



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
- 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
Produce students with the skills and certifications necessary to enter the welding industry, one of the major employers in our area utilizing Welders, Cutters, Solderers, and Brazers, #51-4121.	WISD is expanding our aged program, focusing on welding and related skills and Dual Credit Welding. We used our advisory committee to determine that the AWS Sense cert, the AWS D1.1, and the OSHA 30 hour cert would give students credentials that help gain employment in this high demand field.
Provide students with industry recognized certifications that can be taken to college with them to gain employment in jobs above the standard minimum wage.	Provide opportunity to earn certifications in OSHA30, AWS Sense, AWS D1.1, and ServSafe Manager. Students would be more employable both inside and outside of our area and able to offer employers a better trained, more prepared employee. Focus on general employability skills as well as technical.
Prepare students for employment in our rural area with industry recognized certifications if they choose to not pursue post secondary education or training.	Offer opportunities for students to improve on general employability skills as well as earning certifications in ServSafe manager, OSHA30, AWS Sense, and AWS D1.1 to make them more marketable and employable. Students would save the employer training time and money. Produce more job ready students.

SMART Goal

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

Wortham ISD is committed to providing students with both technical and general employment skills necessary to be successful upon entering the workforce after graduation, and enjoy longterm success in their chosen profession. Some of the major employers in our area are the welding industry, restaurants, WalMart, and Mexia State Supported Living Center.

Wortham ISD will have 20% of our high school graduates equipped with at least 1 industry certification to support employment in the welding, oil and gas, foods, or human services fields by graduation of each year.

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

We will provide the required courses and curriculum, reflected by the Fall 2019 master schedule, along with qualified personnel to teach the students the identified certification content and related skills.

We will show a minimum of 25% of our high school population enrolled in courses that support the identified certifications being offered. Training will be completed as necessary by the instructors, curriculum and materials will have been ordered and in place. Curriculum will be reviewed by qualified instructors and organized into weekly lesson plans to ensure that all the units are covered in a timely fashion, allowing extra time for remediation where needed.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Wortham students identified as participants enrolled in courses that support the selected certifications will show at least 33% progress towards the completion of the curriculum and skills training and approaching mastery.

Progression through the curriculum where applicable, skills assessments, and testing benchmarks will be utilized to ensure accuracy of student progress data. Progress will be compared with lesson plans, which will be revised as needed to assist with competency completion.

Third-Quarter Benchmark

WISD will provide the required courses and curriculum, reflected by the Spring 2020 master course schedule, along with qualified instructors to teach the students the selected certification content and related skills.

Students will be approaching 80% completion of the training program and/or skills acquisition and prepare for the certification test. Student completion data will be compared to the lesson plans of instructor to help ensure target number of completers for each individual certification test.

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.

We will offer courses in which we will inbed the certification training programs. We will be able to confirm enrollment by reviewing not only the Master Schedule, but also student 4 year plans and class enrollment to ensure students are being provided the training.

Student 4 year plans will continue to be used annually to determine what certifications will be offered on a yearly basis. Some of the main areas our students show interest in are welding, foods, and human services.

We will monitor student progress by reviewing grades, practice exams, and skills tests based on the weekly lesson plans we will use to keep the training on target for completion. Certification training programs will be broken down into individual units by the week that will be tracked and documented on a spreadsheet which will be shared with the CTE Coordinator and WISD administrative staff. We will build in a 2-3 week remediation cushion at the end of the training period as we near the completion of the school year.

We will have proof of the program's success at the end of the school year when we determine how many students were provided the training, how many attempted the exam, and if at least 20% of the 2020 graduates attained a certification.

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.

Wortham ISD is actively committed to improving our Career and Technology Education Department and it's offerings. We are in the process of building a new Agriculture Education building and have revived our Dual Credit Welding Program with Navarro College. We offer Intro to Welding, Welding I, Welding II, Ag Mech and Metal Tech, and Ag Structures and Design regularly on the Master Schedule from the Manufacturing and Agriculture, Food, and Natural Resources cluster.

