



**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

Application stamp-in date and time
RECEIVED
TEXAS EDUCATION AGENCY
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION
2019 FEB 27 AM 11:30

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.

2019-019370

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 |
|--|--|
| Currently, Jim Hogg County ISD has a 45.6% college ready rate. When compared to the region's average of 51%, this statistic shows a quantifiable need to increase certification completion and additional training for students. | With grant funding, the district hopes to increase the number of students participating in industry-based certification testing and ultimately, increase the college ready rate to 60% by becoming a licensed testing site and paying for student certification fees. |
| Jim Hogg County ISD spends approximately \$10,000 a year in chaperoning and bussing students to licensed testing sites. These funds reduce the amount of money that can be used towards purchasing school essentials. | With grant funding, the district will become a licensed testing site; thereby, eliminating the need for this reoccurring fee. |
| The district needs to increase the number of individuals who can sustain themselves after high school graduation. The current median income for households within the target area is only \$31,403. | The district will offer and pay for industry certification testing in the Business, Manufacturing, Health Science, and Education programs of study. The average salary of occupations in these fields is \$49,042, which is already \$17,639 more than the current average in the target area. |

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 summative SMART goal will create a testing center that includes: Specific – (What) To pay for students' certification fees, become a licensed testing site, and assist an instructor in becoming a licensed administrator. (Why) To increase the number of students who graduate with the ability to fill high-demand occupations and to increase the College Career and Military Readiness (CCMR) accountability percentage; Measurable – By tracking the students who will take certification tests and/or graduate with an industry-based certification; Achievable – The district received buy-in to sustain the grant from the surrounding districts and employers (15 pts); Relevant – The goal provides answers to the challenges that Texas faces by helping students address workforce needs; and Timely – The district will be an approved testing site by August 31, 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

The following identified benchmarks will be utilized at the end of the first quarter in order to accurately measure progress toward goals:

1. The district will have trained three (3) teachers to administer industry-based certification exams;
2. The district will have completed the appropriate paperwork and taken the necessary steps to become a licensed testing site; and
3. The district will have informed five (5) surrounding schools of the newly licensed testing site.

Measurable Progress (Cont.)

Second-Quarter Benchmark

The following identified benchmarks will be utilized at the end of the second quarter to continue to measure progress:

- 1. The district will have created a testing availability schedule;
- 2. The district will have distributed the aforementioned schedule to its students, as well as, to surrounding districts; and
- 3. The district will have ensured that a minimum of 50 students signed up for testing.

Third-Quarter Benchmark

The following identified benchmarks will be utilized at the end of the third quarter to measure the program's progress:

- 1. The district will have saved money by becoming a licensed testing site and paying for student certification testing with grant funding;
- 2. The district will have paid for at least 50 students to take their certification tests; and
- 3. The district will have a minimum of 70% of students pass their certification tests.

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.

The district will utilize project evaluation data, compare it to base data, and modify the program if needed. The data to be collected will include performance measures and other data such as:

- Number of instructors eligible to administer industry-certification tests;
- Number of students who took tests for a Certification/Industry Credential; and
- Number of employment opportunities provided to students.

In order to gather more information about the program, surveys will be issued to program participants (i.e. teachers, students, other districts, etc.) to determine if this testing program has adequately accommodated the needs of the district. Data collected will allow the district the ability to determine whether the establishment of the newly found testing site is positively impacting the students of the region. Once collected, the district will be able to determine if they are meeting benchmarks and/or are implementing solutions to address problems with the program.

If deemed necessary, the program stakeholders will discuss any modifications or improvements needed and will also send out letters to parents/guardians, community members, and board members to notify them of such actions. This will ensure that the district is offering the best possible educational opportunities to its students.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

TEA Program Requirements

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

N/A

TEA Program Requirements

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

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

N/A

TEA Program Requirements

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

N/A

TEA Program Requirements

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

N/A

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

N/A

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

The district met with partnering organizations and stakeholders to identify which industry-based certifications and programs of study should be targeted for this grant. To ensure the offered program of study is aligned with the need of the local workforce board, they utilized the Texas Workforce Commission (TWC) website to determine that the following occupations are currently in high-demand with a total of 88,860 projected Texas annual openings for these fields in the State of Texas: Accountants; Financial Analysts; Maintenance and Repair Workers; Welders, Cutters, Solderers, and Brazers; Nursing Assistants; Licensed Vocational Nurse/Practical Nurses; Elementary, Middle, and High School Teachers.

To fill this regional labor workforce need, Jim Hogg County ISD identified Business, Manufacturing, Health Science, and Education as the targeted programs of study. By offering students CTE courses in these programs of study, students will be able to receive any of the following certifications: NCCER LEVEL I Welding Certification; AWS D1.1 Certification; AWS D9.1 Certification; Certified Nurse Aide/Assistant (CNA); Council for Professional Recognition Certified Child Development Associate (CDA); and Educational Aide I Certificate (State Board for Educator Certification - SBEC).

