



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

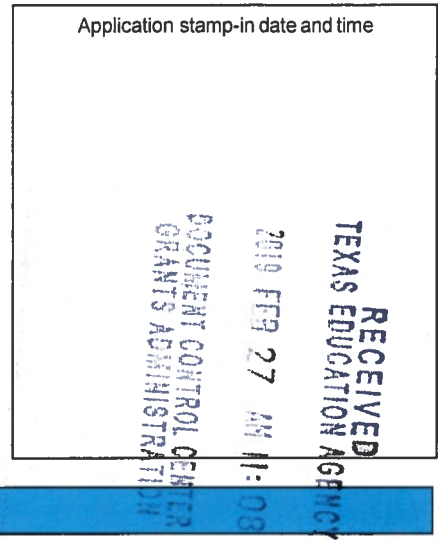
NOGA ID

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

July 1, 2019 – August 31, 2020

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

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
Three programs of study in the areas of Heating, Ventilation, Air Conditioning/Refrigeration, Plumbing and Masonry that will support the increasing shortage of skilled craft professionals in the construction and workforce industry.	Work-based learning will be integrated with classroom learning to help build a continuum of experiences. Job shadowing, practicums, apprenticeships, internships, partnerships and mentorships will be critical components to consider in collecting data for operational capacities.
A minimum of three qualified instructors will be needed. Staff certification needs are attainable through the SBEC certification process or the District of Innovation procedure. The staffing needs will naturally be determined by the number of	Instructors will be used in a shared relationship with two other districts as necessary. A determining factor to be considered in the overall plan is the selection of teachers, number of students, proximity of campuses and master schedules of participating districts.
Curriculum Resources: Textbooks, OSHA Study Materials, Software and certification materials, power tools, welding and soldering equipment, mixers, trainers computers, test equipment, safety apparel, wood, metal, brick, mortar, plastic, stone.	Equipment may travel with instructors as needed. Supplies and tools may be at each affiliated campus. Access to distance learning equipment will be at all three locations. Students will have access to laptop carts in addition to Surface Pro computers for use in practicals. Students may also have the opportunity to travel between campuses.

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.

Garland ISD, in partnership with Wylie and Cumby ISDs, will provide three new programs of study to include Heating, Ventilation, Air Conditioning/Refrigeration, Plumbing and Masonry, including TEA industry-based certification opportunities. Instructors for the courses will complete training with the National Center for Construction Education & Research. Student assessments will consist of module and practical exams as well as final examinations. Instructors will monitor and document students' completion of the program. Opportunities will be available for students to receive tutoring and retake each module and practical. Once students have mastered each module, practical and certification exam with a minimum passing score of 70%, the teacher will record the 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

By the end of the first quarter benchmark, 50% of students will complete 34% of modules (HVAC/Refrigeration, Plumbing, or Masonry). Progress Check List software will be utilized to record and monitor student completion of all tasks, activities, and modules. The minimum passing score is 70%. Student data will be analyzed to determine degree of success, check for understanding, identify areas of remediation, demonstrations, and one-on-one or group instruction. Additional methods of program assessment will include: Determining individual student goals/benchmark, reviewing most successful methods of instruction, reviewing methods of remediation to best meet target goals and monitoring and recording effective practices that ensure students are successful.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of the second quarter benchmark, 65% of students will successfully complete 68% of modules (HVAC/Refrigeration, Plumbing, or Masonry). Progress Chart Check List will be used to record and monitor student completion of all tasks, activities and modules. The minimum passing score is 70%. Student data will be analyzed to determine degree of success, check for understanding, identify areas of remediation, demonstrations, and one-on-one or group instruction. Additional methods of program assessment will include: Determining individual student goals/benchmark, reviewing most successful methods of instruction, reviewing methods of remediation to best meet target goals and monitoring and recording effective practices that ensure students are successful. Further, instructors will observe and record students' strengths and limitations.

