



**2019-2020 Perkins Reserve Grant**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

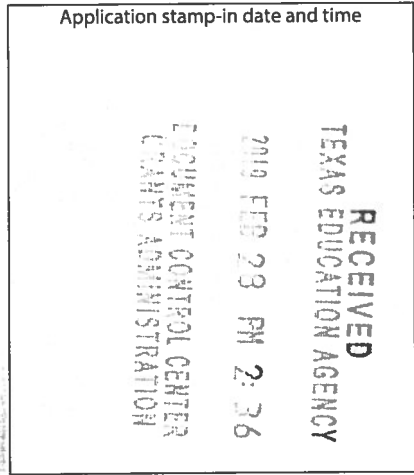
NOGA ID [Redacted]

Authorizing Legislation

**Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494



Grant period from **July 1, 2019 - August 31, 2020**

Pre-award costs are not permitted.

**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): [Redacted]

**Applicant Information**

Organization **Floresville ISD** CDN **247901** Vendor ID **1746000848** ESC **20** DUNS **093736965**  
Address **1200 5th Street** City **Floresville** ZIP **78114** Phone **830-393-5370**  
Primary Contact **Jacquelyn Miller** Email **jmiller@fisd.us** Phone **830-393-5300**  
Secondary Contact **Laura Bippert** Email **lbippert@fisd.us** Phone **830-393-5370**

**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 **Jacquelyn Miller** Title **Assistant Superintendent of Admin. Svcs.**

Email **jmiller@fisd.us** Phone **8630-393-5300**

Signature **Jacquelyn Miller** Digitally signed by Jacquelyn Miller Date: 2019.02.28 11:11:51 -06'00' Date **02/28/2019**

Grant Writer Name **Laura Bippert** Signature **Laura Bippert** Digitally signed by Laura Bippert Date: 2019.02.28 10:59:38 -06'00' Date [Redacted]

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
There is a need to increase the opportunities available to students enrolled at Floresville High School to obtain industry-based certifications through Career & Technical Education classes.	New certification opportunities will be expanded to additional pathways including: Arts, AV Technology & Communications; Education & Training; Hospitality & Tourism; and Information Technology.
There is a need to increase the number of teachers trained as licensed instructors in specific industry certifications.	Teachers will be provided training opportunities that include: conferences, workshops, and on-line courses. The teachers will be given an opportunity to take the appropriate test to gain their license or certification.
There is a need to increase the number of industry-based certifications that students obtain in high wage and in-demand occupations.	Students will be provided with the resources and education necessary to take and pass more industry-based certification examinations.

**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 May 2020 Floresville High School will provide three new opportunities for students to obtain industry-based certifications in high-wage, in-demand occupations.

**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  
 Teachers and administrators will collaboratively identify three new opportunities for students to obtain industry-based certifications.  
 Teachers and administrators will collaboratively identify at least one opportunity for teachers that will provide training to meet the requirements to teach certificate standards.  
 Teachers and administrators will collaboratively determine the curriculum resources required to properly prepare students for the industry-based certification examinations.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

Teachers will participate in at least one professional development opportunity that will prepare them to be trained as a licensed instructor in a specific certification area.  
Appropriate curriculum resources will be obtained to adequately prepare students to successfully take and pass industry-based certification examinations.  
Students will receive the instruction required to adequately prepare them to successfully take and pass an industry-based certification examination.

Third-Quarter Benchmark

Teachers will become licensed instructors in a specific area that leads to student certifications.  
Students will continue to receive the education required to adequately prepare them to successfully take and pass an industry-based certification examination.  
Newly trained and licensed teachers will administer industry-based certification examinations to students at the end of their course or program of study.  
Students will successfully take and pass an industry-based certification examination.

**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 following steps will be followed to determine if FISD is showing progress towards meeting the summative SMART goal:

1. Identify the major outcomes we want to achieve.
2. Specify observable measures.
3. Gather data to determine if the measures were achieved.

Our over-arching goal is to increase the number of students earning industry-based certifications in high wage and in-demand occupations. The process will require monitoring teachers to ensure they are attending the required professional development to become trained as licensed instructors in specific industry certifications. Ensuring the appropriate curriculum resources are identified and obtained. Weekly lesson plans will be submitted to ensure students are receiving the instruction required to adequately prepare them to successfully take and pass an industry-based certification examination. The number of students taking and passing industry-based certification examinations will be determined at the end of the evaluation period. Based on this data, we will determine if the training and resources were adequate and appropriate to increase the number of students receiving certifications.

Once teachers are licensed instructors in the appropriate certification area and necessary curriculum materials are available for instruction, the program will be sustainable. FISD will provide continuing education in order for instructors to maintain their required certificate or license.

**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 industry-based certifications and programs of study for the proposed project include the following:

Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop) - Graphic Design & Multimedia Arts

Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro) - Graphic Design & Multimedia Arts

Educational Aide I Certificate (State Board for Educator Certification - SBEC) - Teaching & Training

National Restaurant Association ServSafe Manager - Culinary Arts

CompTIA Network+ - Networking Systems

CompTIA A+ Certification - Information Technology Support & Services

CompTIA Security+ - Networking Systems

Wilson County is located within 30 miles of San Antonio, 90 miles of Austin, and on the edge of the Eagle Ford Shale formation. San Antonio is home to the nation's second largest concentration of CyberSecurity experts, and Austin is an attractive hub for technology companies. Upon obtaining certifications, the students of Fisd will be prepared to compete for jobs in both of these metropolitan areas. In addition, the energy industry in the Eagle Ford Shale area provides a variety of technology related jobs. The increase in traffic generated by the oil industry has also brought many hotels, restaurants, and fast-food establishments to the area which provide opportunities for students to enter directly in to the hospitality industry.