Many of our students have professed interest in the Welding business. We have numerous students who are actively enrolled in the Dual Credit welding program and many more underclassmen who show interest. We have finetuned our manufacturing program of study to feature a strong Welding sequence. We have met with our Advisory Committee and identified the AWS Sense and AWS D1.1 certifications as well as the OSHA 30 hour certification for General Industry. The AWS Sense and D1.1 would certainly aid in gaining employment in the welding field, but the OSHA 30 hour certification could be utilized not only in the welding area, but also by large employers such as WalMart and the Mexia State Supported Living Center as it covers a wide range of topics.

The Welding field is on the Heart of Texas Workforce Solutions list of high demand jobs, but one can just look around our area and realize that this is a booming field of employment. Many of our students come from families where the primary wage earner is a welder, and just as many of our former students are seeking employment in the welding fields. We have several different businesses in our area that employ welders that have provided us with letters of support for our welding program.

Wortham ISD also partners with local employers while our students are still enrolled in high school through the Work Based Learning Program.

Another area that we would like to offer certification in is the Hospitality and Tourism cluster, specifically, food service. We have an exceptional Culinary Arts lab for a district our size, and have many students who go through the Hospitality pathway. We regularly offer Intro to Culinary Arts, Culinary Arts, and Advanced Culinary Arts on our master schedule. We also have numerous students who participate in the Work Based Learning Program through the Practicum in Culinary Arts or Career Preparation program by working in the local restaurant industry, which after WalMart, MSSLC, Welding, Oil and gas, and school districts, would be one of the larger sectors in the local employment field.

ServSafe Food Manager Certification would not only benefit our students while they are in high school, but also after graduation whether they choose to stay in our area to make their home or go to a larger more urban area to live or help pay their way through Post Secondary School or Training. Hospitality or foods may not be on the HOT Workforce solutions list of high demand jobs, but I know that we always have students employed in the industry, we generally have several students in WBL placements. There are always "help wanted" signs in every facet of the industry around our area from cooking in the back of a restaurant, serving in a family style diner, taking orders in fast food, or managing the bakery at the local WalMart or HEB. ServSafe Food Manager Certification would give our students a nationally recognized credential that could be taken just about anywhere.

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.

We currently have 16 students enrolled in the Dual Credit Welding program through Navarro College and have approximately 10 more students identified as highly interested for next school year. The OSHA30, AWS Sense, and AWS D1.1 certifications will be additional enrichment for an already strong program of study. We would need to get our 2 Agriculture Education teachers certified by online OSHA30 training prior to the students. According to AWS, there is no need to get the teachers certified in the SENSE training.

Although a student will need to participate in an actual skills test when applying for most welding jobs, the AWS brand is globally recognized and will garner a little more respect when a student applies as opposed to an applicant who does not have any industry credentials. The OSHA 30 training would greatly enhance an applicant's chances of obtaining an interview and/or skills test.

Students who participate in any of these certification programs will be exposed to not only the way that the instructor has been taught or gotten into the habit of doing things, but also, be provided with best practices, etc. that are recognized in the welding industry as the expected method.

We currently have 16 students enrolled in our Intro to Culinary Arts class, 20 others in related classes that feed into the Culinary Arts /Hospitality pathway. This does not include those who have expressed interest in participating in the program next year, which we estimate to be between 12-15 students. We also have a student BarBQue team which is a joint venture between our Culinary Arts students and Agriculture Education involving an additional 7 students. ServSafe would be beneficial for all of these students to participate in for training, not only for use now, but after graduation too.

Our Family and Consumer Science teacher would need to get recertified in ServSafe Manager which would involve taking the Manager test and an additional Instructor's test in order to teach the students. The teacher could attend training during the summer and be ready to provide the content when school starts in the Fall. We plan on the teacher eventually applying to be a proctor for the exam itself once she passes the exams, but can utilize one from a neighboring district if needed in order to get started.

