



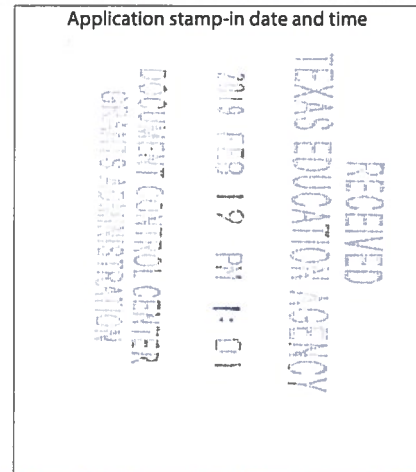
2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

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



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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances

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.

2019-01-0247

701-19-104-024

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
1. Increase the Number of Special Populations (ELL, Special Education, etc). earning an Industry Certification in Career and Technical Education (CTE) Programs.	1. Provide additional and more individualized instruction for special populations participating in CTE programs when needed by using on-line learning and extended time.
2. Increase the Number of Industry-Based Certifications for 2019-2020 Public School Accountability.	2. Provide a designated CTE computer lab at each of the three comprehensive high schools with at least 12 desktop computers for extended on-line learning and testing.
3. Increase the Number of 2020 Seniors graduating College, Career, Military Ready (CCMR).	3. Provide extended day opportunities, when needed, for special populations and/or current Seniors to earn Industry-Based 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 number of 2020 seniors graduating College, Career, Military Ready (CCMR) will increase by 10%, with both an increase of special populations earning an Industry Certification in CTE programs, and an increase in the number of earned Industry-Based Certifications for 2019-2020 Public School Accountability.

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

Increase of 10% in the number of special populations earning an Industry Certification in CTE programs on October 25, 2019, as compared to 2018-2019.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Increase of 10% in the number of Industry-Based Certifications for 2019-2020 Public School Accountability on April 3, 2020, as compared to April 5, 2019.

Third-Quarter Benchmark

Increase of 10% in the number of 2020 seniors graduating College, Career, Military Ready (CCMR) as compared to 2019 seniors.

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 number of special population students earning Industry Certification in CTE programs will be identified during the Fall Semester of 2019, and compared to Industry Certifications earned during the 2018-2019 school year. If the number earned during the Fall of 2019 does not show an increase of at least 10%, recruitment efforts will be done to increase the numbers for Spring 2020.

The number of Industry-Based Certifications for 2019-2020 Public School Accountability will be identified on April 2020, and compared to the numbers of Industry Based Certifications earned the previous year of April 2019. If the number for the Spring 2020 do not show an increase of at least 10%, the designated CTE computer labs will be available for six weeks after school for on-line learning and testing.

The number of 2020 seniors graduating CCMR will be compared to the number of 2019 CCMR graduated seniors. If the number of increase is not at least 10%, the designated CTE computer lab will be available after school during the Fall of 2020.

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 Applying for Focus Area 2

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 Applying for Focus Area 2

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 Applying for Focus Area 2

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 Applying for Focus Area 2

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 Applying for Focus Area 2

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.

Industry-Based Certifications and programs of study for the designated CTE computer labs will be in the area(s) for the students chosen House Bill 5 Endorsements when possible. Some of these career clusters and certifications are the following from the List of Industry-Based Certifications for the 2019-2020 Public School Accountability (see table below).

Career Cluster	Certification	Aligned Program of Study	Occupation	Median Salary	Average Salary
Agriculture, Food & Natural Resources	OSHA (Occupational Safety and Health Administration) 30 Hour General Industry	Applied Agricultural Engineering	Farm Equipment Mechanics and Service Technicians	\$39,915	\$51,470
Arts, AV Tech & Communications	Adobe Certified Associate (ACA) - Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro, Animate, and Dreamweaver)	Graphic Design and Multimedia Arts	Graphic Designers	\$44,824	\$52,052
Business, Marketing, and Finance	Intuit QuickBooks Certified User (QBCU)	Accounting and Financial Services	Accountants	\$71,469	\$74,990
Business, Marketing, and Finance	Microsoft Office Expert (MOS Expert) Excel	Business Management	Computer User Support Specialists	\$49,109	\$76,686
Business, Marketing, and Finance	Microsoft Office Master - 2016 Track 1 (MOS 2016 Word Expert + MOS 2016 Excel Expert + MOS 2016 PowerPoint + Elective (MOS 2016 Access))	Business Management	Computer User Support Specialists	\$49,109	\$85,426
Business, Marketing, and Finance	Microsoft Office Master - 2016 Track 2 (MOS 2016 Word Expert + MOS 2016 Excel Expert + MOS 2016 PowerPoint + Elective (MOS 2016 Outlook))	Business Management	Computer User Support Specialists	\$49,109	\$85,426
Business, Marketing, and Finance	Microsoft Office Master - Track 1 (Word Expert - Excel Core + Elective)	Business Management	Computer User Support Specialists	\$49,109	\$85,426
Business, Marketing, and Finance	Microsoft Office Master - Track 2 (Excel Expert - Word Core + Elective)	Business Management	Computer User Support Specialists	\$49,109	\$85,426
Business, Marketing, and Finance	Microsoft Office Master - Track 3 (Word Expert - Excel Expert)	Business Management	Computer User Support Specialists	\$49,109	\$85,426
Information Technology	Microsoft Technology Associate (MTA) Cloud Fundamentals	Networking Systems	Computer Network Support Specialists	\$68,037	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Database Administration Fundamentals	Information Technology Support and Services	Database Administrators	\$83,075	\$58,383
Information Technology	Microsoft Technology Associate (MTA) HTML5 Application Development Fundamentals	Information Technology Support and Services	Computer Systems Analysts	\$87,568	\$58,383
Information Technology	Microsoft Technology Associate (MTA) Introduction to Programming Using HTML and CSS	Programming and Software Development	Computer Programming - Programmer General	\$79,893	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Introduction to Programming Using Java	Programming and Software Development	Computer Programming - Programmer General	\$79,893	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Introduction to Programming Using JavaScript	Programming and Software Development	Computer Programming - Programmer General	\$79,893	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Introduction to Programming Using Python	Programming and Software Development	Computer Programming - Programmer General	\$79,893	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Mobility and Device Fundamentals	Programming and Software Development	Computer Programming - Programmer General	\$79,893	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Networking Fundamentals	Networking Systems	Computer Network Support Specialists	\$68,037	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Security Fundamentals	Networking Systems	Computer Network Support Specialists	\$68,037	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Software Development Fundamentals	Programming and Software Development	Software Developers, Applications	\$104,499	\$122,071
Information Technology	Microsoft Technology Associate (MTA) Windows Operating System Fundamentals	Information Technology Support and Services	Computer Systems Analysts	\$87,568	\$93,201
Information Technology	Microsoft Technology Associate (MTA) Windows Server Administration Fundamentals	Information Technology Support and Services	Computer Systems Analysts	\$87,568	\$58,383

