



**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

RECEIVED  
TEXAS EDUCATION AGENCY  
2019 FEB 13 PM 1:02  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

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 **Fredericksburg ISD** CDN **086901** Vendor ID  ESC **13** DUNS   
Address **234 Friendship LN** City **Fredericksburg** ZIP **78624** Phone **830-997-9551**  
Primary Contact **Logan Minshew** Email **loganm@fisd.org** Phone **830-997-7551**  
Secondary Contact **Patricia Rivera** Email **patriciar@fisd.org** Phone **830-997-9551**

**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 **Dr. Jeff Brasher** Title **Superintendent**

Email **jeffb@fisd.org** Phone **830-997-9551**

Signature  Date **2/11/19**

Grant Writer Name **Logan Minshew** Signature  Date **02/11/2019**

☒ 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\***

Page 1 of 15

**701-19-104-013**

**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
increase industry recognized certifications in our business program of study	The district would like to work towards Inuit quick-books certification. The additional funds could be utilized for training materials and student tests
increase industry recognized certifications in our welding program of study	The district would like to add AWS SENSE certifications to our welding program. The additional funds could be utilized to help cover the initial cost and preparation materials
increase the industry recognized certifications offered to all students at FHS	The district would like to begin offering OSHA 30 hour for our students to increase their overall awareness of safety on job sites and increase their employability.

**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.

The LEA has set a goal of increasing the percentage of graduating seniors who earn industry recognized certifications from 3.7 % to 6 % by June of 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

Relevant study guides, curriculum, and teacher training will be completed or in progress by the end of the first quarter.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

Students will be able to take preassessments by the second quarter to better prepare for the certification exams that will be given in the final quarter.

## Third-Quarter Benchmark

All arrangements will be completed to ensure that students have access to the credentialing exams and have been given ample study time with the curriculum.

**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 LEA will continue to get feedback from all stakeholders. Parents, students, teachers, and community business leaders will help us constantly monitor and adjust our programs. Data from TWC will be analyzed to make sure our current programs will meet the future labor market needs.

**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.

After reviewing current data and projections FISD want to continue to provide our students with skills that will allow them to be successful in the jobs of tomorrow. There are several areas of need in our current labor market. We offer programs for certifications in healthcare our largest employer. We are working towards a grow your own grant for our students interested in education. We would like to offer OSHA 30 hour for one of the areas biggest employment groups in ag and construction. Additionally allowing students to pursue an entry level welding certificate would also give them an opportunity to utilize those skills in a growing market. Finally we would like to also increase the opportunities of our students in the financial sector. Our banks and investment firms have projected quite a few openings in the future and we wanted to give them an opportunity to earn an industry recognized certificate in this area of need.

**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.

Adding the three identified areas with industry recognized certifications could positively impact countless students enrolled in CTE programs. This year alone with have 45 students participating in the accounting program. We have 20 in advanced welding and 30 students in advanced construction. Not only could the 95 identifies students have an opprotunity to earn an industry recognized certificate, but the OSHA 30 hour could potentially reach another 100 plus students who participate in our AG program.

**TEA Program Requirements**

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

Currently the district attempts to pay for students pursuing industry recognized credentials. Fees no matter how small can be a burdensome barrier that would prevent students from trying to achieve their credential. Our culinary program had community fundraising event to help cover the cost of the students dual credit tuition. Our local dollars are being stretched thin and adding certifications in all areas is not possible with our current funding situation. The grant would allow us to offer more opportunities for students without the economic hardship or barrier of having to cover the cost of preparation materials or exams.

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

The LEA already offers ASE certifications for our automotive students. The courses are structured to help the students achieve success. Industry partners work with the instructor to provide excellent learning opportunities and the LEA purchases curriculum software to better prepare the students. Our health science students partner with the hospital who has provided a generous donation to purchase Kadoorie curriculum and training for our students and instructors. The LEA believes that with the correct tools, support, and preparation students will be successful during the grant period in achieving new certifications.

**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 LEA holds advisory meetings and professional developments for the instructors. The instructors have reviewed the requirements for the certifications and have been implementing strategies for their inclusion in next years courses. We will collaborate with districts who already have successful programs in place in an attempt to maximize the likely hood that our students will be successful. Students will be given an opportunity to take pretests when available and the LEA will use grant funds to help purchase any relevant supplemental material that can better prepare the students for the exams.

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

The Hill Country builders association, the FFA board, and local banks have all offered assistance in preparing our students. The builders have privatively funded CASA UBER ALLES the last two school years and look to continue the benefits of the program in the future. We are always looking for opportunities to better programs and offering certifications to students at no cost will have limitless benefits to our students future job outlook.

**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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

**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)**

Teacher training for certiport	\$750
Teacher training for OSHA	\$750

**SUPPLIES AND MATERIALS (6300)**

GMetrix Exam with retake and supplemental materials	\$10,000
OSHA 30 General and Construction	\$15,000
AWS materials and fee	\$3,000

**OTHER OPERATING COSTS (6400)**


**CAPITAL OUTLAY (6600)**


**Total Direct Costs** \$29,500**Indirect Costs** \$500**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.**

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY

Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

**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.**


