



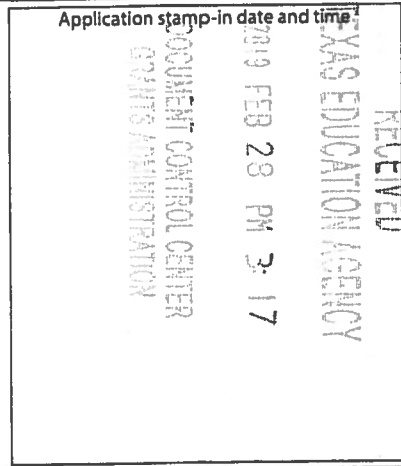
2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

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 **Weslaco Independent School District** CDN **108913** Vendor ID **74-6002548** ESC **1** DUNS **076923143**
 Address **319 W. 4th Street** City **Weslaco** ZIP **78596** Phone **956-969-6703**
 Primary Contact **Sandra Avila** Email **savila@wisd.us** Phone **956-969-6703**
 Secondary Contact [REDACTED] Email [REDACTED] Phone [REDACTED]

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 **Priscilla Canales** Title **Superintendent**

Email **pcanales@wisd.us** Phone **956-969-6500**

Signature *P. Canales* Date **02/27/19**

Grant Writer Name **Sandra Avila** Signature **Sandra Avila** Date **02/22/2019**

Digitally signed by Sandra Avila
 DN: cn=Sandra Avila, o=Weslaco ISD, ou=CTE
 Country=us, email=savila@wisd.us, c=us
 Date: 2019.02.22 11:25:37 -0500

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 the number of industry based certifications by 10%.	Offer Remote Pilot Certification training to students in multiple career clusters.
Prepare students for changing job markets that focus on innovative technology solutions.	Introduce students to technology (drone) solutions that are applicable to a variety of industries. Throughout the program, students will learn from industry specific subject matter experts as well as take part in practical exercises that will prepare the students for future employment.
Impending pilot shortage. Airlines and private companies are struggling to recruit qualified candidates, and it will have major future implications that are already beginning to be noticeable regionally.	By introducing students to aviation related fields and assisting them in acquiring an FAA remote pilot certification, they will have a foundation for future aviation training. It will assist students in career related decision making and selection of academic paths which may lead to a pilot career.

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 goal of this program is to prepare select CTE students to pass The Remote Pilot Certification exam issued by the Federal Aviation Administration. Success of the program will be measured by the pass rates on the exam. Before the students test, they will attend an intense 40 hour training (prep) course to ensure they are fully supported and prepared by the end of the week. Students who score at or above 70% on the FAA exam will be granted a license. By having this certificate, students will be able to participate or find employment in legal commercial drone operations that will benefit a number of industries in the community.

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

The program will be measured by the student pass/fail rate of the FAA Remote Pilot Knowledge Exam.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students will be trained and tested for technical capability during hands on exercises. These exercises are based on industry standards and best practices.

Third-Quarter Benchmark

Student mastery of advanced sensors and software solutions will be administered.

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 Drone Training curriculum that will be used is based on the 'ADDIE' model which includes five phases:

Analysis: Vendor will conduct an assessment of current student capabilities and coursework that may be related to this program.

Design: Drawing from previous drone training and international best practice, vendor will work with our ISD to create a dedicated curriculum cell to generate customized programs of instruction.

Develop: By incorporating instructor and student input we are able to develop a coherent and sustainable curriculum that meets the requirements of the operational role.

Implement: First we will administer the curriculum through drone pilot tests and training. This is followed by full implementation with industry experts/instructors who deliver focused training.

Execute: A bespoke solution designed on our analysis will be administered to students based on their demographic needs and learning styles. Constant evaluation will be conducted to ensure the highest levels of success throughout multiple phases of this program.

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.

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. **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.

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.

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.

