



**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

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.

**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
In 2017, 8% of graduating seniors (27 students) earned an industry-based certification.	The LEA will provide training and support for teachers to become licensed administrators of TEA approved industry-based certifications and fund students to test and earn those 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 percentage of graduating seniors who earn an industry-based certification will increase from 8% to 10% by August 2020 and to 16% by August 2021.

**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**  
 Number of teachers trained in TEA approved industry-based certification curriculum and testing requirements included in this grant application - goal of 5 teachers.  
 Number of students enrolled in classes teaching the TEA approved industry-based certification curriculum and testing requirements included in this grant application - goal of 150 non-duplicated students.  
 Purchase orders supporting training, curriculum and testing for the TEA approved industry-based certification included in this grant application - goal of 70% of funds to be allocated.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Number of teachers meeting requirements to instruct and administer testing for TEA approved industry-based certification curriculum included in this grant application - goal of 5 teachers.

Number of students receiving instruction in classes teaching the TEA approved industry-based certification curriculum and testing requirements included in this grant application - goal of 150 non duplicated students.

Purchase orders supporting training, curriculum and testing for the TEA approved industry-based certification included in this grant application - goal of 80% of funds to be allocated.

**Third-Quarter Benchmark**

Number of students receiving instruction in classes teaching the TEA approved industry-based certification curriculum and testing requirements included in this grant application - goal of 150 non duplicated students.

Number of students achieving the TEA approved industry-based certifications included in this grant application - goal of 150 non duplicated students to include 400 total industry-based certifications.

Purchase orders supporting training, curriculum and testing for the TEA approved industry-based certification included in this grant application - goal of 100% of funds to be allocated.

**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.

If the number of teachers meeting requirements to instruct and administer testing for TEA approved industry-based certification does not reach the goal, the teachers will be provided additional support and training to help them meet the requirements.

The progress of students receiving instruction in classes teaching the TEA approved industry-based certification curriculum and testing requirements included in this grant application will be monitored. If student progress is not evident in grades, assessments, and practice certification tests, students will be offered re-teaching options.

If the SMART goal is not reached, the curriculum, scope and sequence and teacher skill level will be analyzed and changes made based on that analysis.

Budget and purchase orders will be monitored quarterly to ensure that grant funds are being spent timely on allowable and approved costs.

**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 LEA has identified 5 industry-based certifications to target with this grant.

These certifications include:

1. Microsoft Office Expert (MOS Expert) – Word
2. Microsoft Office Expert (MOS Expert) – Excel
3. Adobe Certified Associate (ACA) – Photoshop
4. Adobe Certified Associate (ACA) – Flash
5. Adobe Certified Associate (ACA) – Animate
6. Adobe Certified Expert (ACE) - After Effects

The LEA offers Business Information Management I (BIM I) as part every available CTE coherent sequence at the High School. BIM I teaches students to manage information. In this course the students learn how to produce quality documents used in the business world to communicate, make projections and track progress. These skills are essential for all careers and postsecondary assignments. The course focuses on Microsoft Office applications (including Word and Excel). Students enrolled in this course will earn the Microsoft Office Expert (MOS Expert) – Word and Excel certifications.

The LEA offers Digital Media and Animation I as part of the Audio/Video and the Information Technology coherent sequences. Through the Digital Media course, students study digital media, analyze and assess current and emerging technologies, while designing and creating multimedia projects. The software used for design and creation are Photoshop, Windows MovieMaker, and other emerging applications. The knowledge and skills acquired and practiced enable students to successfully perform and interact in a technology-driven society. Students enrolled in this course will earn the Adobe Certified Associate (ACA) – Photoshop certification.

As part of Animation I students learn Adobe Flash to add animation, video, and interactivity to web pages. Students enrolled in this course will earn the Adobe Certified Associate (ACA) – Flash and/or Adobe Certified Associate (ACA) – Animate certificate.

The LEA offers Audio/Video Production courses as part of the Audio/Video coherent sequence. Students enrolled in these courses develop technical knowledge and skills needed for success in the Arts, Audio/video Technology, and Communications Career Cluster. Students develop an understanding of the industry with a focus on preproduction, production, and postproduction audio and video product lights. Students enrolled in these courses will earn the Adobe Certified Expert (ACE) - After Effects certification.

Upon analysis of the Workforce Solutions of the Coastal Bend Targeted Occupations List 2018-2019 (Publication found at [https://www.workforcesolutionscb.org/wp-content/uploads/2018/05/WFSCB\\_TargetOccupationsList\\_2018-2019.pdf](https://www.workforcesolutionscb.org/wp-content/uploads/2018/05/WFSCB_TargetOccupationsList_2018-2019.pdf)), the LEA found that more than 50% of the targeted occupations require technology based skills supported by Microsoft Office applications. Microsoft Office is the most widely used tool for documenting and organizing information, delivering presentations, as well as processing data in offices environments across the globe. Holding a MOS certification can earn an entry-level business employee as much as \$16,000 more in annual salary than uncertified peers. In addition, the workplace demand for digital media skills—creating, managing, integrating and communicating information using Adobe's video, graphic, web or design software—is on the rise. Adobe certifications students validate their digital communications skills while providing them with valuable career credentials that demonstrate real-world design skill to prospective employers. According to the Texas Workforce Commission as presented at the Texas Economic Development Council on February 22, 2017, the number one "Hard Skills" most in demand now in Texas job postings is Microsoft Office.

Source: <http://tawb.org/wp-content/uploads/2017/03/Austin-Texas-Economic-Development-Council-SLIDES-Feb-2017.pdf>

**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.

The LEA estimates that 150 non duplicated students will benefit from 5 teachers becoming certified to teach and test in the 5 identified industry-based certifications. These students will primarily be in the 10th-12th grades and some students will be dual enrolled in classes and eligible to take more than one certification exam.

**TEA Program Requirements**

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

The LEA will purchase a site license to include up to 500 users, courseware, online textbooks, teacher resources, certification guides, practice tests and certification tests.

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

The LEA has met with CTE instructors and counselors to provide professional development and training related to industry-based certifications. In addition, the CTE instructors were part of the needs assessment and planning for this grant application.

**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.

The skills needed for the industry-based certifications are integrated in courses already being taught. As part of the software purchase, the LEA will utilize practice tests along with teacher made assessments and benchmarks. Student progress will be monitored by the CTE lead teacher and district CTE contact (Federal and Special Programs Director) for each progress check in.

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

The LEA has many strategic partners. The LEA partners with Del Mar College for Dual credit and continuing education classes. In addition, the LEA partners with Workforce Solutions of the Coastal Bend for other CTE related grants. Over 5 different industries regularly participate in our CTE advisory committee and more than 70 industry partners participated in our Career Day at High School. The LEA has also accepted two private industry grants to support CTE this year.

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

**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)**

Professional Services for teacher training	\$3,600

**SUPPLIES AND MATERIALS (6300)**

Online textbooks and curriculum, certification exam costs, teacher resources	\$24,400

**OTHER OPERATING COSTS (6400)**

Teacher Travel for Training	\$2,000

**CAPITAL OUTLAY (6600)**


**Total Direct Costs** \$30,000

**Indirect Costs**

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** \$30,000

**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.**

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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