



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

NOGA ID [redacted]

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

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

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



Grant period from **July 1, 2019 – August 31, 2020**

Pre-award costs are not permitted.

**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**

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

**Applicant Information**

Organization **Mathis ISD** CDN **205904** Vendor ID **74-6001710** ESC **2** DUNS **045372539**  
 Address **PO Box 1179** City **Mathis** ZIP **78368** Phone **361.547.3378**  
 Primary Contact **Lacy Brauchle** Email **LBrauchle@mathisd.org** Phone **361.547.3378**  
 Secondary Contact **Gail Shepler** Email **gshepler@mathisd.org** Phone **361.547.3378**

**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 **Benny Hernandez** Title **Superintendent**

Email **bhernandez@mathisd.org** Phone **361.547.3378**

Signature  Date **02/25/2019**

Grant Writer Name **Susan Forthman** Signature  Date **02/25/2019**

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

2019-02-21

**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 industry-based certifications are offered at Mathis HS that are listed on the TEA Industry-Based Certification List for Public School Accountability although 5 programs of study aligned to approved certifications/workforce demands are in place.	Mathis High School will add 8 TEA-approved industry-based certifications for the 2019-2020 school year that are aligned with local workforce area demands and offered through existing programs of study. Curriculum in each program of study will be revised in collaboration with partners to emphasize certification exam requirements and test preparation activities will be planned and executed.
Currently, only 1 teacher at Mathis ISD is trained as a licensed administrator of TEA-promoted student capstone industry certifications although all are experienced teachers in these programs of study.	5 teachers in 5 programs of study will be trained as licensed administrators of TEA-promoted student capstone industry certifications for a total of 8 certifications. The district will provide all necessary supports including adequate time for training, study, and curriculum revision and needed resources.
91.9% of Mathis ISD students are classified as Economically Disadvantaged. Therefore, it is unreasonable to expect students to pay for their own exams.	Grant funds will pay for student certifications during the 2019-2020 school year. During the year, Mathis ISD and partners will examine and leverage existing resources to create a plan to sustain the funding in future years following the end of the grant.

**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 of 2020, Bridge City High School will increase the number of TEA-promoted student industry-based certifications earned by our students from 0 to at least 100. Each certification earned will be aligned with local Workforce Board Area demands.

**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

Students will be enrolled in all courses aligned to the 8 industry-based certifications added for the 2019-2020 school year: Microsoft Office Expert Excel; Microsoft Office Expert Word, NCCER Core Curriculum; NCCER Welding, Level 1; OSHA; Certified Nursing Assistant; Certified Patient Technician; Childcare Development Associate; and Educational Aide 1.

5 teachers in 5 programs of study will be trained as licensed administrators of a TEA-promoted industry-based certification.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

Preparation activities for each industry-based certification exam will be in place in all courses aligned to a certification exam. Needed supports including curriculum, resources, and partner expertise will be provided.

## Third-Quarter Benchmark

Students in each course aligned to an industry-based certification exam will be prepared to succeed on the exams.

**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 Curriculum will work closely with the CTE teachers, the GEAR UP Coordinator, the campus principal, and partners to lead and facilitate the implementation and monitoring of the grant program. Progress toward meeting the goals and objectives, along with student progress, will be reviewed monthly by analyzing quantitative and qualitative data to include TEA performance measures and student assessment data. This analysis will inform needed adjustments in course, and modifications will be planned and implemented expediently. The Director of Curriculum will support CTE teachers in implementation through access to ongoing professional development, mentorship from industry and IHE partners, and access to needed resources. Students will be supported through a quality curriculum, frequent assessments to assess needs, and interventions such as tutoring when needed.

Evaluation data will be used to modify the program for sustainability through a focus on continuous improvement and true collaboration with our partners when determining how to respond to the data. The district and each of our partners bring expertise and resources to the program that individually may not be enough to sustain and grow this program long term. Collectively, however, we can leverage the appropriate expertise and resources to respond to any challenge.

**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.

In order to identify high-wage, in-demand, and high-growth occupations and CTE programs of study that lead to these occupations, Mathis ISD collaborated with Workforce Solutions of the Coastal Bend and current/future employers in our Workforce Development Area. The Outreach Analyst at Workforce Solutions of the Coastal Bend provided data on target occupations, high-growth occupations, and emerging occupations that will soon be critical in the Mathis area. An example of this is that a large wind farm is being built in Mathis that will create a high-demand for wind technicians, an emerging technology occupation that does not currently have a preparation program or certification in the Coastal Bend region. By working with employers in the wind farm industry and IHE's, the Deputy Executive Director and Outreach Analyst at Workforce Solutions of the Coastal Bend determined that the training/certification for electricians will currently align best with the requirements for a wind farm technician, so they advised us to add a program of study and certifications aligned with that occupation. Welding and construction certifications, already in demand in our workforce area, will also be in high demand during the building phase of the wind farm.

