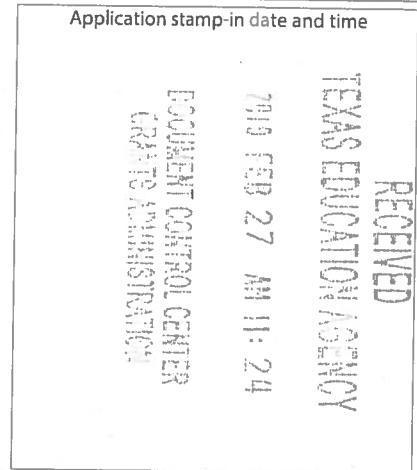# TEA
Texas Education Agency

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

RECEIVED TEXAS EDUCATION AGENCY
2019 FEB 27 AM 11:24
DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION

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): [N/A]

Applicant Information

Organization: Ingram ISD	CDN: 133904	Vendor ID: 1741564216	ESC: 20	DUNS: 091700757

Address: 510 College Street City: Ingram ZIP: TX Phone: 830-367-5517

Primary Contact: Karen Bordovsky Email: kbordovsky@ingramisd.net Phone: 830-367-5517

Secondary Contact: Bill Orr Email: borr@ingramisd.net Phone: 830-367-5517

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: Karen Bordovsky Title: Assistant Superintendent

Email: kbordovsky@ingramisd.net Phone: 830-367-5517

Signature: [ ] Date: 2/22/2019

Grant Writer Name: Karen Bordovsky Signature: *Karen Bordovsky* Date: 2/22/2019

(•) 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 number of students who receive Approved Industry-Based Certifications by 25% comparing 2018 data to 2020 data with continued growth thereafter.	Adjusting an existing pathway to include the new CTE classes for computer science and a practicum in information technology systems. Through this pathway, we will prepare students for CompTIA Networking+ and MTA Introduction to Programming Using Java.
Add a certification to the STEM Engineering Pathway.	Enhance instruction to include curriculum and resources to prepare students to take the FAA Certified Commercial Drone Pilot Exam.
Increase high interest resources and provide career possiblities to motivate students to seek out vetted certifications	Enhance career education and make options more visible to students through the use of posters, speakers, etc. Purchase Ready to fly drones as well as kits and resources for students to collaboratively build drones.

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.

Our district has a goal of ending generational poverty for our students. Seventy-eight percent of our current population of students are identified as economically disadvantaged. We are addressing this issue in a multi-prong approach. We aggressively counsel our students to enroll in college credit bearing coursework. We are dedicated to paying for all fees incurred to make this option equitable for all our students. We have embraced the idea of presenting our students the opportunity to earn a certificate making them employable upon graduation. Ultimately, this employment could pay for continued education. Therefore, our goal is to increase the number of 2020 graduates who earn a certification by 25% comparing 2018 data to 2020 data.

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

All required curriculum has been purchased and is utilized in applicable courses.

Student enrollment in courses aligned with industry based certifications increased 25% over 2018-2019.

All materials for classes have been identified and aligned to scope and sequence.

Materials required for first sememster are available to teachers and students.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Monitor student enrollment to ensure the 25% increase is maintained.

90% of students enrolled in classes are making satisfactory progress.

All materials required for second semester are available to teachers and students by January 6, 2020.

Third-Quarter Benchmark

Monitor student enrollment to insure 25% increase is maintained.

90% of students enrolled in classes are making satisfactory progress.

Students will complete an assessment aligned to industry based certification to use as a predictor of successful completion of the certification requirements.

Qualified students will register for certification assessment.

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.

Data will be analyzed to determine if benchmarks are being met.

If adjustments are needed, a team of stakeholders will analyze the data and evaluate the program to determine how to make the program more effective.