Third-Quarter Benchmark

By the end of the third quarter benchmark, (close of year), 80% of students will complete 100% of modules (HVAC/Refrigeration, Plumbing, or Masonry). Progress Chart Check List will be used to record and monitor student completion of all tasks, activities and modules. The minimum passing score is 70%. Student data will be analyzed to determine degree of success, check for understanding, identify areas of remediation, demonstrations, and one-on-one or group instruction. Additional methods of program assessment will include: Determining individual student goals/benchmark, reviewing most successful methods of instruction, reviewing methods of remediation to best meet target goals and monitoring and recording effective practices that ensure students are successful. Instructors will develop individual plans for monitoring student success in preparation for certification success. Students successfully completing all modules and other pre-assessment assignments/requirements will be prepared to take the certification exam for the designated program of study. Upon completion of certification testing, a plan for re-testers will be initiated. Completion of the third quarter benchmark is a milestone marker in College, Career, Military Readiness for students enrolled in all three programs.

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.

Current courses will be aligned with the new board-approved courses in HVAC/Refrigeration, Plumbing and Masonry to develop pathways that lead to certification and post-secondary enrollment. Garland ISD, in collaboration with district and industry partners, as well as the college partner will develop pathways no later than June 2019. Staff will be hired no later than August 2019. Course instructors will facilitate the establishment of timelines and training needs to ensure the success of each program. Each semester, programs will be evaluated utilizing course TEKS, NCCER modules and practicals, stakeholder input/feedback and assessment data. Students demonstrating difficulty with mastery of skills will have modifications to instruction and the ability to re-assess until mastery is achieved. Additional procedures that may be necessary to prepare students may include tutorials, small group/peer instruction, and demonstrations.

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.

Garland Independent School District is partnering with Wylie ISD, Cumby ISD, North Lake College, Interlink, Milestone Electric, and Dee Brown Inc. Our alliance with Interlink allows us the opportunity to partner with TEXO Association Associated Builders and Contractors, Association General Contractors of America, American Subcontractors Association, Workforce Development-Dallas County, Chambers of Commerce (Rowlett, Garland, Sachse, and Wylie), Habitat for Humanity and the Garland Home and Apartment Builders Association.

The Construction Labor Market Analyzer reflects in 2019 a deficit of 1.5 million skilled craft professionals. Additionally, the National Center for Construction Education and Research reports 40% of the skilled workforce within the construction industry today, will not be available in the year 2029. Further, the economic recession between 2007 and 2012 caused the construction industry to lose two million craft workers who were enrolled in craft training/apprenticeship programs and were highly-skilled journeymen/masters in their respective trades.

Being that construction is a very physical occupation, it impacts the turnover of skilled workers. The need continues for skill craft professionals to replace our aging infrastructure and build new structures. The Brookings Institution Metropolitan Policy Program reports that nearly half of what will be built in our environment by the year 2030 does not yet exist. The Manpower® Group reports in its annual statistical analysis that skilled trade workers remain the most difficult jobs to fulfill. In a survey conducted by the Dallas Builders Associate (DBA), respondents predicted a construction labor shortage in North Texas in 2018 that would reach 37,819 jobs which was up from 20,235 in 2017. According to the DBA, the lack of a skilled labor force is having an impact on their businesses. The Construction Industry Institute (CII) based in Austin, TX, has stated, "If we accept higher costs and longer schedules to mitigate the shortage, there will be more injuries to our existing skilled craft professionals and an increase in cost due to overtime schedules. It is our opinion that these are not acceptable solutions to this growing problem."

Construction courses offered in conjunction with TEA and aligned to state and regional workforce industry certifications are Heating Ventilation, Air Conditioning/Refrigeration and Plumbing/Masonry. These areas have previously and continue to have local industry support for training information. Garland ISD has a partnership with InterLink, an organization that publishes high skill/ high demand occupations identified by North Central Texas Regional Employers. Interlink prepared a report for Garland ISD, Wylie ISD, and Cumby ISD, to identify the demand for Career and Technical Education Construction programs. The 2018-2023 projections indicate in the area of Architecture and Construction careers, Heating/AC Technicians with certification/license are required a salary range of \$14.27-\$24.71. Plumbers & Pipefitters require a High School diploma with five years' work experience and a certification/license are required a salary range of \$13.61-\$25.38. Brick masons and Block masons typically require an apprenticeship with a median regional hourly rate of \$22.07. In the area of Construction Management, a bachelor's degree is required and a salary range of \$28.19-\$55.13. The projected industry growth for Construction in North Central Texas from 2014-2024 is 31%.

