

**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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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 NumberAmendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **NA****Applicant Information**

Organization **Elgin ISD** CDN **011902** Vendor ID **74-60000823** ESC **13** DUNS **010552362**
Address **1002 North Avenue C** City **Elgin** ZIP **78621** Phone **512-281-3434**
Primary Contact **Bruce Peckover** Email **bruce.peckover@elginisd.net** Phone **512-281-3438**
Secondary Contact **Debra Mahone** Email **debra.mahone@elginisd.net** Phone **521-281-3434**

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):

- | | |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | |

Authorized Official Name **Peter Perez**Title **Deputy Superintendent**Email **peperez@elginisd.net**Phone **512-281-3434**

Signature

Date

2-12-19Grant Writer Name **Debra Mahone**

Signature

Date

2-12-19☒ 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**

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701-19-104-011

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
Elgin ISD graduate profile based on industry trends and needs and local workforce data should be integrated with graduation plan and pathways of all EISD secondary students.	College and Career Director will work with staff, community partners, employees and students and parents to create a graduate profile that is research based, utilizes workforce data and identifies needed soft skills and academic skills necessary for life after high school.
Local opportunities to provide training, preparation and a test site for industry-recognized certification in all pathways offered in EISD Career and Technical Education program.	Increase local access to industry-recognized certification and testing opportunities by establishing a test site at Elgin High School and certifying one teacher in year 1 to administer tests and certify students.

SMART Goal

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

Provide pathway instruction aligned to local need and professional certification standards with a one year goal of developing in house certification opportunities (including a local test site) for one pathway (computer user support specialist) with a two year goal of adding a second industry certification to local site.

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

Enroll a minimum of one teacher employed at EISD in a trainer of trainer program to become certified to administer industry based tests.

Develop a representative team of local partners, local business owners/employers, and school staff who meet at least two times to begin to develop EISD graduate profile based on local business and industry standards.

Identify minimum of 8 students who will be provided the opportunity to prepare and take certification testing at locally established site.

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

Enroll a minimum of one teacher employed at EISD in a trainer of trainer program to become certified to administer industry-based tests.

Develop a representative team of local partners, local business owners/employers, and school staff who meet at least two times to begin to develop EISD graduate profile based on local business and industry standards.

Identify minimum of 10 students who will be provided the opportunity to prepare and take certification testing at locally established site.

All curriculum, software, and practice tests are purchased and provided to a minimum of 10 students to prepare for testing.

Third-Quarter Benchmark

Ten students are provided the opportunity to test for certification.

Twenty students are identified to begin second round of preparation and testing.

A process for community partners and local employers to use testing site is developed and added to MOU's.

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.

EISD will utilize a formative evaluation plan over the one year life of the project. All activities will be recorded and measured monthly. This data will track outcomes as well as inform immediate and on-going improvements to the implementation process. Methods of evaluation will include multiple objective performance measures to track quantitative data as well as maintain qualitative impact. These measures will include but are not limited to : participation levels of partners, students, employers in strategic activities, the number and percentage of students participating in pathways aligned to industry standards, the number and percentage of students attending training, mentor ships and preparation activities for certification exams. The number and time line for completion of trainer of trainer certification for identified CTE teacher. The number of students prepared to take identified industry certification at the newly established local site, and the number of students who successfully complete an identified certification exam.

Modifications and considerations based on evaluation data will include: a) communication, team collaboration and recruiting strategies developed and revised to increase participation of students including specifically targeted demographic groups. b) Participant/partner input and satisfaction will inform changes and enhancements to the program ie: partners and mentors will be solicited in specific settings to meet participants expressed long and short needs and goals. c) Interventions and program changes will be implemented based on student performance, community participation and participation in preparation and certification testing locally.

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.

NA

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.

NA

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.

NA

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.

NA

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.

NA

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.

Elgin ISD's proposed project has identified a program of study that will lead to industry-based certifications and provide needed Computer User Support Specialists to local businesses and employers. EISD recently completed a comprehensive four-phase strategic planning process. This strategic plan spans five years and includes a goal area of College and Career ready students who graduate with skills pertinent to local and regional industry and trends. The team who researched and submitted recommendations in this goal area included: Workforce Solutions, E3 Alliance, Elgin Chamber of Commerce, district Career and Technology Staff including representation from Elgin's Early College High School. All stakeholders identified technology and computer support as a local need in community businesses and organizations. US Census bureau (2016) indicates that there are 66 businesses in the Elgin zip code area (78621) that have 10 or more employees. Capital area Council of Governments data indicate that computer support and IT assistance are required in all these sectors. Regional labor information indicates over 5,000 jobs currently open in entry level positions that lead into the broader job market of IT. Data indicates a mean entry level wage of 50,510 with necessary certification(s) (www.bls.gov/oes/2017). Elgin will access resources through its Academy partnership and will develop certification opportunity for A+ Core 1 the first year and then add Sec+ and Net+ in subsequent years. In addition, Elgin is exploring partnerships to provide an APP driven coding program which would lead to a mobile App certification in Swift. Elgin currently has a computer programming CTE Pathway in place that includes classes supporting industry recognized exam certification. This curriculum is taught by a full-time certified teacher and supports directed learning from 8th-12th grades. This project will enable this teacher to get trained and certified to administer industry certification exams at a local site that will be established at Elgin High School.