Adaptations will be made in the appropriate areas with the following being evaluated:
- Teacher Training
- Appropriate materials
- Appropriate alignment between curriculum and certification requirements.
- Curriculum adjustments or changes
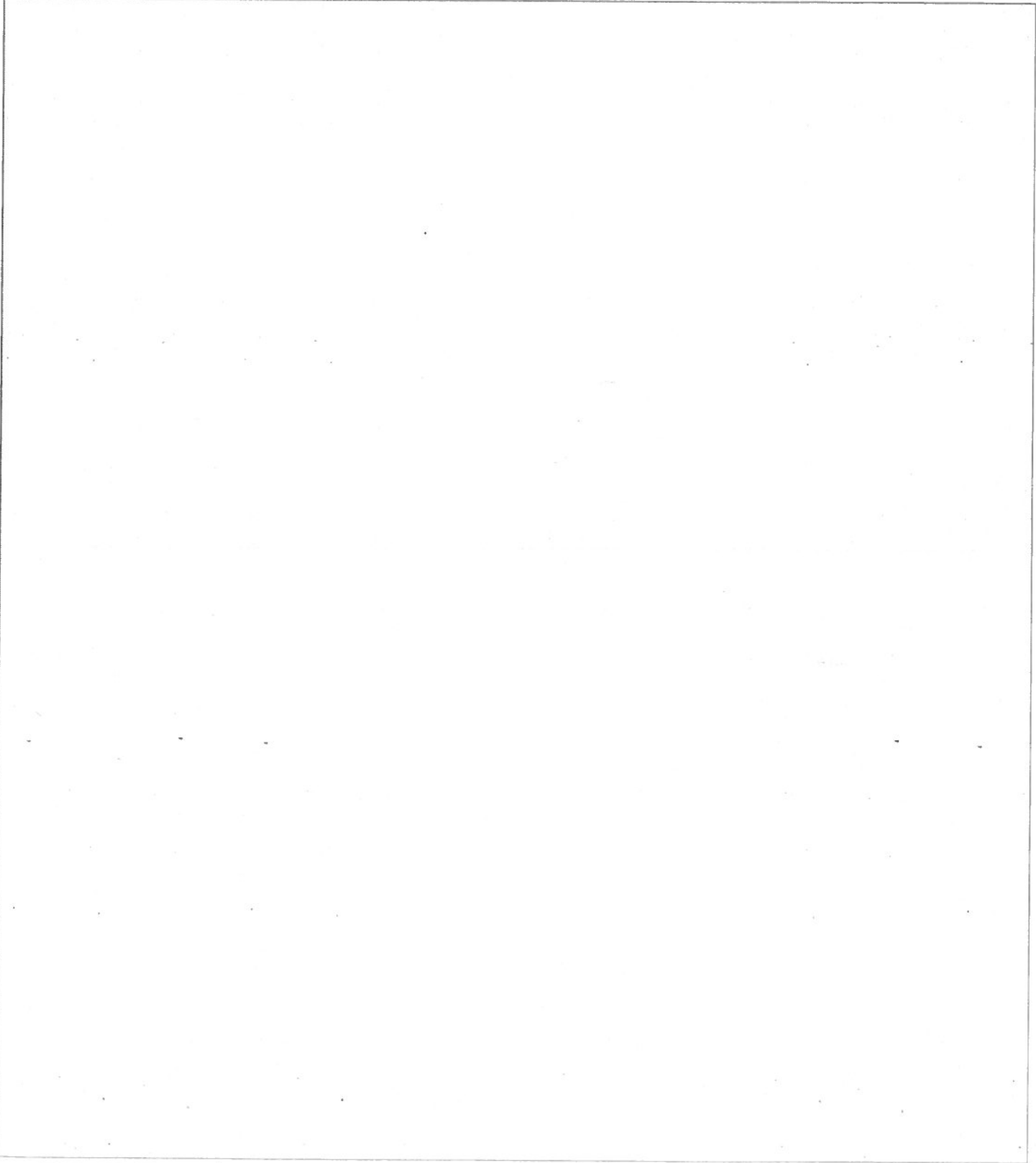
Statutory/Program Assurances

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.

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.

