



**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, §172(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
2019 FEB 26 PM 1:26
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION
RECEIVED
TEXAS EDUCATION AGENCY

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): **N/A**

Applicant Information

Organization **Harper ISD** CDN **086-902** Vendor ID **1746001066** ESC **13** DUNS **087308318**
Address **23122 U.S. Hwy 290 West; P.O. Box 68** City **Harper** ZIP **78631** Phone **830-864-4044**
Primary Contact **Aaron Brooks** Email **abrooks@harper.txed.net** Phone **830-864-4044**
Secondary Contact **Bonnie Stewart** Email **bstewart@harper.txed.net** Phone **830-864-4044**

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 **Chris Stevenson** Title **Superintendent**

Email **cstevenson@harper.txed.net** Phone **830-864-4044 ext. 1301**

Signature *Chris Stevenson* Date **2/25/2019**

Grant Writer Name **Aaron Brooks** Signature *Aaron Brooks* Date **2/20/19**

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. **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 student participation in a variety of CTE courses and certifications to enable our students to have more post-graduate opportunities in the workforce	1. Review current scheduling and course offerings to promote additional opportunities in CTE 2. Explore county-wide and community career opportunities available to students 3. Completion of industry-based certifications
Increase opportunities for students to have access to courses and curriculum that cover all Technology Application TEKS and produce 21st Century ready students	1. Develop and implement new opportunities for students to receive instruction of the Technology Application TEKS 2. Offer curriculum that allows for students to receive industry-based certifications for software programs widely used in 21st Century workforce

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.

To increase the availability of TEA-identified industry-based certifications from the current offering of one certification, attained by 15% of student body in one area (Agriculture), to being able to offer a minimum of 3 certifications in Business and 4 certifications in Agriculture, therefore increasing the percentage of students receiving certifications to at least 30% of the student body by the end of the 2020 school 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

Benchmark #1: Appropriate technology and curriculum including hardware, software, and classroom books and supplies, are ordered and added to the classrooms in which the industry-based certifications will be part of the curriculum. In addition, teachers are CTE certified and are trained to implement the curriculum and facilitate the attainment of certifications. All 7 additional certification programs are ready to be or are being fully implemented.

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

Benchmark #2: Students are participating in the curriculum and working towards attaining certifications. The number of students working towards an industry-based certification has increased due to the added technology, additional curriculum, and teacher preparedness to facilitate.

Third-Quarter Benchmark

Benchmark #3: Students are completing industry-based certifications within the areas of Business and Agriculture, with some students attaining more than one certification. At least 30% of the student body (approximately 54 students) will complete a certification within the 2019-2020 school year.

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.

Evaluation data will determine when and how to modify our program to ensure program sustainability in several ways:

1. Potential conflicts in student scheduling for the necessary CTE courses could arise. These conflicts will be evaluated and resolved in order to accommodate as many students as possible.
2. Data will be collected at the beginning and end of each semester to monitor the number of students enrolled in CTE courses and pursuing certifications.
3. Data will be collected from the technology department to assure that technology is up-to-standard, current, and students are having a positive experience with it.
4. Principal will evaluate teachers who are facilitating the industry-based certification programs to determine if any additional supports, trainings, and/or resources are needed.
5. A qualitative student survey will be given as students finish each certification program in order to determine student perspective of program.
6. Budgeting information will be frequently evaluated to ensure that the program is being responsibly funded with the SMART goal always in mind.

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.

Proposed Industry-based Certifications and Aligned Programs of Study include:

NCCER Core I (currently offering) - Architecture & Construction

NCCER Construction Site Safety Technician - Architecture & Construction

NCCER Construction Technology - Architecture & Construction

Google Analytics Individual Qualification - Business Mgmt

Google Cloud Certified Professional (Cloud Architect) - Business Mgmt

Google Cloud Certified Professional (G Suite) - Business Mgmt

Intuit Quickbooks Certified Users - Accounting & Financial Services

Microsoft Expert Excel - Business Mgmt

Microsoft Expert Word - Business Mgmt

After graduating, a large percentage of our students enter the industries of agriculture, construction, and small-business/retail/finance, with many of these students becoming self-employed within these industries in our community. Due to our very rural location, and the fact that we are a small community and not an incorporated city or town, we do not have quantitative local labor market information. However, the Gillespie County Economic Development Commission (www.gillespiecountyedc.com), reports that a targeted industry includes the area of agriculture and lists skilled technicians and machinists as jobs needed within our county. Additionally, the Comprehensive Economic Development Strategies of both Gillespie and Kerr Counties (in which the two largest cities in our immediate area are located), list targeted industries for economic development to include manufacturing, technology firms, back office operations, and the wine/viticulture industry. Alamo Area Council of Governments—which serves 13 counties in our region—reports that employment within the areas of agriculture, construction, and business management will continue to climb (Comprehensive Economic Development Strategy for 2018-2023, www.AACOG.com). The certifications the district is looking to implement are ideal to meet our local community and surrounding area needs by providing our students with gender-neutral options that will make them employable and qualified to work in a variety of targeted industries.

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.

All students in grades 9-12 are given equal opportunity to take courses aligned with their chosen Program of Study. Currently, Harper High School has an enrollment of 180 students, and 95% of our students are currently enrolled in CTE courses through our Agriculture and/or Business Departments. Most of our students take at least one of these CTE courses while in High School, and the certifications we are wanting to implement will be attainable and beneficial to a very large percent of our student population. Our CTE courses provide our students with the necessary education and training from a certified teacher in a classroom setting. Once all required material information has been taught, and students have had time to study, certification exams will be given. The exposure to material and study guides will increase the students ability to successfully earn the desired certification.

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

Upon completion of CTE coursework in which an industry-based certification is being offered, the instructor of the course will submit a purchase requisition form for the exam, and all fees associated with the exam, to our ISD's business office. Our business office will seek approval of the purchase from the campus administrator. A purchase order will then be issued, and funds will be appropriated out of the designated funding account.

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

Efforts that have already been made to ensure the success of the program during the grant period are:

1. Agriculture teachers are already certified and already offer one industry-based certification.
2. We have acquired quotes for the technology and software programs that we will need for the program.
3. We have researched the certification programs that would best benefit our students in the industries and workforce within our 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.

Harper ISD will ensure that students are prepared for the industry-based certification exams by providing the appropriate curriculum that coincides with the certification. In addition, teachers will have appropriate CTE certifications, will be qualified, and will be trained for each area they facilitate. Our counselor and principal will meet with the students and teachers within the program regularly to evaluate the curriculum and student attainment of necessary knowledge for certification exams.

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

Harper ISD already has several strategic partnerships in place which are an advantage in implementing this project:

1. We have partnered with Craft Training Center in Corpus Christi, TX for our NCCER (National Center for Construction Education and Research) certifications
2. We have been in contact with Certiport to begin implementation of business certifications
3. We have been working with our ISDs technology department to get quotes and information on the technology that will be required to implement our program

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"/>
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)

Site Licensing	\$6,300
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Supplies-Books and Curriculum	\$8,700
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Exam Fees	\$3,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

Technology-PC Units	\$12,000
<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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