



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

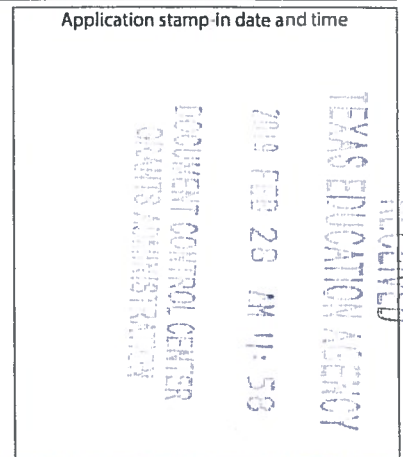
NOGA ID

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.

2019-019295

701-19-104-071

Shared Services Arrangements

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

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

Identify/Address Needs

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

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| Currently 0% of Wells ISD's students graduate with workforce readiness. This is due to the lack of industry-based certifications that are offered to the students. | By becoming a licensed testing site, the district will be able to provide students with industry-based experiences, as well as, a familiar environment when taking certification testing. This in turn will help increase the rate at which students pass; thereby, increasing the percentage of students who graduate workforce ready. |
| The district spends over \$3,000 annually to bus students to a certified testing center. Spending this money on testing for students restricts the district in providing other essential resources and materials. | The district will address this need by becoming an approved testing site. This will not only decrease the amount of money spent on CTE testing, but also increase the amount of revenue received due to the neighboring school districts' participation in this newly established testing site. |
| The district needs to increase the number of self-sustaining graduates. The current median income for individuals within the target area is only \$27,981, which is \$29,070 less than the State's average. | The district will offer certification testing in Health Science and Welding, which will enable students to pursue the following careers: Welders, Cutters, Brazers, and Solderers; Nursing Assistants; LVNs/LPNs; and RNs. The average salary of these occupations is \$41,550, which is \$13,569 more than the average in the area. |

SMART Goal

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

Wells ISD's GOAL: To create a testing center that administers and pays for students to receive a TEA-promoted capstone industry certification. This goal addresses SMART elements: Specific – (What) To pay for students' testing, become a licensed testing site, and have an instructor become a licensed certification administrator. (Why) To increase the number of students who graduate with the ability to fill high-demand jobs; Measurable – By tracking students who will take certification tests; Achievable – The district received buy-in and a commitment to sustain the grant as seen in the attached letters of support from local businesses and employers; Relevant – The goal is relevant due to the challenges Texas faces in helping students address current and future workforce needs; and Timely – The district will be an approved testing site by August 31, 2020.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In developing the benchmarks that will be utilized to measure the progress towards program goals, the district created a timeline of events for the initial period, which will consist of the following:

- Have at least (1) additional instructor be trained to administer industry-based certification exams;
- Become a licensed testing site; and
- Notify at least three (3) surrounding school districts of the newly licensed testing site.

Measurable Progress (Cont.)

Second-Quarter Benchmark

During the second quarter of the program, the following benchmarks have been established to measure progress:

- Create a testing schedule that includes dates/times of testing availability;
- Distribute this schedule to the district’s students, as well as, to surrounding schools; and
- Ensure at least ten (10) students per school year sign up for testing.

Third-Quarter Benchmark

Benchmarks used to measure the program's third-quarter progress include the following:

- Decrease the amount of money that the district spends on transporting students to licensed testing sites by 100%;
- Pay for at least ten (10) students per school year to take their certification tests; and
- Have a minimum of 80% of the students pass their certification tests.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

HOW YOU WILL USE PROJECT EVALUATION DATA TO DETERMINE WHEN AND HOW TO MODIFY YOUR PROGRAM: The district will collect data on a regular basis. This data will include performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Number of instructors eligible to administer industry-certification tests; Quarterly and cumulative number of students who received/took tests for a Certification/ Industry Credential; and Number of employment opportunities provided to students.

Additionally, teachers and students will be asked to participate in surveys that will provide program/student-level feedback on how increased testing opportunities were a benefit. Moreover, the neighboring districts who utilize the testing site will be required to participate in surveys designed to determine the quality of the testing being provided. Data collected will allow the district the ability to determine whether the establishment of the newly found testing site is positively impacting the students of the region. This data will be assembled into progress reports and reviewed to determine the following:

- Is the district on target to meet their identified benchmarks?
- Which benchmarks are at risk of not being met?
- What obstacles are putting the program at-risk?
- What solutions can be implemented to address the obstacles?

HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY: If it is determined that the benchmarks that were listed cannot be met, grant stakeholders will discuss modifications that need to be made to the program. Examples of items that will be tracked to determine need for modification include, but are not limited to:

- Other schools are not interested in having their students take certification tests at the new testing site;
- Fewer students want to take the CTE courses; and/or
- There are no instructors that want to become certified to administer industry-based certifications.

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.

To ensure the offered programs of study are aligned with the need of the local workforce board, Wells ISD first needed to understand what occupations were in high-demand. Therefore, the district utilized the Texas Workforce Commission (TWC) website to determine that the following occupations are currently in high-demand with a total of 36,870 projected Texas annual openings for these fields in the State of Texas: Welders, Cutters, Brazers, and Solderers; Nursing Assistants; Licensed Vocational and Practical Nurses; and Registered Nurses. To fill this regional labor workforce need, Wells ISD identified Health Science and Welding as the programs of study and Certified Nurse Aide (CNA) and AWS D1.1 as the industry-based certifications for this grant.