CTE Program Of Study Sequence of CTE courses

Engineering
    Principles of Applied Engineering
    Robotics
    Scientific Research and Design/Drones
    Scientific Research and Design 2/Rockets
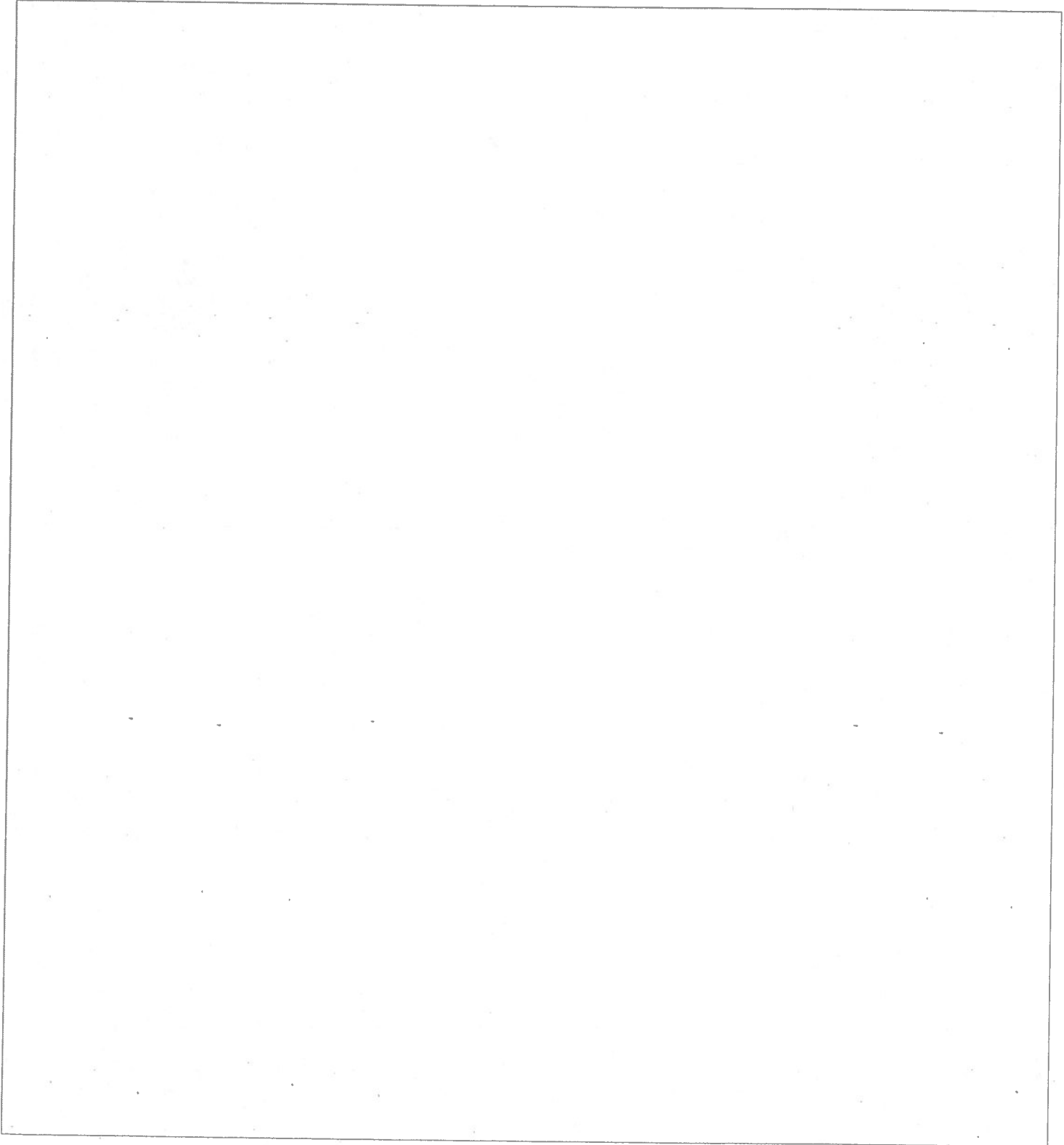
Cyber Security
    Principles of Cyber Security
    Computer Science 1
    AP Computer Science Principles
    Networking
    Practicum in Information Technology Systems

Based on current year snapshot data, over 78% of Ingram ISD students are economically disadvantaged. We are dedicated to changing this statistic and ending generational poverty in our community. Education is the key ending this cycle. We are committed to arm our students with employable skills to give them options and choices. The inability for our students to pay for classes, materials, and certification fees is an insurmountable barrier for the majority of our students. With the goal of removing all barriers, it is essential that all costs required for certifications are provided.

We currently have a strong partnerships with Ingram Police Department and Hill Country Telephone Company. These organizations can support our students in both the Drone Program and Technology Certifications.

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.

TEA Program Requirements

4. <u>**FOCUS AREA 1 APPLICANTS:**</u> 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.

5. <u>**FOCUS AREA 1 APPLICANTS:**</u> 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.

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.

FAA Certified Commercial Drone Pilot
CompTIA Network+
MTA Introduction to Programming Using Java

Our community has a regional airport and an airplane manufacturing plant. The owner of Kerrville Aviation informed us of the worldwide shortage of pilots. He shared that the number of pilots has decreased 30% over the last three decades and that the demand for pilots has increased creating a critical shortage in the years to come. We host the area Civil Air Patrol unit on our campus. They shared that the military is also experiencing severe pilot shortages. Students earning their FAA Certified Commercial Drone Pilot Certification is the first step toward a career in aviation.

TEA published the draft of 2019-2020 Industry-Based certification List for Public School Accountability. Thirty-one Information Techology certifications are on this list. These certifications were vetted for high need and high wage. This appealed to us since programming and advanced technology skills create flexibility moving into the future. Community business people have expressed the difficulty in finding highly skilled workers in our area. Often, companies are hired to search for such applicants from outside the community. Workers hired from outside of the community have traditionally been short term using local opportunities as a stepping stone towards a larger employer in an urban area. Building the capacity of the local workforce will enable companies to hire qualified applicants from within the community. Hiring from within the community will lead to a more stable workforce since they tend to stay long term.