These high-wage and in-demand occupations are from the data provided by the Texas Education Agency (TEA), Rio Grande Valley Linking Economic and Academic Development (RGV LEAD) and the Texas Workforce Solutions. Special Populations and/or Current Seniors who need to earn a CCMR will have priority to participate in this proposed project.

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.

La Joya ISD has elected to utilize funding of this program to provide computer technology equipment (3 full functioning testing labs) at the three comprehensive high schools.

Grant funding will benefit at least 180 students per school year.

Through this project, at least 60 students will be able to participate every 12 weeks at each of the three comprehensive high schools.

Each high school will be provided with funding to set up a computer technology lab with 12 desktop computers each lab to offer students the opportunity to test for Industry Based Certifications. Computer labs will be equipped with on-line curriculum and test available through the instructional day.

Extended lab hours will be implemented when needed to adjust progress towards the summative SMART goal(s).

The offering of Industry-Based Certifications individualized instruction will benefit students currently enrolled in the aligned CTE programs of study to give students in special populations and/or current Seniors additional learning and/or additional time to earn an Industry Based Certification.

Students serviced through this project will enroll and earn a CTE class credit based on the amount of time spent this class. The credit will be ½ to 1 awarded in the career cluster of the students' chosen House Bill 5 Endorsement. This credit counts towards student's graduation requirements.

Students enrolled at La Joya ISD will benefit from funding of this program by earning Industry Based Certification that prepare them for jobs right after high school and prepre them for post secondary educaiton.

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

Industry Based Certification Exams for students will be paid using local funds generated through the Career and Technology Education Allotment.

Campus site licenses available for the on-line curriculum and exams will be purchased for Industry-Based Certifications under the 2019-2020 Public School Accountability.

The monitoring of the exams available, exam failures and successes and near expiration of campus site licenses will be supervised by the CTE Coordinators for their assigned career clusters. Feedback will be provided to the CTE staff at the designated CTE computer labs to assure cost effective use of funds in paying for needed on-line curriculum and exams.

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

The CTE staff who will be responsible for running the designated CTE computer labs will be identified before the application is submitted. This will allow for planning and organization to ensure program success.

The on-line curriculum and exams to be offered at the three testing sites will be identified during the application period.

The process to ensure success during the grant period will be put in writing with stated goals, methods of evaluation and possible solutions to adjust the program for sustainability.

The action/tasks will be included in the district improvement plan with targeted audience, responsible persons and measurable evidence of success as soon as notice of grant award (NOGA) is received.

Quarterly benchmarks will be implemented. Action plan to address progress and adjustments to meet goal measures and progress will be made to ensure success.

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.

In order to ensure that students are prepared for the Industry Based Certification Exams, CTE teachers review current CTE student enrollment to assist with identification of students from special populations and/or current Seniors who need additional and more individualized instruction.

Administration at the three comprehensive high schools will ensure that the testing labs are available after school during scheduled times (After school lab scheduled to be determined based on campus / students needs).

This will provide students with additional preparation time that will ensure student success when taking the exam for the Industry-Based Certifications as well as ensuring that the LEA meets state requirements for the 2019-2020 Public School Accountability.

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

Strategic partnerships already in place that will provide an advantage in implementing the designated CTE computer lab for additional, on-line learning and testing include at least four years of the applicant organization using the district approved vendors for campus site licenses and exams through Certiport, a Pearson Vue Business, and CareerSafe.

- Partnerships:
Centerpoint
Pearson
Vue Business
CareerSafe
NCCER Connect

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

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

SUPPLIES AND MATERIALS (6300)

Computers for Technology Labs (36 computers for 3 testing labs of 12 computers each)	\$27,720
Headphones (36)	\$720
Surge Protectors & Routers	\$ 568

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<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)

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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