TEA
Texas Education Agency®

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 <u>cannot</u> 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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Grant period from **July 1, 2019 – August 31, 2020**

[X] 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	San Antonio ISD (SAISD)	CDN	015907	Vendor ID	746002167	ESC	20	DUNS	069451631

Address	141 Lavaca St.	City	San Antonio	ZIP	78210	Phone	210-554-2280

Primary Contact	Johnny Vahalik	Email	jvahalik1@saisd.net	Phone	210-554-2610

Secondary Contact	Jaime Guzman	Email	jguzman5@saisd.net	Phone	210-554-2535

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):

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

Authorized Official Name	Pedro Martinez	Title	Superintendent of Schools

Email	pmartinez1@saisd.net	Phone	210-554-2200

Signature	_[signature]_	Date	2-14-2019

Grant Writer Name	Hannah Sullivan	Signature	_Hannah Sullivan_	Date	02/14/19

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

Shared Services Arrangements

SSAs are **not permitted** for this grant. <u>**Check the box below if applying as a fiscal agent.**</u>

☐ 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
Teachers lack the technical training to provide many of the industry-based certifications listed on the 2019 Proposed Industry-Based Certification List from TEA.	SAISD will partner with technical training providers and Alamo Colleges to provide the technical training and industry certification testing for teachers. This training will provide teachers the technical skills and knowledge to train students to obtain these certifications through a program of study.
Facilities, technology, and testing site licenses are not set up to test students for the industry-based certifications listed on the 2019 Proposed Industry-Based Certification List from TEA.	SAISD will establish testing sites on the main high school campuses when allowable so students can test on-site and do not have to travel for industry-based certification testing. This will allow all students access to related industry-based certifications offerings and tests.
A majority (90%) of SAISD students are classified as economically disadvantaged and struggle to pay testing fees.	SAISD will establish system of purchasing, tracking, and monitoring industry-based certification testing success rates so all students have access to and the opportunity to obtain 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.

By August 1, 2020, SAISD's Office of Career and Technical Education (CTE) will: prepare and test 300 students in CompTIA A+, Fundamentals+, CompTIA Network+, or Security+ certification as part of program of study under the Information Technology education career cluster; prepare and train 300 students to become Certified Nurse Aide, Pharmacy Technician, Fire Science, Medical Aide, and other health science industry-based certifications under the Health Science education career cluster; and prepare and test 100 students in the areas of National Center for Construction Education and Research (NCCER) construction-related certifications under the Construction career cluster.

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

SAISD's Office of Career and Technical Education will complete the following for the first grant quarter:

Objective 1.1. Assess individual technical training needs of each teacher in each program area; Objective 1.2. Begin the process of contracting technical training for teachers in their areas of need; Objective 1.3. Procure and prepare non-consumable instructional materials and resources related to labs and relevant technology; Objective 1.4. Begin site licensing processes at all comprehensive high school sites; and Objective 1.5. Start the planning of the development of the database and system to collect student certification data and information.

Measurable Progress (Cont.)

Second-Quarter Benchmark

SAISD's Office of Career and Technical Education will complete the following for the second grant quarter:

Objective 2.1 Train teacher(s) to be testing site instructor(s) for SY 2019-2020; Objective 2.2. Track number teachers being trained to be testing site instructors; Objective 2.3. Continue technical training with training providers for teachers in area of need; Objective 2.4. Confirm and monitor that teachers have the curriculum, training and equipment to offer the instruction needed to offer students the opportunity to test; and Objective 2.5. Develop a database system to track students in preparation programs, testing rate, pass/failure rates and other related data.