A thorough analysis of data was a critical determinant in identifying the industry-based certifications to offer our students. District staff, counselors and stakeholders provide input/feedback on best practices to ensure student success remains at the forefront. Counselors attend conferences related to CTE. Additionally, CTE presents at the High School Career Expo and the Garland ISD Student Career Expo co-sponsored with the Garland Chamber of Commerce.

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.

Program of Study – Construction Masonry

Certificate – National Center for Construction Education and Research (NCCER) Masonry, Level 1

Secondary – NCCER Masonry, Level 1 certificate achieved in high school, Level 2 (Optional)

Postsecondary Coursework - OSHT 1307/1313, ARCE 1303, SPCH 1311/1315 or 1321, CNBT 1300/2281/2381, ENGL 1301, Behavioral Science, Natural Science Residential Builder/Contractor Electives 30 hours

Associate's Degree - DCCCD- North Lake College -Construction Technology Associate in Applied Sciences Degree

Bachelor's Degree - University of Texas at Arlington, Bachelor of Science in Construction Management

Program of Study – Construction Plumbing

Certificate – National Center for Construction Education and Research (NCCER) Plumbing, Level 1

Secondary – NCCER Plumbing, Level 1 certificate achieved in high school, Level 2 (Optional)

Postsecondary Coursework - OSHT 1307/1313, ARCE 1303, SPCH 1311/1315 or 1321, CNBT 1300/2281/2381, ENGL 1301, Behavioral Science Natural Science Plumbing Commercial Emphasis Electives 30 hours

Associate's Degree - DCCCD- North Lake College Construction Technology Associate in Applied Sciences Degree

Bachelor's Degree - University of Texas at Arlington, Bachelor of Science in Construction Management

Program of Study – Construction HVAC

Certificate – National Center for Construction Education and Research (NCCER) HVAC, Level 1

Secondary – NCCER HVAC, Level 1 certificate achieved in high school

Postsecondary Coursework - OSHT 1307/1313, ARCE 1303, SPCH 1311/1315 or 1321, CNBT 1300/2281/2381, ENGL 1301, Behavioral Science Natural Science HVAC Commercial Emphasis Electives 30 hours

Associate's Degree - DCCCD- North Lake College -Construction Technology Associate in Applied Sciences Degree

Bachelor's Degree - University of Texas at Arlington, Bachelor of Science in Construction Management

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.

The sustainability plan aligns with the vision of business, school and community partners. The plan encourages students, faculty, administration, business and community partners to continue sustainability solutions with district culture and learning. The districts will strive to continue to meet the goals of the grant after the end of the grant program through continuing promotion with partner organizations and community. Goals will be accomplished in the following ways:

- High School/Middle School Expos
- District websites
- Career days
- Job fairs
- District TVs
- Advisory groups
- Partnership collaborations
- Parent/Student/Community/District meetings

The focused areas contain programs leading to high-wage and in-demand occupations. It is the plan to aim to sustain work and assure it will be supported and to meet district, partner organizations' and community goals. The focus is to ensure students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates. The plan recognizes the need to continue to strengthen programs and to acknowledge challenges that will encourage interconnected communities.

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.

The operational capacity in supporting functions will relate to the projected number of district and partner impact initiatives. Advisory boards will be utilized in strategic planning regarding work-based learning, continued manpower and cross sector partnerships. Strategic operational capacity planning is imperative as it will assist with meeting the future requirements of a long-term growth plan. The intermediary agent will assist in connecting and convening key stakeholders to establish a collective vision regarding operational capacity. The Construction Education Foundation (CEF) is partnering with the program and industry to continue to seek, establish and enhance models of training that will continue to advance sustainable solutions. CEF indicates a deficit of skilled professionals and by 2021, greatly increase these skilled professionals in order to sustain the construction needs of the United States.