Overall, the following certifications that are aligned with our programs of study and student career aspirations were recommended by Workforce Solutions of the Coastal Bend in order to prepare our students for target occupations in our region:

1. NCCER Core Curriculum - First recommended certification in preparation for an occupation as an electrician.
2. Certified Nurses Aid and Certified Patient Technician - In partnership with Del Mar College, these certifications - when earned in high school - will place students on a fast track for a License as a vocational nurse upon graduation.
3. NCCER Welding, Level 1 - Welding is a target occupation in the Coastal Bend Workforce Development Area.
4. Microsoft Office Expert Excel and Microsoft Office Expert Word - Five occupations in the Business Management program of study are target occupations in the Coastal Bend Workforce Development Area.
5. Childcare Development Associate and Educational Aide 1 - Elementary, middle, and secondary teachers are target occupations in the Coastal Bend Workforce Development Area. Mathis ISD is participating in the TEA Grow Your Own Grant due to the high need for teachers in our area. These certifications will provide students the opportunity to earn college hours in education.
6. OSHA - The OSHA certification was recommend for students in our Agriculture program.

**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.

Over 100 students will benefit from this program. Students currently enrolled in CTE programs of study aligned with the industry-based certifications we will offer through this grant program do not have the opportunity to earn certifications. The addition of this opportunity will provide them with multiple benefits. Students who earn certifications will be employable in high-wage, high-demand occupations in our Workforce Development Area. Many students who wish to go further in their program of study beyond high school will be able to do so on a fast track as some certifications provide college or other forms of credit. Students who need to work in order to pay to attend post-secondary institutions of education will be more employable and make a living wage. Finally students will engage in more high quality work-based learning experiences as a requirement of the certifications and will build relationships with IHE and business/industry partners that will benefit them in their future career.

Approximately 100 students will benefit from teachers who will be certified in an industry-based certification to test students. These students will have the benefit of being able to earn the certifications and meet certification requirements on site and through work-based experiences aligned with the curriculum in their programs of study. They will also benefit from the increased expertise of these teachers in preparing them to meet certification requirements and pass exams.

**TEA Program Requirements**

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

Mathis 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 Mathis ISD 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 Curriculum Director 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 Mathis ISD Accounting Department will pay the invoice. Mathis ISD 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.

Adding TEA-approved industry-based certifications for the 2019-2020 school year and beyond has been a priority for Mathis ISD and Mathis High School since last summer. While Mathis ISD has had a long standing relationship with Texas A&M Kingsville to offer dual enrollment courses, they were unable to partner for industry-based certifications. Therefore, Mathis ISD has worked closely with Del Mar College during the last semester to create a broad range of opportunities for students in addition to those that Texas A&M can provide. This began with the enhancement of our health science program with an agreement to collaborate to offer four certifications in that program of study over the next two years. Representatives from Del Mar College have met several times to plan with us and have been extensively involved in our recruitment efforts involving parents and students.

In addition, each of the programs of study aligned to the industry-based certifications we will add is currently in place with teachers who are eager to add the certifications, including attending training to becoming certified as test administrators. Our CTE teachers have been active and enthusiastic leaders in planning for this move to the next level in their programs. We are currently working to secure the resources that will be needed to support this effort.

Mathis ISD has also begun to forge relationships with many new business, industry, and community partners and to enhance and expand existing relationships to support our teachers and our students in the addition of TEA-approved industry-based certifications that are aligned with workforce needs.

Mathis ISD was awarded the TEA State GEAR UP Grant beginning with the 2018-2019 school year. This grant shares some of the same goals and objectives of the Perkins Reserve Grant. The planning we are currently engaged in for this grant, and the partners and technical assistance providers we are working with in this effort will enable us to coordinate efforts and resources and to ensure our students have the best college and career readiness supports and opportunities available.

**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 CTE teachers, curriculum director, GEAR UP Coordinator, 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.

Mathis ISD has forged several strategic partnerships in place that will provide an advantage in implementing our Perkins Reserve, Focus Area 2 Grant Project. One of our strongest partnerships is with Del Mar College, entered into this year specifically to enhance our CTE programs, including the addition of TEA-approved industry-based certifications aligned with local workforce needs. One of Del Mar College's goals is to address the nation's skills gaps by endorsing industry-recognized skills gaps for students of all ages. This partnership complements our successful partnership with Texas A&M Kingsville by providing programs that do not have to result in a four-year degree. This was a missing link for us - an IHE partner that targets support to our CTE programs.

In addition, Mathis ISD partners with Workforce Solutions of the Coastal Bend to consistently analyze local workforce data and respond to those needs with our programs, ensuring that our students have the skills and credentials required to successfully enter the workforce in high-wage, in-demand occupations. Workforce Solutions of the Coastal Bend has been particularly helpful in preparing our students to match the workforce needs of the new wind farm being built in Mathis.

Also, we have several partnerships with local business and industry to provide a broad spectrum of authentic work-based experiences for our students as an integral component of the CTE program of study and to inform our CTE curriculum and program expectations. The work-based experiences are elevated in importance as we prepare to add industry-based certifications to our programs, and our business and industry partners are working closely with us to ensure they are of maximum benefit to our students.

**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**

<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)**

Training for Certification of Teachers to Administer IBC Exams	\$6,000
Student Certification	\$5,000
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Materials and Supplies for Exam Preparation	\$10,000
Student Certification Exams	\$5,000
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Training for Certification of Teachers to Administer IBC Exams	\$4,000
<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)**