



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

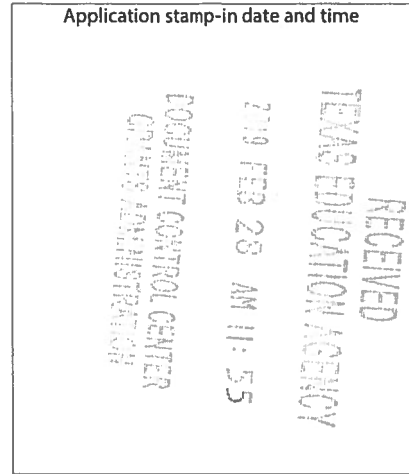
NOGA ID

Authorizing Legislation

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

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

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



Grant period from

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Shared Services Arrangements

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

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Student Certifications: Among the 9-12 student population every student will have the opportunity to earn one industry level certificate before graduation.	Implement certification opportunities in the primary career clusters of Agriculture Food and Natural Resources, Manufacturing, and Hospitality and Tourism.
Become an approved testing site for industry based certification.	Credential classrooms. Meet requirements of the credentialing entity.
CTE instructors to become a licensed administrator of a TEA-promoted student capstone industry certification.	Instructors receive proctor credentials.

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.

At present, Winters ISD is unable to offer industry-based certifications that are on the current TEA list. The number of students who receive TEA industry-based certificates (proposed 2019-2020 list) will increase from 0% to 10% of all juniors and seniors by May 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

For OSHA 30: Student logins have been created, students are utilizing their FCS, Business, and Ag programs as well as their one-to-one device to complete 33% percent of the OSHA 30 content by the end of the first benchmark.

All students have completed a general safety assessment with 100% competency by the end of the first benchmark.

The district will invite speakers representing the industry that requires certification to speak to students.

Students will take two fields trips per certification pathway to observe the certification at work in the industry.

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

Maintaining the FCS Food Handler certificate, students will complete the Food Handler certificate and then progress to Food Manager certificate.

CTE teachers will complete their formative assessments as aligned with the class TEKS.

CTE teachers will begin certification testing.

Students should have received their OSHA 30 certifications.

Third-Quarter Benchmark

CTE teachers will be conducting their summative assessments.

Testing and retesting for student certifications.

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.

Some programs will track amount of time it takes to cover a lesson and assess a student's knowledge at the end of each lesson. If students are not successful on their own, the ISD will offer guided instruction to review material.

District will develop a Time and Effort document that is a tangible tool students will use to track their productivity on a Student Time and Effort Report across all certification training.

Industry-based certifications are offered to juniors and seniors during the 2019-2020 school year.

Communication with Abilene Work Force Solutions to validate certifications offered match the regional labor market information.

CTE Teachers have completed training to be able to offer certifications and exams to students.

CTE facilities have been credentialed by certification entities.

The number of tests administered in the 2019-2020 school year show an increase of 5%.

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.

According to the Industry Snapshot in the Economic Overview Report for Runnels County, Texas the largest sector in the county is Agriculture, Forestry, Fishing and Hunting, employing 529 workers. In addition, over the next five years, employment in the county is projected to expand by 18 jobs. The fastest growing sector in the region is expected to be Mining, Quarrying, and Oil and Gas Extraction with a +1.6% year-over-year rate of growth.

Focusing in the area of Ag, when disaggregating the Industry Snapshot for Runnels County and looking at the five-year forecast: Agriculture, Forestry, Fishing and Hunting has average annual growth rate of .3%; Mining, Quarrying, and Oil and Gas Extraction shows to have an average annual growth of 1.6% and Construction shows an increase in growth with .8%.

Focusing in the area of Family Consumer Science, and looking at the Industry Snapshot for Runnels County and the five-year forecast: Accommodation and Food Services is expected to have an average annual rate increase of .3% percent. Although the areas of Education show no increase in growth, the numbers are not a true reflection of the need of certified educational aides in rural, West Texas.

After spending time studying the Economic Overview Report for Runnels County provided by The Texas Workforce Commission the district has created the following programs of study resulting in certifications:

Program of Study in Ag:

Ag: Principles of AFNR, Agriculture Mechanics and Metal Technologies, Ag Equipment Design and Fabrication, Ag Power Systems
Certificates: AWS Welding SENSE Welding Level 1, AWS D1.1 and AWS D9.1 and OSHA

Program of Study in FCS

Principles of Human Services, Child Development, Child Guidance, Culinary Arts, Advanced Culinary Arts, Food Science, Fashion Design, Culinary Arts Intern
Certificates: Food Handler, ServSafe, OSHA, Educational Aide I Certificate

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.

Winters High School has a population of 163 students in grades 9-12 for the 2018-2019 academic school year. The three main areas of CTE at Winters High School are: Business/Technology (124 enrolled students); Family and Consumer Sciences (70 students) and Agricultural Sciences (63). In class 2A Winters HS, the primary elective offerings come from our CTE programs. Of our 163 students, 93% (151) are enrolled in one or more CTE courses. Our foundational CTE courses are building competency within our students, so they might pursue age-appropriate certifications beginning their junior year, which is midway through their program of study. As a result of maintaining established programs of study, we will be able to certify students in the 2019-2020 school year.