Work-based learning will be integrated with classroom learning to help build a continuum of experiences. Job shadowing, practicums, apprenticeships, internships, partnerships and mentorships will be important in focusing on and collecting data for operational capacities. Effective pathways will be in place that will allow students to succeed on their focused program. Implementation of these pathways help equip students for college and careers in the targeted high-wage and in-demand sectors of plumbing, masonry and HVAC. CEF's track record demonstrates continued growth in helping to increase the skill level of the workforce. CEF supports key industry-related events such as the annual Build Texas Proud, Build Your Future Career Day and Skills USA to help expose career pathways in order to meet operational capacities. Additionally, CEF partners with high school construction industry cohorts to help establish direct linkage to employers in the industry. They currently offer access to sixty-three craft training apprenticeship classes each semester and over seventy-five career development classes each semester. CEF assists with providing credentials as an accredited training sponsor. The intermediary CEF agent, is Jonna G. Noble, CEF Director of Training. Upon completion of the grant, plans are to continue to grow our partnerships with other institutions of higher learning.

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.

Students will have the following industry-based certifications for HVAC/Refrigeration, Plumbing or Masonry available:

Heating, Ventilation and Air Conditioning and Refrigeration Technology (HVAC) - NCCER Construction Technology, NCCER HVAC Level I, NCCER HVAC Level II

Plumbing - NCCER Construction Technology, NCCER Plumbing Level I, NCCER Plumbing Level II

Masonry - NCCER Construction Technology, NCCER Masonry Level I, NCCER Masonry Level II

Garland ISD has a partnership with InterLink, which publishes High Skill/High Demand Occupations identified by North Central Texas Regional Employers. A report was prepared for Garland ISD, Wylie ISD, and Cumby ISD to identify the demand for Career and Technical Education Construction programs. The 2018-2023 projections show in the area of Architecture and Construction Careers, Heating/AC technicians, with post-secondary and a certification/license are required a salary range of \$14.27/\$24.71. Plumbers & Pipefitters require a High School diploma with five years' experience and a certification/license require a salary range of \$13.61/\$25.38. Brick masons and Block masons typically require an apprenticeship with a median regional hourly rate of \$22.07. In the area of Construction Managers, a bachelor's degree is required with a salary range of \$28.19/\$55.13. The projected growth for Construction in North Central Texas 2017 County, projects industry growth from 2014-2024 at 31%. In reviewing this data helped determine and identify the industry-based certifications to offer to the students. In a survey conducted by the Dallas Builders Association (DBA), respondents predicted a construction labor shortage in North Texas in 2018 and would reach 37,819 jobs which was up from 20,235 in 2017. The lack of labor is having an impact on their businesses according to the DBA.

Rowlett Chamber of Commerce also provided projection data from the Texas Workforce Development for Dallas and North Central Texas indicating from 2016-2026, Plumbers, Pipefitters and Steamfitters are among the fastest growing occupations in North Central Texas. The report provided growth at a 49% increase between 2016-2026 and an average salary of \$48,663 in 2017. Other data provided from the labor market demand reflects annual regional openings for 176 Brick masons and Block masons, 1,056 HVAC technicians and 1,877 Plumbers, Pipefitters & Steamfitters.

Garland ISD will work with North Lake College of DCCCD to offer students the opportunity for Dual Credit (DC) courses. Industry partners will assist with job shadowing, mentors, internships and/or apprenticeships available to the students for on the training. Advisory committees for HVAC, Plumbing, Masonry and Construction will be utilized to determine if additional certifications/licenses should also be offered as well as providing suggestions or commitments for on-the-job training for teachers and 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.

For the first year of the program, students from the Garland Independent School District (all seven high schools), may request enrollment in any of the three areas of construction, and either travel themselves or utilize district transportation to the campus.