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

We are part of a Co-Op for our Perkins allocation at present, so we can use those funds when it is a small amount as our allocation is not very much and is also used for equipment and training. We have and will continue to pay for student certification exams out of CTE money as needed, in order to provide the best possible experiences for our students.

When an instructor identifies a program of study with a certification exam, they first discuss the program with the CTE coordinator, the High School Principal and the counselor. If the exam is in step with the district's CTE plan, they then submit a purchase order to the High School Principal, who considers it and then forwards the Purchase Order to the Superintendent if approved.

Many of our students would never be able to pay for certification exams and we would not expect them to. Our district is 56.67% economically disadvantaged.

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

First of all, we are being very diligent in gaining student input in our course offerings. Classes that the students request are always more populated and successful than one that is planned out of convenience. Our students are provided a full day of programming, unless enrolled in a Work Based Learning course. This allows us to offer a few additional CTE courses as electives to ensure completion of their chosen pathways or programs of study.

We have already revived our Dual Credit Welding Program with Navarro College so we are committed to at least the next 3 semesters of welding courses in order to fulfill our obligation with them to obtain student Production Welder certificates. Building a new Agriculture Education building will also breathe some new life into the program as a new building and equipment will spark some fresh interest.

Culinary Arts courses will also remain on our Master Schedule offering as student interest continues to remain high every year in that area. We plan on adding a few pieces to our already well designed lab to provide more industrial, large quantity food service experiences. We also work with our school cafe to provide hands on quantity foods experiences and have student workers employed there nearly every year in the Work Based Learning Program.

Last of all. Industry based certifications earned by students will be celebrated and announced at student award's programs so the community can see what our students are working on and what they are achieving.

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.

Our district is in a very rural area. We have approximately 127 students in our High School and just over 1000 individuals in town. CTE education is not only supported by our town and district, it is expected.

Our district will continue to seek out and hire highly qualified CTE instructors. We have added an additional Agriculture Education teacher in the last 2 years. The majority of our electives will be CTE courses offered primarily by either the Ag department or the Family and Consumer Science department. These instructors will be provided any additional training they need to deliver the certification content and skills.

We are planning the Master Schedule for next year and Intro to Welding, Welding I, Welding II, Intro to Culinary Arts, and Culinary Arts are already on the board. The CTE Coordinator will monitor the progress of all courses tied to a certification exam more intently and review the lesson plan / progress reports from each instructor every 2 weeks or more if indicated to be necessary.

Students will be provided the curriculum/training and be given practice exams, skills tests, etc. to monitor progress. A 2-3 week remediation period will be allowed at the end of the training period to provide students an extra opportunity to prepare and be successful on the test.

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

First of all, we are already in partnership with Navarro College in the Dual Credit Welding Program. We had an articulation meeting with both college and district staff to make sure we were in complete agreement and that the programs were sufficiently aligned.

Next, we have an incredible CTE Advisory Committee with a great cross section of area employer representatives. They have provided invaluable information, guidance, and advice, as well as helped facilitate some contact with key players in the respective certification fields we are seeking.

We have support of several local businesses that hire either in the welding, food service, and human services areas immediately upon graduation or when the student meets the age requirement.

Our district has applied for a JET Grant to outfit our new Agriculture Education building. This would assist us in giving our students access to equipment that is new, comparable to what they will find in the welding industry, and further demonstrate our commitment to the CTE and certification program.

Last of all. We have utilized both the Career Preparation course as well as many Practicum courses in recent years which has helped foster prospective employer relationships. We value our student employers and are at a point where we are able to place students in businesses more easily based on past association with our program. Our focus is not just skills specific to an area to get a job, but also basic employability skills needed to keep a job.

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

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

AWS Sense Level 1 and 2 curriculum (\$600), 25 student enrollments (\$500), 10 D1.1 inspections (\$500)	\$1600
OSHA30 General Industry 15 codes @\$149	\$2235
ServSafe Manager classroom set of 16 books and test strips, curriculum tools, and 2 teacher exams	\$1405

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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