



**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

Application stamp-in date and time

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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 **Culberson County-Allamore ISD** CDN **055901** Vendor ID **1746002434** ESC **18** DUNS **100074491**  
Address **400 W. 7th St.** City **Van Horn** ZIP **79855** Phone **432.283.2245**  
Primary Contact **Sondra McCoy** Email **smccoy@ccaids.net** Phone **432.283.2245**  
Secondary Contact **Kenneth Baugh** Email **kbaugh@ccaids.net** Phone **432.283.2245**

**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 **Kenneth Baugh** Title **Superintendent**

Email **kbaugh@ccaids.net** Phone **432.283.2245**

Signature  Date **02/12/2019**

Grant Writer Name **Susan Forthman** Signature  Date **02/12/2019**

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

RFA # **701-19-104** SAS # **424-20**

**2019-2020 Perkins Reserve Grant**

**701-19-104-116 15**

**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
Need to increase the number of students earning TEA-Approved Industry-Based Certifications (IBCs). During the 2017-2018 school year, 0% of graduates received a TEA-approved IBC.	Through the Perkins Reserve program, 100% of Van Horn High School will be enrolled in a program of study offering a TEA-Approved Industry-Based Certification. Teachers will be trained as licensed administrators for the certification exams and the curriculum revised to ensure adequate test preparation and work-based experiences.
Need to align industry-based certifications with local workforce needs. In 2018, only 2 IBCs are offered that are aligned with target occupations in the Borderplex Workforce Development Area.	3 TEA-approved industry-based certifications aligned with high-wage, high-demand jobs in the Borderplex Workforce Development Area in 2 existing programs of study. With the 2 IBCs currently offered, this will create a total of 5 IBCs in 3 programs of study that are aligned with local workforce needs.
Need to enhance current programs of study by adding TEA-Approved industry-based certifications. 2 existing programs of study aligned with workforce needs do not offer any TEA-Approved IBCs.	Teachers in 2 existing programs of study (engineering and welding) will be trained as licensed administrators for aligned, TEA-approved industry-based certifications. Teachers will be provided all needed supports including time to revise curriculum, needed resources, and industry/IHE mentors.

**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.

By May 2020, at least 25% of Van Horn High School graduates will have earned a TEA-approved industry-based certifications that prepare them for in high-need, in-demand occupations in the Borderplex Workforce Development Area.

**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**

4 TEA-approved industry certifications will be integrated into the curriculum in 3 high-wage, high-demand programs of study (AWS D1.1 Certification, NCCER Instrumentation Level 1, Microsoft Office Expert Excel, and Microsoft Office Expert Excel).

2 Teachers will be trained as licensed test administrators for AWS D1.1 Certification and NCCER Instrumentation Level 1. All curriculum and resources will be in place to prepare students for exams.

100% of Van Horn High School students will be enrolled in a program of study offering a TEA-approved industry-based certification aligned with a high-wage, high-demand occupation in the Borderplex Workforce Development Area.

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

Student and program performance will be evaluated and appropriate adjustments made and or interventions/supports for students and teachers provided based on need.

**Third-Quarter Benchmark**

100% of students enrolled in courses that offer an industry-based certification will be prepared to succeed on the certification exam.

**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.

The Director of Academic Programs will serve as the project director of the CCAISD Perkins Reserve, Focus Area 2 Grant and will monitor all program activities and associated data including program-level and participant-level data. Qualitative and quantitative data, including the TEA-mandated performance measures, will be collected and analyzed quarterly. The plan for the CCAISD P-Tech Planning Grant will be adjusted to address programmatic issues as they arise. In addition, student performance data will be analyzed through frequent informal and scheduled formal assessments, and interventions and supports will be provided for them and/or their teachers if needs become evident.

Evaluation data will guide program improvement and sustainability throughout and beyond the life of grant. Sustainability will be achieved through effective implementation of the program, guided by our agile response to the evaluation data, and through the relationships that will be built with our partners throughout the process. Through working so closely with our partners, we will learn to define common and unique needs and to identify/leverage the resources each partner can provide to address those needs to support the program long-term.

**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.

CCAISD, in collaboration with Workforce Solutions Borderplex and our business/industry and IHE partners, has identified the following industry-based certifications and programs of study for the proposed Van Horn High School Perkins Reserve, Focus Area 2 project:

Certification: NCCER Instrumentation Level 1

Program of Study: Electro-Mechanical Technician/Engineering

High-Wage, In-Demand Occupations: Electro-Mechanical Technician/Mechanical Engineer

Certification: AWS D1.1 Certification

Program of Study: Welding

High-Wage, In-Demand Occupation: Welders, Cutters, and Solderers

Certification: Microsoft Office Expert Excel and Microsoft Office Expert Word

Program of Study: Business Support Services

High-Wage, In-Demand Occupations: 10 Target Occupations including but not limited to Accountants and Auditors, Bookkeepers, General and Operations managers, and Human Resources Specialists

In using regional labor market information to identify and determine the industry-based certifications selected, we reviewed in target occupations in the Borderplex Workforce Development Area in addition to projected percentage of growth, salaries, and number of current/projected positions. We aligned these with our students career goals and our current program of study.