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.

HOW CHOOSING TO CERTIFY A TEACHER WILL BENEFIT STUDENTS: Due to the remote area of the district, many students face difficulty scheduling test dates. Furthermore, the district spends over \$3,000 annually to bus students to a certified testing center. Spending this amount of money on bussing and chaperoning students restricts the district in providing other essential resources and materials (i.e. school books, computers, etc.).

Therefore, by having a teacher certified in the specified industry-based certification, the district will not have the expense of transporting the students to testing sites. This additional funding may be used to pay for the instructional materials and resources students need to thrive in their education. Additionally, these newly certified teachers will make it easier for students to schedule their testing dates, as well as, provide the student more comfort during the test taking process. By providing students with a familiar surrounding and teacher, the district hopes to increase the percentage of students who pass their CTE certification test.

HOW MANY STUDENTS WILL BENEFIT IN THE REGION FROM BECOMING A TESTING SITE: Becoming a licensed testing-site will not only benefit the students partaking in CTE courses at the district for the reasons listed above, but also will enable the district to have a regional impact that benefits students in the surrounding school districts. Once awarded, Wells ISD will meet with neighboring schools to update them on the newly established testing site and ensure the test schedules are provided so that their students may have the opportunity to take tests at the new site.

TEA Program Requirements

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

Currently, the district has allocated funds to pay for students' tests in order to give students the best educational opportunities possible. Below you will find the processes for each exam type that is paid for by the district.

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

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

Prior to submission of the proposal the district ensured they received buy-in, as seen in the signed letters of support from the partnering organizations (East Texas Council of Governments, Workforce Solutions East Texas, and Rusk Chamber of Commerce) and employers in the region (Wells LTC Nursing & Rehabilitation and McKnight Construction) [15 points]. This buy-in along with those provided by district administration, parents, students, and teachers will ensure success during the grant. Additionally, throughout the term of the grant, the district will continue to meet with administration, teachers, school board, neighboring schools, and employers to solicit feedback; thus, ensuring continued support and success of the program.

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.

The district has a systematic and informed targeted recruitment and selection process to ensure the most qualified instructors are selected to prepare students for industry-based certifications. The recruitment and selection process are based off of the following criteria:

- If the teacher is already certified to administer the CTE course;
- How well the teacher’s students have performed academically (i.e. student’s state exams, student’s report cards, benchmarks, etc.);
- The amount of work experiences the teacher has in that specific CTE field; and
- How well the teacher mirrors the student population.

Additionally, the district ensures that only the most optimal equipment is utilized to prepare students. Even with the current financial constraints, the district still makes it a priority to assist students to the best of their ability. This state-of-the-art equipment was purchased with other grant funding/local school funds and includes equipment, such as: Clinical Lab, including blood pressure cuffs, stethoscopes, a hospital bed; ARC Welders; Cutting Torches; Plasma Table; etc.

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

A list of the current, strategic partnerships that will provide an advantage in grant implementation are as follows:

- Workforce Solutions East Texas – The board will be able to facilitate partnerships between the district and local businesses with similar training needs; thus, increasing the potential for students to receive employment right after high school.
- Angelina College – This partnership with the college ensures all credits earned by the student will be transferable; therefore, students will be able to reduce the standard number of credits to complete an Associate’s Degree from sixty (60) credits, to forty-five (45) credits.
- Wells LTC Nursing & Rehabilitation and McKnight Construction - By having partnerships within the targeted fields of study, the district is able to gather insight on what skills and traits are required of a certified nursing assistant or welder. The students after acquiring these skills/traits will be more likely to receive employment upon high school graduation.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|----------------------|---------|----------------------|
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

| | |
|---|----------------------|
| 1. LEA's student enrollment | <input type="text"/> |
| 2. Enrollment of all participating private schools | <input type="text"/> |
| 3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) | <input type="text"/> |
| 4. Total current-year grant allocation | <input type="text"/> |
| 5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit | <input type="text"/> |
| 6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) | <input type="text"/> |
| 7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | <input type="text"/> |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | <input type="text"/> |

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

| | |
|-------------------------------------|---------|
| Extra-Duty Pay for Teacher Training | \$5,000 |
| Project Director Stipend | \$2,500 |
| | |
| | |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|---------------------------------------|---------|
| Professional Development for Teachers | \$5,000 |
| Data Collection and Analyses Costs | \$3,000 |
| Teacher Certification Costs | \$5,000 |

SUPPLIES AND MATERIALS (6300)

| | |
|--|---------|
| Non-Consumable Instructional Materials and Resources | \$6,032 |
| | |
| | |

OTHER OPERATING COSTS (6400)

| | |
|-----------------------|---------|
| Local Travel Expenses | \$2,000 |
| | |
| | |

CAPITAL OUTLAY (6600)

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

Total Direct Costs \$28,532

Indirect Costs \$1,468

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

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

FOR TEA USE ONLY
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Via phone/fax/email by TEA staff person _____

[Empty box for describing changes]