



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): [redacted]

Applicant Information

Organization Menard ISD CDN 164901 Vendor ID 1756002051 ESC 15 DUNS 100075779
Address P.O. Box 729 City Menard ZIP 76859 Phone 3253962513
Primary Contact Cheryl Chancey-Kruse Email cheryl.kruse@menardisd.net Phone 3253962513
Secondary Contact Felicia Laxson Email felicia.laxson@menardisd.net Phone 3253962513

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 Amy Bannowsky Title Menard ISD Superintendent

Email amy.bannowsky@menardisd.net Phone 3253962404

Signature [Handwritten Signature] Date 02/25/2019

Grant Writer Name Cheryl Chancey-Kruse Signature [Handwritten Signature] Date 02/25/2019

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

2019-019374

701-19-104-052

**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
Students are unable to attain funds for industry based certifications.	Menard ISD will pay for certification fees for all students enrolled in the certification program.
Menard High School will become an approved testing site.	Purchase required hardware and software needed to become a industry-based certification testing center.
A requirement to become an approved testing center includes licensed instructors and administrators.	Proctors and administrators will attend training required to become certification administrators.

**SMART Goal**

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

The percent of students who receive MOS Certification will increase from 0% to 10% by May of 2020.  
 The percent of students who receive OSHA30 Certification will increase from 0% to 50% by May of 2020.  
 The percent of students who receive ServSafe Certification will increase from 0% to 10% by May of 2020.  
 Presently TEA industry based certifications are unattainable for our students.

**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

Students preparing for the MOS Certification will perform with 90% Mastery on 1st quarter GMetrix Word Expert Benchmark.  
 Students preparing for the ServSafe Certification will have completed with Mastery 25% course.  
 Students preparing for the Osha30 Certification will have completed with Mastery 25% of the course.

If students are not on target for measurable progress, they will receive additional remediation and take additional practice tests to meet the benchmark performance standards.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

Students preparing for the MOS Certification will take and pass the Word Expert Certification Exam  
Students preparing for the ServSafe Certification will have completed with Mastery 50% course.  
Students preparing for the Osha30 Certification will have completed with Mastery 50% of the course.

If students are not on target for measurable progress, they will receive additional remediation and take additional practice tests to meet the benchmark performance standards. Teachers will closely monitor the progress of students. Additional practice exams will be created in GMetrix to help the students maintain benchmark standards.

## Third-Quarter Benchmark

Students preparing for the MOS Certification will perform with 90% Mastery on the 3rd quarter GMetrix Excel Core Benchmark.  
Students preparing for the ServSafe Certification will have completed with Mastery 75% course.  
Students preparing for the Osha30 Certification will have completed with Mastery 75% of the course.

**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.

An advisory committee comprised of representatives from the community, teachers, principal and counselor will meet regularly to facilitate communication, evaluate instructional data, activities and program, identify issues and challenges and ensure continuous improvement of educational services and institutional effectiveness as it pertains to the MOS, ServSafe and OSHA30 Certification Program.

The advisory committee will monitor student progress on a weekly basis. Students not progressing at the specified rate will be provided assistance and additional instruction.

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

**TEA Program Requirements**

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

**TEA Program Requirements**

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

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

**TEA Program Requirements**

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

**TEA Program Requirements**

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

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

**TEA Program Requirements**

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

MOS Microsoft Office Master - Track 1 (Word Expert + Excel Core + Elective); Office and administration is the largest job market in Menard, Texas.

ServSafe (National Restaurant Association ServSafe Manager); Food preparation and related occupations are the fastest growing occupations in Menard, Texas. The number of jobs grew by 5% from year 2016 to year 2018. There are currently 13 food related businesses in Menard, which has a population of 2,104. Due to this number, ServSafe became a focus for job training for our students.

OSHA 30 (OSHA (Occupational Safety and Health Administration) 30 Hour General Industry); 50% of the Menard High School graduates earn a Business and Industry Endorsement. There is a consistent need for Transportation and Material moving and Installation and Maintenance occupations. Due to the location of Menard, Texas, and its proximity to many Manufacturing and industrial facilities, OSHA30 became a focus for job training for our students.

**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.

10% Students will become MOS Certified, 10% students will become ServSafe Certified and 50% students will become OSHA30 Certified during the 2019-2020 school year. Menard ISD has choose to certify a teacher in each industry-based certification to test students and become a testing site for MOS through Certiport. By becoming a testing site, this will decrease the amount of time and transportation cost needed for students to travel to the nearest testing center. This will also allow us to test on demand and avoid scheduling issues with other testing centers. We will be able to offer our community the opportunity to become MOS certified as well. Certifying a teacher will benefit 70% of the Students at Menard High School. By becoming a testing site we could benefit 10% of Menard High School students and additional students from 5 surrounding school districts within the region.

**TEA Program Requirements**

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

80% of Menard High School students are economically disadvantaged. MHS will pay for the MOS, OSHA30 and ServSafe exams for enrolled students.

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

Teachers have been identified as a proctor for the MOS certification. We have identified the needs of the community work force. We have identified the costs associated with the exams. We have also identified barriers students have encountered at off campus testing sites. We have studied the new industry based list and have concluded that MOS, OSHA30 and Servsafe are the best fit for MHS and our community.

**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.

To ensure students are prepared for the industry-based certification exams, check points will be created through out the learning process. Included in the check points are informative assessments and appropriate percentage completion rates.

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

ESC 15 is an important partner as they proved training services. The Concho Valley Workforce Solutions is also a partner by providing training services. Other partnerships include the advisory committee and industries in the community. We also hold a local career fair providing information to our students and also addressing College, Career and Military Readiness.

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


**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

Books, Exams, GMetrix	\$12,000

**OTHER OPERATING COSTS (6400)**

Teacher Travel	\$2,000

**CAPITAL OUTLAY (6600)**


**Total Direct Costs** \$14,000

**Indirect Costs**

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$14,000

**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]

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