to their lessons.

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

Ranger College is one of our strategic partners. They provides dual credit with the option to receive an Associate's Degree. This year we will have 1 student who will meet this goal and continue on to a 4 year University. There are 7 students taking at least one dual credit course this year. Next year we will have 2 students receive their Associates Degree and each year will continue to encourage students to pursue college courses and obtain an Associate's Degrees or a Certification. We also partner with the West Central Texas Workforce Commission with job planning for our students.

In previous years the district has had an agreement with TSTC and hope to renew the partnership to further expand the options for certifications.

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	
American Welding Society - This will cover the curriculum, practice tests and certification testing	\$7,500
OSHA 30 Hour General Industry - This will cover the online program and testing	\$7,160
Microsoft Office Specialist - This will cover the curriculum, practice tests, certification testing & software	\$15,340

OTHER OPERATING COSTS (6400)	
<input type="text"/>	<input type="text"/>
<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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