**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.

Approximately 100 students will benefit from the grant funding. Offering TEA-approved industry-based certifications in programs of study aligned with Borderplex Workforce Development Area needs will benefit Van Horn High School students in several ways. It will:

1. Provide them with the credentials secure careers in high-wage, high-demand occupations in our workforce area.
2. Add depth and rigor to the program of study, better preparing them for post-secondary studies and the workforce.
3. Add depth, rigor, and purpose to the work-based learning experiences and strengthen relationships with business and industry partners.
4. Accelerate post-secondary studies in some cases, saving students time and money in meeting career goals.
5. Provide the opportunity for students who must work in order to attend college/training programs the credentials to do so in higher-paying jobs than most college students are able to secure.

Certifying two teachers in industry-based certifications to test students will benefit approximately 100 students as it means that 100% of our students will be enrolled in a program of study offering a TEA-approved industry-based certification aligned with local workforce needs. Teachers will be better prepared and supported in teaching a rigorous curriculum with rich work-based experiences and ongoing mentorship.

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

Culberson County-Allamore ISD will fund the costs of student certification exams for the 2019-2020 school year through the Perkins Reserve Grant: Focus Area 2 by paying the vendors who offer the certification exams. The process for paying for industry-based certification exams for students in CCAISD will follow all purchasing and accounting policies and procedures required by our district, the Texas Education Agency, and EDGAR; including competitive bidding requirements. Teachers will identify students who are eligible to take the certification exams in each program of study during the 2019-2020 school year, and the Director of Academic Programs will submit requisitions to pay for the correct number of exams. Once a purchase order is approved, exams will be ordered from each vendor. After exams have been administered and scored, each vendor will submit an invoice and the CCAISD Accounting Department will pay the invoice. CCAISD will draw down Perkins Reserve Funds that have been expended monthly.

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

CCAISD has been working closely with Workforce Solutions Borderplex, Odessa College, and business/industry partners to reinvent our CTE programs of study in order to align with high-wage, high-demand occupations in our workforce area that excite our students and our parents; provide dual credit opportunities to accelerate our student's ability to complete post-secondary programs; ensure alignment between our programs, post-secondary institutions, and employers; and create richer and more in-depth work-based experiences. Adding these certifications is the natural next step in this ongoing process of continuous improvement. We are completing a new high school building that will provide state of the art facilities for these programs, and we have received financial support in the form of grants and donations from business and industry partners and Workforce Solutions to provide industry-standard equipment and supplies.

We have worked closely with our students and our parents throughout this process to ensure our programs excite them and meet their needs in pursuing their individual college and career pathways.

CCAISD has recently received two additional TEA grants that share many of the same goals as the Perkins Reserve Grant - the Texas GEAR UP State Grant and the TEA P-Tech Planning Grant. We will coordinate efforts on these grant programs to ensure maximum supports and success for our students. We are also implementing AVID and Project Led the Way, both of which will support success during the grant period.

**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.

Van Horn High School CTE teachers, Technology Director, Director of Academic Programs, and partners will collaborate to ensure that our students are prepared for the industry-based certification exams. We are currently engaged in the effort of making a comprehensive list of resources that are needed so that our teachers and our students have everything they need to succeed. Concurrently, we are working within our district and with partners to secure these resources.

Our teachers are preparing to attend the required trainings they need to become certified test administrators for the industry-based certification exams in their programs of study. Our IHE and business/industry partners are poised to help them succeed in this effort and to support them and their students continually as they implement this training.

Curriculum will be revised to align with the requirements of the certifications and frequent assessments created to monitor student progress and provide additional supports where and when needed for programs, classes, and individual students.

Our business and industry partners are collaborating with us to ramp up the work-based learning experiences our students will have as they prepare for certification exams, aligning them not only with industry-standards but also with exam requirements.

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

CCAISD has developed several strategic partnerships over the last two years that will provide an advantage in implementing the proposed project. We have partnered with Odessa College to offer dual credit opportunities for our students, not only in core classes, but also in their engineering program. Students have the opportunity to earn dual credit for engineering classes and to complete Level 1 and Level 2 Certificates - Electro-Mechanical Technician. This pairs perfectly with preparation for the NCCER Instrumentation Level 1 Certificate.

We also partner with several local business who employ welders and have committed to providing rich work-based learning experiences in addition to providing supports for our teachers and students.

We have received a grant from Workforce Solutions Borderplex to support our engineering program, and they have connected us with UTEP and their Mechanical/Aerospace Engineering programs, including the resources available through the UTEP NASA MIRO Center for Space Exploration and Technology Research.

Many of our partners in this program are also our partners in our GEAR UP and P-TECH programs, so we will have an advantage in that this is a comprehensive effort to improve our college and career readiness opportunities for students, not an isolated program.

**Equitable Access and Participation**

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

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

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

**PNP Equitable Services**

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

☐ Yes ☒ No

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

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

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

**5A: Assurances**

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

**5B: Equitable Services Calculation**

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

**Request for Grant Funds**

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

**PAYROLL COSTS (6100)****BUDGET**


**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Student Certification Exam Fees	\$4,000
Teacher Training to become Licensed Test Administrators	\$3,000

**SUPPLIES AND MATERIALS (6300)**

Supplies and Materials for Welding Program of Study	\$18,000
Test Preparation Supplies and Materials	\$3,000

**OTHER OPERATING COSTS (6400)**

Teacher Training to become Licensed Test Administrators	\$2,000

**CAPITAL OUTLAY (6600)**


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