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.

Due to the remote area of the district, many students face difficulty scheduling testing dates and earning industry-based certifications. This may be due to the inconvenience of driving to other testing sites that are located miles away.

Therefore, the district would like to have a teacher to become certified in the specified industry-based certification, to reduce this inconvenience. By making it easier for students to schedule their testing dates at their school and by paying all student certification fees, the district hopes to increase the percentage of students who take and pass their CTE certification test.

Becoming a licensed testing-site will not only benefit the students partaking in CTE courses at Jim Hogg County ISD, but also the students from neighboring school districts. Once awarded, the district will meet with these neighboring districts to provide an update on the newly established testing site, as well as, ensure the test schedules are provided in a timely manner.

TEA Program Requirements

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

Below you will find the processes for each exam type that is paid for by the district:

1. First, the district verifies with the instructor that the students have completed the necessary course requirements and training hours;
2. Based on the number of students who have completed the course requirements, the district pays for the costs of the certification exams; and
3. Once the exams are purchased, the district provides students with transportation to the testing site as needed and ensures a school employee is available to travel with the students.

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

To ensure success of the proposed program during the grant period, the district met with partnering organizations and stakeholders and received buy-in, as seen in the signed letters of support [15 points]. This confirms that there will be individuals directly involved and encouraged to promote this program and its success.

Additionally, throughout the term of the grant, the district will continue to meet with administration, teachers, the school board, neighboring districts, and employers to solicit feedback. This feedback will be provided through the answered surveys that are issued throughout the grant period on a quarterly basis.

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.

In order to ensure that students are prepared for the industry-based certification exams, the district has created a targeted recruitment and selection process for qualified teachers. In order to be selected, the individual must already be certified, have proof of academic success, possess work experiences in this field, and be familiar with the targeted student population.

The district will provide the best equipment possible to its CTE students to adequately prepared them for the Business, Manufacturing, Health Science, and Education programs of study. Through previous grant funding, the district was able to purchase the following pieces of equipment for hands-on training for students pursuing the Manufacturing and Health Science programs of study:

- Invertec V350 PRO Ready Pak with LF-72 Wire Feeder;
- Power Wave C300 Advanced Process Welder Multi-Purpose Educational Ready-Pak;
- Torchmage Educational 4 x 8 Cutting Table Package;
- VRTEX - 360 Package Simulator;
- VRTEX - Virtual Reality Welding Machine;
- Hospital beds;
- Medical mannequins;
- Heart rate monitor; and
- Other up-to-date CNA lab equipment to include: blood pressure cuffs, stethoscopes, otoscopes, etc.

By adhering to the recruitment and selection process of teacher certification, as well as, providing the proper equipment for students to practice their skills, the district ensures that the students will be prepared to take their industry-based certification exams.

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

The district/charter has already secured a few strategic partnerships for this grant in order to provide an advantage in implementing the proposed project. One partnership includes working with Workforce Solutions for South Texas. The board will be able to facilitate partnerships between the district and local businesses with similar training needs; thus, increasing the potential for students to receive employment right after high school. Additionally, the district's current partnership with Texas Workforce Commission (TWC) has led the district to receive JET Grant funding to become fully equipped to offer CTE courses in various high-demand industries in the area.

To ensure all credits earned by the student will be transferable, the district partnered with Coastal Bend College (CBC) so that the students will be able to reduce the standard number of credits to complete an associate's degree from sixty credits to forty-five credits.

Additionally, the district partnered with Hebronville Machine Shop, Meridian Care of Hebronville, and La Paloma Nursing Center to provide students with the experience needed to attain skills/traits for the Manufacturing and Health Science programs of study. This will assist the students in becoming more prepared to enter the workforce; thus, making them more likely to receive employment upon high school graduation.

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

| | |
|-------------------------------------|---------|
| Extra-Duty Pay for Teacher Training | \$1,500 |
| Project Director Stipend | \$5,000 |
| | |
| | |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|---------|
| Data Collection and Analyses Costs | \$3,000 |
| Professional Development for Academic and CTE Teachers/Certification Costs | \$4,000 |
| Student Certification Costs Fees | \$6,500 |

SUPPLIES AND MATERIALS (6300)

| | |
|--|---------|
| Non-Consumable Instructional Materials and Resources | \$7,715 |
| | |
| | |

OTHER OPERATING COSTS (6400)

| | |
|-------------------------|---------|
| Travel Expenses (Local) | \$1,000 |
| | |
| | |

CAPITAL OUTLAY (6600)

| | |
|--|--|
| | |
| | |
| | |

Total Direct Costs \$28,715

Indirect Costs \$1,285

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$30,000

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.

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

FOR TEA USE ONLY
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[Empty box for describing changes]