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.

We project 25 students for enrollment in Scientific Research and Design which will include instruction required to challenge the FAA Certified Commercial Drone Pilot Certification. Students in the program of study will benefit from this certification with employable skills. Employment opportunities ranging from advertising for the numerous summer camps, wildlife management for the local ranches, to a variety of safety applications ranging from search and rescue to inspecting roads for hazards. The skills assessed in this certification align with knowledge required to fly any aircraft and can act as a springboard toward the pursuit of a Commercial Pilots License. Having this certification will enable them to earn money as they further their education and requirements to become a pilot.

We project 20 students for enrollment in Networking and 10 for the MTA Introduction to Programming Using Java Certification aligned course. Students in this pathway will benefit from having this certification identifying their expertise in networking. The certification proves that the successful candidate has adequate knowledge including troubleshooting, installing and configuring of an infrastruction. The Java Certification validates the skills and knowledge to write, debug, and maintain well-formed wll documented Java code. These certifications are part of our cybersecurity program. UTSA, the nearest public university, boasts itself as being the nation's top cybersecurity program in the nation. Completing this pathway with the certifications will build a solid foundation for success in a collegiate program--hopefully nearby at the UTSA campus.

There are two teachers who will instruct the students for these three certifications. We are including the cost of the teachers getting their certifications in this grant. The Stem teacher will benefit approximately 25 students who will be enrolled in the class aligned to the certification. The Cyber Security teacher will benefit approximately 30 students who will be enrolled in two classes aligned to certifications. In additional to this, the Cyber Security has close to 80 students currently in this pathway. They will benefit from his added expertise as well as students in the future. There are currently over 80 students in the STEM pathway which will benefit.

TEA Program Requirements

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

The following criteria will need to be met before the grant will be used to pay for student's exams:
   - successfully pass the course associated with the certificate, and
   -successfully pass a preassessment that is aligned with the certification exam

Payment will be made directly to test vendor.

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

Leadership made a site visit to Roscoe Collegiate Independent School District to visit their P-Tech Program that includes EduDrone. While there we interviewed both staff and students to determine what parts of the program helped them to successfully pass the FAA Certified Commercial Drone Pilot. We are also investigating and evaluating different curriculum which include simulator software and appropriate content. With the help of this grant, we will be able to outfit this class with all the necessary materials to ensure student experiences and application of learned skills.

Our Cyber-Security teacher has an MBA in Management Information Systems. He also has many years of experience in the technology industry. The expertise he brings to our students in both the content and application enables them to see connections and value in this program. With the Networking+ and Java Programming Certifications, they will be a preferred applicant for technology jobs. This program also acts as a bridge to the Cyber-Security program at UTSA.

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.

Students will be monitored, supported, and encouraged by dedicated teachers. Benchmarks will be monitored by teams composed of teachers and administrators. Students will be pulled into these teams as needed. Projects will be adjusted as collaboration determines it is needed. With the resources made available by this grant, students will have the opportunity for experiences that will allow them to apply the knowledge they gain building a deeper understanding of the concepts.

We have designed these programs of study so that these certifications are taken during the third year of the sequence of coursework. Students will have exposure to applicable content the previous two years with a more intense study provided the year in which the certification will be challenged. Before taking the certification exam, students will engage in practice exams to have first hand experience with the rigor and expectations for successful completion.

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

Looking back, our district had suffered from having a negative public perception due to two campuses designated as Academically Unacceptable in 2011. In the last six years, under new leadership, this has totally turned around. In the first year of the new A-F Accountability System, Ingram ISD earned a 78 - just 2 points away from a B. This is an exciting time to be a part of this organization! Ingram ISD is fortunate to have a supportive community that is dedicated to our students. Being a small community, we benefit from personal relationships between ourselves and businesses that surround us. Although industry is limited in our immediate area, our area churches, businesses, and community members fully support our students and schools. As we rebrand ourselves, we plan to reach out beyond our district borders to open up new possibilities for our students. In the meantime, our local capacity includes the following. We are on first name basis with leaders in these organization and together we can provide meaningful experiences for our students.

-Ingram Police Department - we meet and train with them regularly throughout the year
-Hill Country Telephone Company - their company headquarters is located in Ingram
-Area Churches
-Camps - there are numerous summer camps within our district boundary

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)

SUPPLIES AND MATERIALS (6300)

Curriculum	$3200
Drones	$4500

OTHER OPERATING COSTS (6400)

Student Certification Exams	$12000
Teacher Certification Exams	$580
Travel	$500

CAPITAL OUTLAY (6600)

Total Direct Costs	20,780
Indirect Costs	
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	20,780

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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