



**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

Application stamp-in date and time  
RECEIVED  
TEXAS EDUCATION AGENCY  
2019 FEB 14 PM 12:47  
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  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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

2019-019334

701-19-104-020

**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 the number of student certifications in the area of Health Science Technology, specifically in the areas of EKG , Phlebotomy , Pharmacy Technician, Patient Care , and Medical Billing and Coding Specialist	Ensure students are enrolled in a coherent sequence of courses leading to an industry based certification in the Health Science Technology program of study, preparing them adequately for the certification examinations teachers who are qualified via tutorials, mentorship, work-based learning and practice examinations
Increase resources, ongoing training, and exams for Health Science Technology teachers	Increase the number of industry based certifications earned by students who are adequately prepared by qualified teachers, as demonstrated through course completion, benchmarks and practice exams, and paying for the exams so that student cost is not a barrier to acquisition of certifications

**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 specific goal is to increase student certifications in the Health Science Technology program of study. It will be measured through students taking an appropriate coherent sequence of courses leading to an industry based certification and achievement of 80% or higher on benchmark and practice assessments leading up to the certification examinations. This is achievable through properly trained teachers and additional support provided by our partnership with the University of Incarnate Word's School of Osteopathic Medicine; medical students have been assigned to mentor and tutor our students to ensure concepts are taught to mastery, and students are supported throughout the program of study and certification. These goals and strategies are relevant as they pertain directly to the acquisition and increase of student certification and timely because they will occur within the year.

**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**

The first quarter benchmark will measure student progress of the concepts taught up to that point, and implementation plans for remediation for content mastery if necessary. Ensure content is being taught as per the timeline, scope and sequence. Student attendance will be monitored to ensure and encourage maximum participation, and teachers will be expected to provide proof of successful acquisition necessary training for offering student certification.

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

The second quarter benchmark will measure student progress of the concepts taught up to that point, and proof of remediation for content mastery for students requiring additional assistance. Ensure content is being taught as per the timeline, scope and sequence. Student attendance will continue to be monitored to ensure and encourage maximum participation, and University of The Incarnate Word Osteopathic Medical School students will be assigned to classes to mentor, tutor and encourage students as they prepare for certification examinations. Benchmark examinations will be given to test student knowledge and fill in any learning gaps at this point.

**Third-Quarter Benchmark**

The third quarter benchmark will measure student progress of the concepts taught up to that point, and proof of remediation for content mastery for students requiring additional assistance, as well as tutorials given by assigned medical student mentors. Ensure content is being taught as per the timeline, scope and sequence. Student attendance will continue to be monitored to ensure and encourage maximum participation. Benchmark examinations will be continue to be given to test student knowledge and fill in any learning gaps at this point, and practice examinations will take place during this quarter. Students who achieve 80% or higher on the practice examinations will be permitted to take 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 evaluation data that will be used to determine student and program success will consist of student attendance, multiple and various forms of benchmark testing to check for student learning and preparedness. Students, teachers, mentors, and parents will be surveyed for program improvement. Advisory committee members will be asked to assess and evaluate the program, and suggestions for improvement will be documented and considered for implementation. If the benchmarks do not show progress toward meeting the summative goal, various forms of evaluation data will be used and analyzed to produce growth, improvement, and sustainability. Curriculum, scope and sequence will be re-evaluated, concepts taught will be matched against tested areas, and methods of delivery will be reviewed, analyzed and restructured. Additional support from district curriculum staff, and instructional coaches will be sought and additional tutorials, including mentoring will be made available by teachers and medical school students. Constant and consistent monitoring and adjustment will take place until goals are met.

**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.

The industry-based certifications identified for the proposed project are EKG Technician, Phlebotomy Technician, Patient Care Technician, Pharmacy Technician, and Medical Billing and Coding Specialist. These particular certifications were chosen because as per labor market data gathered from Texas Workforce Commission, the U.S. Department of Labor, the San Antonio Chamber of Commerce and South San Antonio Chamber of Commerce, seven of the top twelve fastest growing industries between 2017-2026 are directly related to the Healthcare field. According to the Texas Growth Occupations 2016 Annual Report, long term industry projections show that Health Care and Social Assistance employment is expected to grow to approximately 1,892,000 jobs by 2024, posting the strongest growth of the 11 industries in this report at 32.2 percent. This report states that according to Help Wanted Online, Registered Nurses (RNs) account for one in four job postings in the industry. Licensed Practical and Licensed Vocational Nurses (LVNs), Nursing Assistants and Medical Assistants and Patient Care Technicians are also among the top 5 most listed positions. The industry-based certifications that coincide with these professions are the stepping stones our students will use to propel themselves into these lucrative careers. This strong demand is reflected in short- and long-term occupational projections, both of which indicate that nursing and Healthcare will add the most positions over the coming years. It is for this reason that we have chosen the Health Science program of study for the proposed project. Furthermore, the south side of San Antonio in Bexar County, and neighboring Wilson County and Atascosa County all either have newly built, expanded hospitals and clinics and/or are experiencing significant growth in Healthcare job opportunities. These areas are within a 30 mile radius of our school district and have expressed an interest or are already partnering with our district in the training and hiring of our students.