Third-Quarter Benchmark

SAISD's Office of Career and Technical Education will complete the following for the third grant quarter:

Objective 3.1. Track and report number teachers trained to be testing site instructors; Objective 3.2. Track and report number of additional testing sites created as a result of this grant; Objective 3.3. Track and report number of additional tests administered during SY 2019-2020 as a result of this grant; Objective 3.4. Track and report number of students prepared to take each identified industry certification, during SY 2019-2020, by identified certification; and Objective 3.5. Track and report number students who successfully completed an identified 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 Office of Career and Technical Education (CTE) utilizes the District Improvement Plan, Campus Improvement Plans, and Program Improvement Plans that encompass best practices of collecting data, reviewing multiple measures of data, setting goals, and creating action plans on district, campus, program and teacher level.

As a large district with over 90 schools, campus data and programmatic information is systematically collected for research and evaluation. Project-related data to be collected includes: 1) the technical training needs of each teacher by program/certification; 2) the testing environment/lab/facilities/site requirements for each industry-based certification; 3) the CTE labs, curriculum, and equipment needs to provide the certifications; and 4) outcome data that will allow the district to monitor testing, student access to testing, and testing results.

Teacher-centered intervention and support plans will be developed for each CTE teacher and will be adapted based on individual teacher needs. The intervention and support plan will include information related to: 1) the technical training needed; 2) site-based training as a test administrator that maybe required; 3) facilities and technology needs; and 4) curriculum and instructional resources needed. Teacher input will be gathered on the means of collecting data on the number of tests purchased as well as pass-fail rates. With a teacher-centered intervention and support plan for each CTE teacher, this grant will help to provide the technical training, equipment, and curriculum that teachers need to teach students the knowledge and skills needed to obtain certifications as well as the means to monitor student access to testing.

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.

SAISD uses the Workforce Solutions Alamo Targeted Occupations List as a reference guide. As part of the annual strategic planning process, Workforce Solutions Alamo identifies occupations that demonstrate strong regional growth potential and provides the best employment opportunities for local job-seekers. These occupations then guide the training at the WSA Workforce Centers under the Workforce Innovation and Opportunity Act (WIOA). Alamo WDA lists the top three key industries as: Information Technology, Health Science, and Construction.

The following industry-based certifications are connected to the aforementioned career clusters and programs:

Information Technology Cluster:
-CompTIA Fundamentals +
-CompTIA Networking+
-CompTIA Security+

Health Science Cluster:
- Certified Dental Assistant (CDA)
- Certified ECG Technician (NCET)
- Certified Nurse Aide/Assistant (CNA)
- AMCA (American Medical Certification Association) Clinical Medical Assistant Certification
- Certified Pharmacy Technician (CPhT)

Construction Cluster:
- National Center for Construction Education and Research (NCCER) Core Curriculum
- NCCER Carpentry, Level 1

Further, SAISD CTE's Programs of Study Strategic Plan seeks the development of programs that:
1. Support Career Pathways within in-demand industry sectors and occupations that provide opportunities for students to prepare for college and careers;
2. Provide students with information about occupations in in-demand industry sectors or occupations and may offer career exploration activities as early as seventh grade;
3. Offer a non-duplicative, structured sequence of courses that begin at the secondary level and lead, as applicable, to an industry-recognized credential (in sectors where those credentials exist and are appropriate) and to a post-secondary certificate or degree that is needed for placement in an in-demand occupation that leads to economic self-sufficiency;
4. Provide students with academic skills, employability, 21st-Century skills, and technical or technological skills that employers require for entry into in-demand industry sectors occupations;
5. Offer opportunities for students to earn academic credit and post-secondary credit for completing high school CTE courses; and
6. Provide all participating students with work-based learning.

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.

As SAISD increasingly encourages its students to participate in CTE programs, additional funds are necessary to support campus professional development and the expanding CTE services provided to students so they may graduate high school with more than just a diploma. SAISD is seeking support to both certify teachers and establish testing sites to benefit over 700 students projected to test for an industry-based certification in Information Technology, Health Sciences, or Construction.

Certify a Teacher in the Industry-based Certification to Test Students:

By supporting the technical training and certification of teachers, they will obtain the knowledge and skills to support students in obtaining industry-based certifications. By building capacity of each teacher through a teacher centered approach, then the CTE Office can build a multiple level certification route for students at each campus. The CTE Office will focus on teachers in Information technology, health science, and construction (and other programs areas) as a focus to improve access and pass rates for our students.