According to the Alamo WDA Occupational Projections published by the Texas Workforce Commission, the Fastest Growing Occupations from 2016-2026 include: Operations Research Analysts, Information Security Analysts, Fast Food Prep & Serving Workers, and Software Developers, Applications.

The Top 25 Occupations by Help Wanted Postings between January 2017 and January 2019 for Bexar and Wilson Counties published by the Texas Workforce Commission included: Computer Occupations, All Other (5); Computer User Support Specialist (6); Network and Computer Systems Administrators (7); Software Developers, Applications (9); First-Line Supervisors/Managers of Food Preparation (13); Computer Systems Analysts (14); Information Security Analysts (15); and Combined Food Preparation and Serving Workers, Including Fast Food (21).

Although students cannot obtain the Educational Aide certification until after graduation, the preparation will provide students with the opportunity obtain certification and enter directly into the workforce upon graduation. The certification will provide students with the foundation for a future career in education.

**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.

Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop) - 5 students  
 Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro) - 10 students  
 Educational Aide I Certificate (State Board for Educator Certification - SBEC) - 10 students  
 National Restaurant Association ServSafe Manager - 40 students  
 CompTIA Network+ - 10 students  
 CompTIA A+ Certification - 10 students  
 CompTIA Security+ - 5 students

Students who pursue and receive any of the above recognized industry-based certifications will acquire and practice some of the most critical college and career-readiness skills, such as critical thinking, focusing, and the ability to prioritize. Gaining an industry certification while still in high school puts those students one step ahead of other non-certified candidates when applying for a position in the job market. Through their achievement of a obtaining a certification, potential employers and prospective colleges will recognize that the student is not afraid of challenges. These are students that think ahead and set goals. Ultimately, they have the initiative and commitment to succeed in college and the workforce.

Students will gain confidence in themselves by passing certification examinations. The certifications will provide students with the qualifications they need for entry-level jobs with a higher salaries. Students with certifications have the potential to work their way through college or qualify for priority hiring in jobs that will provide them with a living wage as productive members of society.

**TEA Program Requirements**

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

Local funds will be budgeted in advance for the cost of all certification examinations for the 2019-2020 school year. Funds will be reclassified from the CTE supplies accounts to a miscellaneous operating expense account.

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

Collaborative meetings have been held with district and campus administration, teachers, and the CTE Advisory Board comprised of teachers, administrators, parents, students, community members, and business owners to identify and determine high-wage and in-demand occupations and programs of study.

Campus administration and CTE teachers have worked collaboratively to determine industry-based certifications that would be most beneficial to students.

Official records of educator certificates have been evaluated to ensure that staff is properly certified by the State Board for Educator Certification.

**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.

Teachers will participate in at least one professional development opportunity that will prepare them to be trained as a licensed instructor in a specific industry certification. Administration will assist in identifying and registering teachers for appropriate training opportunities.

Appropriate curriculum resources will be obtained to adequately prepare students to successfully take and pass industry-based certification examinations. Administration will work collaboratively with teachers to identify and purchase curriculum resources to support classroom instruction.

Students will receive the instruction required to adequately prepare them to successfully take and pass an industry-based certification examination. Lesson plans, campus walk-throughs, and TTESS evaluations will ensure that students are receiving appropriate instruction that will lead to student success.

FISD will provide opportunities for teachers and students to prepare for and take certification examinations.

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

Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop) - Students in Printing & Imaging Technology and Commercial Photography classes work with school staff and local businesses to create the yearbook, flyers, posters, and programs for graduation, athletic events, and community events.

Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro) - Students in Audio Video Production classes plan, organize, and create an informational weekly newscast for all high school staff and students.

Educational Aide I Certificate (State Board for Educator Certification - SBEC) - Students in Instructional Practices class volunteer as teacher aides at the two local elementary schools in pre-kindergarten through 5th grade.

National Restaurant Association ServSafe Manager - Students in the culinary arts classes cater and serve meals for school staff and various local organizations, including the Floresville Musical Club and Floresville Electric Light & Power System. Many students in the Work-Based Learning program participate in on-the-job training at local restaurants.

CompTIA Network+ - ; CompTIA A+ Certification - ; CompTIA Security+ - Students in Information Technology classes work with an active member of the military to train for the CyberPatriots contest sponsored by the National Youth Cyber Education Program. Students in the Work-based Learning program serve as entry-level computer technicians for the district's technology department. FISD is in the process of implementing a "Tech Squad" which will provide the opportunity for a group of student interns to provide technical device support for the high school campus.

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

Software	\$2,500
Conference Registration	\$2,500
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Reading Materials - Books	\$1,000
Curriculum	\$10,000
Supplies	\$9,639

**OTHER OPERATING COSTS (6400)**

Travel	\$2,000
Miscellaneous Operating	\$1,000
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

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

**Total Direct Costs** \$28,639

**Indirect Costs** \$1,361

**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.**

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

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