TEA recently assigned an innovative course, the Intro to Unmanned Aerial Vehicle (UAV) Flight - PEIMS# N1304670, for the purpose of facilitating school districts a course through which the Certified Commercial Drone Pilot certification could be offered. Students that are currently enrolled in various programs of study, such as livestock management, public safety and security, social media, entertainment, and civil engineering will benefit from this certification because it will enhance their marketability in various public and private sectors of the state.

According to the 2016 Demand Occupation List for Lower RGV from Workforce Solutions, property, real estate, community association managers have a 46% increase in job openings. In addition, a 58% increase in job openings for marketing research analysts and marketing specialists across all industries is reported in this same demand occupation list. In 2016, the global drone market was worth \$4.5 billion USD and by the end of FY 2017, it climbed to \$17.82 billion USD, according to Business Insider. Goldman Sachs estimates the market to be worth up to 100 billion USD by 2020. The two largest sectors of growth are construction and agriculture, with 2018 estimated markets worth 11 billion USD and 6 billion USD respectively.

Weslaco ISD is located in a community that has economic dependence on agriculture. By providing these students drone training, they will be given tools that will empower them, not only as a person who is certified by the FAA, but as a valuable asset to many local industries. In addition to architecture, construction and agriculture, a need for certified drone pilots has been identified in fields such as law enforcement, engineering, photography, and marketing. According to US Customs and Border Patrol Air And Marine Sector in McAllen, TX the demand for drone pilots has increased significantly as an emergency occupation. The key is to introduce students to a field that may positively influence their future.

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 will offer the certification up to 20 students and up to 5 instructors from any of our 5 programs of study: livestock/plant and soil management, public safety and security, social media, entertainment, and engineering.

The student benefit of this certification acquisition will enable students to become more marketable and employable by increasing their technical knowledge and skills exposing them to real world applications.

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

If grant is approved, quotes will be obtained for the equipment and certification exams. A requisition will be submitted to Business Office to request a Purchase Order. After students have tested, an invoice will be submitted to Accounts Payable. The drone equipment will be entered into our school district's inventory and will be tagged with a barcode as an asset.

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

A student and teacher interest form has been created to determine students and teachers that are interested in this certification. A detailed roll out plan that includes a rubric for student performance testing and evaluation will be implemented to determine student eligibility to certify. In addition, equipment for this certification has been identified and has been included in order to provide students the hands-on practice and 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.

Applicant will secure a third party vendor that will be providing training, curriculum, and equipment.

Teachers and students will complete a 40 hour FAA compliant remote pilot course. Upon successful completion of this course, students will be prepared to test for a Remote Pilot Certificate through the Federal Aviation Administration. Upon passage of the FAA test, students will be issued a remote pilot certificate from the FAA. As certificated pilots, students will have the legal authority to conduct drone flights for governmental or commercial purposes in national airspace.

The certification course is implemented via a curriculum designed to provide students with an understanding of the following subjects.

1. Applicable Regulations;
2. Airspace Classification & Flight Restrictions;
3. Aviation Weather Sources;
4. Aviation Weather & Effects on sUAS;
5. sUAS Loading;
6. Emergency Procedures;
7. Crew Resource Management;
8. Radio Communication Procedures;
9. Determining the Performance of sUAS;
10. Physiological Effects of Drugs & Alcohol;
11. Aeronautical Decision Making & Judgement;
12. Airport Operations; and
13. Maintenance & Preflight Inspection Procedure.

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

Existing MOUs with local post-secondary institutions, such as TSTC, have been created, signed, and approved in order to advise, assist, and support student success in various programs within the district. They will be asked to assist in the implementation of this project. In addition, each CTE program has a program advisory committee consisting of district CTE staff, district staff, parents, students, and representatives from business and industry that are utilized to evaluate, assist, support, and/or provide recommendations for continuous improvement of programs and/or new projects (such as this).

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)	BUDGET
Student Training / Certification	\$19,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Equipment	\$6,250
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Instructor Training / Certification	\$3,696
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)	BUDGET
<input type="text"/>	<input type="text"/>
<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 _____

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

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

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

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