Become a Testing Site:

In addition to 90% of SAISD students being economically disadvantaged, many students have limited access to industry-based certification testing sites. By opening and establishing industry-based certification testing sites at the high school campuses, students' access to industry-based certification testing will be encouraged and supported. By becoming testing administrators and sites for CompTIA, Health Science certifications such as Certified Nurse Aide, and NCCER, campuses would be able to test students on-site, at their home campus, or at a local district level. This enhanced access provides equity for all of our CTE students.

TEA Program Requirements

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

SAISD's CTE Office has a procurement process to request certification tests/exams in bulk, or for individual vouchers, dependent on the industry-based certification purchasing requirements. Teachers submit the number of vouchers needed for testing requisitions form. The CTE Office pulls the quote for the request and orders certification in bulk or through individual vouchers. When applicable, the P-CARD system is used for certification programs that do not allow for purchase orders. All students are allowed to test if they request to be tested. Currently, SAISD is developing a database system that will allow teachers to pull up their class rolls, identify the students that need to test, submit pass-fail rate information, and other completion information. The database will allow the CTE Office to generate reports about student populations reports, campus reports, and teacher reports related to the results of the industry-based certification programs.

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

SAISD's CTE Office has started the following efforts:

1) Meeting with CTE teachers to:
- Review the College, Career, and Military Readiness indicator related to campus accountability;
- Define expectations for each program of study pathway;
- Align certifications with each program of study; and
- Develop and collect a teacher self assessment related to training, curriculum, facilities, and equipment needed to offer industry-based certifications.

2) Contacting vendors and local colleges to locate technical training for our CTE teachers based on their needs (Examples: Alamo Colleges, NCCER) and assist in setting up testing sites at our campuses (Examples: CompTIA, Pearson Vue, ABC Contracting for NCCER).

3) Sharing our implementation plan with leadership and CTE Advisory Council related to:
- Implementation plan for professional development, site based testing, and student testing;
- Program alignment with industry-based certifications; and
- Resources and support needed.

4) Working with internal research and evaluation as well as information technology departments to develop a database and industry-based certification reporting system for internal collection and reporting related to industry-based 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.

SAISD's CTE Office is working with post-secondary training partners and other technical training providers to support the building and development of our programs of study and industry-based certification offerings. Their support has provided the District information on curriculum, training for teachers, and equipment needs. The partners have shared best practices for many of the programs. Based on this shared information, the CTE Office is working with teachers to develop an individualized plan to make sure they have the training, equipment, and other needs to train students to obtain industry-based certifications. Individualized improvement plans will be created for each teacher, campus, and CTE program. Individualized plans compiled by the CTE Office will include: enrollment data, testing data, pass-fail rates, and other indicators to measure success.

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

SAISD and its CTE Office have multiple partnerships which help support our students' needs. For Information Technology, the CTE Office partners with the Alamo Colleges, Accenture Federal Services, and SA Works. For example, Alamo Colleges is able to provide the technical training for CTE teachers, Accenture Federal Services supports curriculum review, and SA Works supports advisory needs.

For Health Science, the CTE Office partners with Good Careers Academy to help support our students obtaining the Certified Nurse Aide and Medical Aid program. Good Careers Academy provides these same service for adults. Our partnership allows us to share resources to create similar opportunities for high school students.

For Construction, the CTE Office partners with ABC Contracting. ABC Contracting are the regional accreditation area agency for NCCER and provides SAISD students and teachers with training, certifications, tools, and internship opportunities.

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)

Testing Site Certification and Teacher Certification Training	$19,960

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Student Industry-based Certification Testing Fees & Expenses	$8,600

CAPITAL OUTLAY (6600)

Total Direct Costs	$28,560
Indirect Costs	$1,440
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	$30,000

| CDN | 015907 | Vendor ID | 746002167 | | Amendment # | |

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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