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.

Grant funds from this project will allow one teacher to be certified in the industry-based certifications to test students. Approximately 10 students in year 1 will be ready to be offered examinations and an additional 20 students will take examinations in year 2. Students successfully completing the industry recognized exams will benefit by receiving credentials that have been identified in the local, State and National markets as high-demand credentials for computer coding. Upon successful completion of testing site credentials, it is anticipated that the number of students could expand to between 40 and 50 each year providing the site is accessed by surrounding Districts offering their students training toward the certification exam program. In addition, EISD currently offers an Early College High School in partnership with Austin Community College (ACC). Students enrolled in post-secondary programs of study at ACC leading to industry-based certifications will also be able to access the local site to take examinations. Local business partners, their employees and Elgin community members will also benefit from having a local testing site as well as a test preparation program to access.

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

EISD students who qualify and are ready to take the certification exams will be provided with the opportunity to sign up with the Computer Programming Teacher to test. Certification exams will be ordered by the Teacher through the Elgin ISD purchase request and approval system. A purchase order will be issued for the certifying agency with payment being paid from the grant approved budget. Elgin ISD business offices procedures will be followed to disperse payment to appropriate certifying agency upon presentation of an invoice. A specific testing site process and procedures manual will be developed to guide employers and community members and facilitate their registration, payment and completion of needed certification exams. In addition, EISD business office will guide surrounding districts who collaborate with EISD certification site to send their students who are ready to test.

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

Based on fall 2018 data, Elgin has 549 students enrolled in CTE programs with a study/code 2 in PEIMS. A computer programming CTE Pathway is in place that includes classes supporting industry recognized exam certification. The curriculum supports directed learning from 8th -12th grades. Elgin is currently providing a full-time certified teacher and has set up a computer lab with mobile computer furniture, desktop computers capable of coding to industry standards, and the supporting network infrastructure. Through the EISD strategic planning process completed in Fall 2018, Elgin is currently engaged with the City of Elgin, the Chamber of Commerce and Austin Community College to develop and market a standard graduate profile that identifies skill and readiness activities that have been local priority. Supports like the Elgin Foundation and community partners and businesses are in place to provide resources and engage in communication strategies and marketing activities that recruit and engage students in the local community.

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.

To prepare for industry-based certification programs, the EISD students will successfully complete a series of computer programming classes each year during their 8th, 9th, 10th, 11th, and 12th grade years. These classes are aligned with State standards and are designed to prepare students for A+ Core 1 and Core 2 as well as Security and Mobile App development. Elgin I SD will provide curriculum and software along with practice tests and tutoring support to prepare students to test for the certification exams. Flexible schedules will be developed so that students and partner employees can access preparation activities without missing classes or work schedule.

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

EISD currently has a partnership in place with Austin Community College and an MOE for dual credit Early College High School courses. ACC and EISD are currently exploring a partnership with Apple for app driven coding program for elementary, Middle and High School students culminating in a Mobile App certification in Swift. ACC would be the Higher Education partner in this potential partnership. EISD has investigated employment in the Computer Support area with local area employers including: MAV Computers, LLC, University of Texas CNS IT, Texas Department of Agriculture, and Capital Metro. In addition, more than 60 small businesses with 10 or fewer employees require computer support either at the part time or full-time level. The City of Elgin has contact information and will collaborate to survey and inform potential local employers to determine current and forecast future needs.

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)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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)

Certified Technical Trainer(instructor led training for soft skills, train the trainer, program assessment)	\$3,000

SUPPLIES AND MATERIALS (6300)

Student/tester workstations (computers, stands, benches)	\$10,000
Computer software, licenses, and materials (toolkits, diagnostics)	\$3,000

OTHER OPERATING COSTS (6400)

Fees for student certification tests (10x2 for Core 1 and Core 2 Certifications)	\$4,380
Student Field trips to local industry settings for preparation activities and training	\$4,000
Teacher Trainer professional development including travel for local team to technical assistance training	\$3,854

CAPITAL OUTLAY (6600)

Total Direct Costs \$28,234**Indirect Costs** \$949**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$29,183

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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