Using the current pathways in Construction Technology and building three new pathways which include the three new courses recommended (HVAC, Plumbing and Masonry), eligible students (excluding current seniors), currently in the recommended prerequisite of Principles of Construction, and Construction Technology equate to two hundred possible students for the Garland Independent School District. Considering the students completing the recommended prerequisites in Garland ISD it is estimated 60 students will be interested in each of the areas. Recommended class sizes will be 15 students per class and four classes in each area. Of the 60 in each pathway, (HVAC, Plumbing and Masonry), the goal is 80% of students enrolled completing certification.

Teachers will be provided classroom(s) /lab(s) in Cumby ISD and Wylie ISD. Teachers from these districts may choose to visit the labs at the Garland ISD High School and transport students to work on larger projects as needed and as schedules allow.

Estimated class sizes for Cumby ISD is 10-12 students, and for Wylie ISD is 10 -12 students the first year. Numbers of certifications for 80% of their first year students would be 8 to 9 students per district respectively. Class sizes for Garland ISD is an estimated 15 students per class with 80% completion rate and certification.

Garland ISD, Wylie ISD and Cumby ISD will send all instructors to a training site approved by NCCER to become credentialed instructors. Wylie and Cumby ISD are each planning to utilize current instructors and have a designated location for a classroom/lab. Supplies and equipment will be the greatest need. An additional half time teacher at Cumby ISD will be budgeted as well as an additional full time teacher at Wylie. Garland ISD will budget for an additional teacher(s) as well.

Teachers credentialed through NCCER will be able to administer the certification exams for all HVAC, Plumbing, and Masonry once the students complete the required modules and practical exams. All text materials are composed by NCCER and published by Pearson Education, Inc.

All curriculum, modules and practical exams as well as the final exam for certification will be paid for by the districts and the grant. Retake exams are also included for the modules and practicals. Students can retake as many times as needed to obtain the minimum passing score of 70%.

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

The list of 2017-18 Industry-Based Certifications for Public School Accountability (73)-December 2017 of 19 TAC § 74.1003 is recognized as the current standard for recognition in the new A-F Accountability System. Career and Technical Education (CTE) courses are aligned with certifications that are recognized through a national or international business, industry, professional organization, state agency, government entity, or state-based industry association. A new draft of the 2019-2020 Industry-based Certifications has been posted for public review and comments. Regional meetings are being held across the state for the purpose of public discussion of the draft and vetting of the certifications to be considered for the 2019-2020 Industry-based Certifications.

During completion of a CTE course(s) aligned with one or more of the 73 approved certifications, students using the aligned certification will be assessed their skills and knowledge under the student achievement Domain I. The timeline for implementation of the new 2019-2020 Industry-based Certifications, which is expected to include HVAC, Plumbing, and Masonry, is August 2019. It will be the decision of ISD staff to determine the selection of assessment/certification instruments or materials (example: pre or practice tests). The respective ISDs (Garland, Wylie, Cumby) will purchase the assessment instruments/tests for administration by the assigned district representatives. All costs related to this grant and to the certifications for students will be the responsibility of the respective ISD.

It will be the responsibility of the Garland Independent School District (fiscal agent for the grant) to work cooperatively with Wylie ISD, and Cumby ISD to be financially accountable for the use and distribution of these funds.

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

- Garland ISD Board of Trustees approved new course offerings – HVAC/Refrigeration, Plumbing, and Masonry
- Submitted Intent to Apply – Carl Perkins Reserve Grant
- Identified and submitted names of three reviewers
- Collaborated and met with partner districts (Wylie ISD, Cumby ISD)
- Collaborated with Construction Education Foundation in Irving Texas
- Identified and collaborated with construction resources and associations
- Identified employer partners (Milestone Electric and Dee Brown Inc.)
- Met with Milestone Electric – February 7, 2019
- Met and collaborated with North Lake College Construction Technologies Department (one of seven Dallas County Community Colleges)
- Met with Workforce Solutions Greater Dallas
- Collaborated with Garland Chamber of Commerce and Rowlett Chamber of Commerce to gather work force needs, dates and information
- Collaborated with Candy Slocum, Labor Market Strategist and Futurist – Executive Director at North Central Texas InterLink, Inc.
- Garland, Wylie, and Cumby ISDs Labor Market Forecast for Construction Career and Technical Programs prepared for Garland, Wylie, and Cumby ISDs by Candy Slocum, InterLink (www.interlink-ntx.org)
- Collaboration with Garland ISD Departments of Curriculum and Instruction and Special Programs
- Met weekly during January and February with Dr. Jovan Wells, Chief Academic Officer, Shermika Fluker, Grants Specialist and others as needed
- Serve and meet regularly as a member of College, Career, and Military Readiness Committee
- Career and Technical Education Staff worked to develop Carl Perkins Reserve Grant proposal
- Extended opportunities to private schools to participate in Carl Perkins Reserve Grant