**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.

Currently, there are approximately one hundred and eighty students who are currently enrolled in a coherent sequence of courses that could lead to an industry based certification within the Health Science Technology course of study. Currently, approximately sixty students will reach a capstone or completion point in their coursework enabling them to be adequately prepared to take a certification examination. As earned numbers of student certifications increase, it is anticipated that program growth and participation will also increase. It is anticipated that the desirability of this program will continue to grow exponentially, and potentially could benefit the entire student body. Offering industry based certifications to students currently enrolled in aligned CTE programs of study will not only increase their chances of earning a high-wage, highly skilled job, but also propel them into post-secondary educational opportunities to further advance their careers and potential earnings. Earning an industry-based certification, for many of our students, means the difference between living in poverty and becoming self-sustaining. Earning industry certification means giving students options for successful wage earning after high school, and is imperative for growing sustainability within our community.

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

The process for paying for exams for students will first require that students are adequately trained to take the certification examinations. Each student registering for a certification exam must first pass a series of benchmark exams and practice examinations, and score 80% or higher to be considered. Upon qualification for the examination, the district would obtain a quote for students testing from the testing entity, a testing proctor would be secured, and a requisition would be submitted to cover the fees associated with the certification testing. The campus Principal, Career and Technical Education Coordinator, and Purchasing Director would then approve the requisition, create a purchase order and pay the testing entity for the student examinations. The test would be administered, and students who take the test but not pass, would be offered an opportunity to retest at their expense.

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

The efforts that have already been made to ensure success during the grant period include placing appropriately qualified teachers into the Health Science Technology classrooms and the selection of quality curriculum. The Health Science Technology program of study has been developed with an appropriate coherent sequence of courses that leads to a capstone courses that result in practicum work-based learning experiences and industry-based certifications. In order to ensure students are successful when taking their industry-based certifications, benchmarks examinations and practical skills tests are performed throughout the semester to ensure that teaching is on track, learning is taking place, and to allow for re-teaching of concepts that students may have struggled with during each unit. Prior to taking the actual certification exam, students will take a mock or practice exam, and will not be permitted to proceed to the official certification examination until they have scored an 80% or higher. As additional support, Southside ISD has partnered with the University of the Incarnate Word to have the medical students in the Doctor of Osteopathic Medicine program serve as mentors and tutors to the Southside High School students preparing for certification examinations. These mentors not only serve as tutors and mentors, but also help guide students toward post-secondary education in the Healthcare field once they have become certified and graduated from high school. Additionally, student attendance is monitored, and achievement is closely monitored to alert teachers, counselors and the District Career & Technical Education Coordinator to allow for assistance and intervention. These efforts not only will ensure the success of the program during the grant period, but the overall success of our students.

**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.

Southside ISD will ensure that students are prepared for the industry-based certification exams through the utilization of quality curriculum and through the teaching and fostering of qualified, dedicated teachers. Benchmarks and practical skill tests will be executed throughout the semester to ensure that students are mastering the concepts being taught, and remediation will take place if students should struggle. Student attendance will be monitored to ensure that they are meeting the guidelines for contact hours as well as getting the instruction necessary to be successful in their coursework and to prepare for their exams. Students will be mentored by University of Incarnate Word Doctor of Osteopathic Medical Students to tutor and mentor them through their program, and to prepare them for their certification exams. Students will have the opportunity to gain hands-on experience at Connolly Memorial Hospital and surrounding clinics and pharmacies to give them the real-world experiences that will make the information they learn for their certification examinations more tangible and relevant.

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

The partnerships that are currently in place that provide an advantage in implementing the proposed project include The University of the Incarnate Word- Doctor of Osteopathic Medicine program. This program provides medical students who serve mentors and tutors to the students of Southside High School who have chosen to participate in the Health Science Technology program of study. This partnership has offered several hands on demonstrations, informational sessions, and mentorship events for our students to encourage them to participate and persist in the program through completion. This partnership is greatly advantageous to our students, as it provides them with personal assistance and firsthand information regarding medical school and the healthcare field that they normally would not have access to without a personal medical school student mentor.

Another partnership that provides an advantage in implementation for the proposed project is the partnership we have recently established with Connolly Memorial Medical Center in Floresville, Texas. Through the Department of Nursing, Southside High School students in the Health Science Technology program who are participating in the practicum capstone courses and seeking industry-based certification are being given the opportunity to have a hands-on real-world work-based learning experience in several different areas of patient care and pharmacy duties within the hospital and surrounding clinics. This is most advantageous because it not only allows our students to experience that atmosphere and gain firsthand knowledge, but also allows them to make professional contacts and prepare for employment after they have earned their industry-based certifications and high school diplomas.

Furthermore, Southside ISD has a well-established relationship and partnership with the Alamo Community College district which will allow our students an opportunity to seek post-secondary education in the Healthcare field, should they opt for community college prior to attending a four-year university.

**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**

N/A	0
N/A	0
N/A	0
N/A	0

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

N/A	0
N/A	0
N/A	0

**SUPPLIES AND MATERIALS (6300)**

Certification Exams	7500.00
Supplies for practical skills tests, practices tests, student study guides	12000.00
Furniture specific to certification tests (phlebotomy chairs, EKG machine, IV racks, leads, etc)	9088.00

**OTHER OPERATING COSTS (6400)**

N/A	0
N/A	0
N/A	0

**CAPITAL OUTLAY (6600)**

N/A	0
N/A	0
N/A	0

**Total Direct Costs** 28588.00

**Indirect Costs** 1412.00

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** 30000.00

**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 \_\_\_\_\_

\_\_\_\_\_

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

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