All Winters HS students will benefit from having Winters HS teachers as certified instructors. This ensures the teacher of record is the certified instructor; therefore, outside pay will not be required. Furthermore, additional travel arrangements and scheduling will not be necessary. WHS can test for certifications on demand, as needed. However, testing sites are available within a 40-50 mile radius; and, if the need arises, Winters will create MOUs with other LEAs.

TEA Program Requirements

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

Winters High School is a school that prides itself on providing world-class instruction; creating strong teacher-student-parent-community relationships. We enable our children to think, to learn, to achieve, and to care.

Winters ISD is a Title 1 school receiving federal funds for Title 1 students. The basic principle of Title 1 is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting student's educational goals.

Title 1 funds can be used to improve curriculum and program, instructional activities, counseling, parental involvement, increase staff, etc. The funding has one goal and that is to assist schools in meeting the educational goals of low-income students. Since Winters ISD is a Title 1 district, students receive free breakfast and lunch daily.

Pursuant of our mission, the endless pursuit of excellence, Winters ISD has historically provided computers in a one-to-one initiative with students, calculators for math classes, and band instruments for fine arts. WISD also compensates for dual credit coursework and CTE certifications when students remain in good academic standing and successfully pass all benchmark exams.

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

During the grant process, Winters High School intends to focus on certifications for our CTE students including ServSafe Manager, Educational Aide 1 Certificate, Welding AWS D1.1, D1.3, D9.1 and OSHA 30.

The ServSafe Manager Certification is a natural next step following very successful attempts at having all culinary arts students qualify as certified food handlers. The Food Handler certification will be maintained as a benchmark administered prior to the ServSafe Manger Certification Exam. With the continually increasing number of potential chefs graduating from Winters High School, the ServSafe Manager Certification will certainly be highly sought after here.

In our small district, older students routinely help younger ones and often serve as educational aides. Also, in our small community, finding certified educational aides to work at our school district is nearly impossible. Students who achieve the Educational Aide I Certification would be employable right here in Winters, TX, as well as anywhere their path might take them. It would also serve as a stepping stone to becoming certified teachers, which are in dire shortage in West Texas. Offering this certification to our students would be a win for all—the student, the school district, and the community.

Over the past several years, our Ag program has suffered under inconsistent leadership. We currently have a dedicated professional who has completely revitalized the Ag program at Winters High School. We have always offered some introductory courses geared toward welding skills and education, but now have students interested and involved in Ag Mechanics and Fabrication. We finally have an Ag leader who is excited about providing opportunities for our students to graduate from high school with certifications in welding that will take them straight to employment at home or elsewhere.

OSHA 30 Certification is an important requirement for employment in many jobs in this area of Texas. As the wind, oil and agriculture industries continue to flourish, OSHA 30 certification will be a basic requirement. Even the food industry often requires OSHA 30 Certification. All of the CTE teachers at Winters High School will work together to ensure the completion and success of the certification process.

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.

First and foremost, students will complete a unit of study proving competency in safety for their industry. (Food Handler for FCS and OSHA 30 for Ag). A series of benchmarks will be administered as preliminary exams including: guided practice with instructors, independent practice, observations, teacher assessments and industry practice tests, before final certification testing.

First-quarter benchmarks would include: completing 33% of the OSHA 30 content by using student devices, completing a general safety competency assessment with 100% competency, and listening to speakers from industries requiring certification.

Second-quarter benchmarks are: maintaining FCS Food Handler certification and progress to Food Manager Certification, completion of formative assessments as aligned with class TEKS, the beginning of certification testing, and completion of OSHA 30 certifications.

Third-quarter benchmarks include: summative assessments, and testing & retesting for student certifications.

Potential products for use could include: for Ag-welding symbol cards, instructional/educational welding videos, welding exam study guides, field trips to industry locations; for FCS-prep books for educational aides, field trips to industry locations, ServSafe DVDs and course books with exams.

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

The Winters Area Business and Industrial Corporation (WABIC), the Winters Chamber of Commerce, and the Winters Area Foundation are all local organizations that support our local community and school. Almost anything requested of these organizations from our school they step up and find a way to lend a helping hand.

Our support outside of Winters is Traci Terrill, CTE Specialist at the Region 15 Education Service Center. Traci is the district's CTE specialist and resource. In addition, the district utilizes the Texas Workforce Commission based in Abilene, Texas. The TWC produces reports based on this region of the state. The district utilizes this information to make decisions for our coursework and certifications.

Within Winters ISD, our partnerships include our high school counselor, the CTE Advisory Committee and CTE educational staff.

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

N/A	\$0

PROFESSIONAL AND CONTRACTED SERVICES (6200)

N/A	\$0

SUPPLIES AND MATERIALS (6300)

Student Certification Exam Vouchers (ServSafe, AWS Welding, Educational Aide)	\$12,000
Certification Exam training materials and resources	\$4,500
Facility Credentials/Teacher Certification	\$4000

OTHER OPERATING COSTS (6400)

Teacher Travel	\$1000
Field Trips (to show relevancy of course work to actual industry for students)	\$8000
Honoraria for speakers	\$500

CAPITAL OUTLAY (6600)

N/A	\$0

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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