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.

Garland ISD, Wylie ISD, and Cumby ISD will ensure students are prepared for the NCCER certifications in HVAC, Plumbing or Masonry by having instructors certified as NCCER craft Instructors in their respected areas. The certified instructors will ensure the students will complete the modules and practical (skills/labs). Purchases of site license(s), instructional materials and resources for teaching and learning will be purchased to ensure students are prepared for industry-based certifications. The districts will collaborate in the development and acquisition of curriculum aligned to the NCCER certification and provide professional development for academic and CTE teachers to implement academic components into HVAC, Plumbing and Masonry. Simulations for HVAC and Plumbing will be researched to enhance the performance and operations of these areas. The grant will provide for expenses incurred for travel in preparation and certification. The students must earn a 70 on modules/practical, before being considered "ready for testing". Once students are prepared for the certification assessment, they are given a final test for NCCER certifications for HVAC Level 1, Plumbing Level 1 or 2 or Masonry Level 1 or 2. There is no age requirement for NCCER certifications. For the assessment given to the student, the instructor must have an NCCER Registration and Release Form on file for the student with parent/guardian signature. There is a certification online tracking system and the NCCER certifications do not expire. The teachers must be certified NCCER HVAC, NCCER Plumber and/or NCCER Masonry Craft Instructor(s) with current certification at the level he/she is teaching. The state must have a specific form depending on whether HVAC, Plumbing or Masonry and documentation of skill on file for instructor to certify students in these areas for NCCER. Only the Master Trainers or NCCER Certified Instructors will have access to the tests. There is a one-time \$50 site fee for initial site accreditation. NCCER trainee Guides are \$67 for Level 1 and \$97 for Level 2. NCCER exams are two parts: paper test and performance exams (two-part exam). Students may retest after 48 hours. The instructors will provide additional instruction, tutorials, demonstrations, etc. to enhance student preparation and success.

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

The use of existing strategic partnerships will be utilized in realizing project objectives and assist with ensuring success. Interaction with existing partnerships will improve achievement goals and foster best practices for sustainability. There are significant challenges in helping students to become career, college and military ready in ways that address in-demand fields. Continued and consistent efforts to work with stakeholders will provide assistance in assessing workforce needs.

Strategic partnerships already in place that provide an advantage in implementing the proposed project include: Dallas County Community College District, Interlink (allows the opportunity to access partnerships with organizations/companies such as Milestone, Dee Brown, Inc., TEXO Association, Associated Builders and Contractors, Association General Contractors of America, American Subcontractors Association, Workforce Development-Dallas County, Chambers of Commerce (Garland, Rowlett, Sachse, and Wylie), Habitat for Humanity, Garland Home and Apartment Builders Association, Educational Service Center and advisory groups.

The partnerships allows each to work together to improve performance through mutual objectives, devise ways to meet challenges and work towards commitment of continuous improvement. Additionally, the partnerships support relevant and frequent industry experiences and will ensure the effective delivery of the project's mission.

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

Two Instructors (\$65,000 each)	\$130,000
1 Instructor (Part-time)	\$25,000
1 Instructor (Part-time)	\$40,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

	\$10,000

SUPPLIES AND MATERIALS (6300)

Curriculum, textbooks, software, technology, certification, trainers	\$405,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

Equipment	\$105,686

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 _____

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

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