



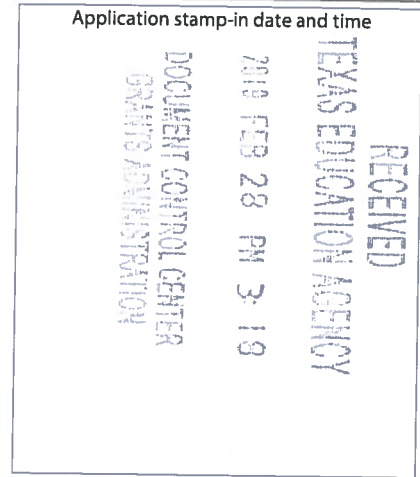
2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

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): **N/A**

Applicant Information

Organization **Raymondville ISD** CDN **245903** Vendor ID **176001950** ESC **1** DUNS **10076322**
 Address **419 FM 3168** City **Raymondville** ZIP **78580** Phone **956-689-8175**
 Primary Contact **Benjamin Clinton** Email **clintonb@raymondvilleisd.org** Phone **956-689-8181**
 Secondary Contact **David Longoria** Email **longoriad@raymondvilleisd.org** Phone **956-689-8150**

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 **Stetson Roane** Title **Superintendent**

Email **sroane@raymondvilleisd.org** Phone **956-689-8176**

Signature  Date **2/27/2019**

Grant Writer Name **Benjamin Clinton** Signature  Date **2/27/2019**

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

2019-019421

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
To connect more students to pathways toward high demand, high wage jobs; in order to decrease the unemployment rate, decrease poverty rate, and increase educational attainment	By improving the Information Technology Pathway, student will be connected to jobs identified by the local workforce board to high paying and in demand
To increase number of students who graduate career ready; earn an industry recognized certification	By offering CompTIA testing on-site, Raymondville ISD will increase the number of students attempting and passing the exam
To decrease dropout rate 2016-17 RISD: 4.2% State: 2.0%	A root cause analysis revealed that students who dropped out were not engaged in school. By enhancing the Information Technology CTE program, the district will improve student engagement and decrease the dropout rate.

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, the number of students attempting the CompTIA A+ exam will increase from 0 to 20.

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

Execute MOU with Community College
Adjunct Faculty approved by Community College
Order and install equipment to become PearsonVue testing facility

Measurable Progress (Cont.)

Second-Quarter Benchmark

Complete PearsonVue application to become CompTIA testing center
Student enroll in dual credit courses through Community College

Third-Quarter Benchmark

20 students sign up for CompTIA A+ exam

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 district develops SMART Goals and Objectives, and then aligns activities to attain those goals. Quarterly reviews are scheduled with the data to be collected and analyzed. Based on the quarterly reviews, the district tracks progress toward goal attainment, and determines if changes to the plan are necessary. In between the quarterly reviews, the Campus Leadership Teams meets weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

Changes are communicated through a variety of methods to reach all stakeholders who will be impacted. Teachers receive information and plan for changes in regularly scheduled professional learning communities at the campus.

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.

Industry-based Certification: CompTIA A+

Program of Study: Information Technology

The district reviewed data from the Texas Workforce Commission (TWC) and the Lower Rio Grande Valley Workforce Development Board, Workforce Solutions. TWC published a report on Occupation Trends – Texas Career Check, ranking occupations making above Texas median wage of \$34,550, on projected growth for the years 2014-2024. Based on Texas Career Check, Computer User Support Specialist and Software Developers will be in demand and highly paid. The Lower Rio Grande Valley Workforce Solutions also included Computer User Support Specialist and Computer Network Specialist as target occupations for the region. Given this data, the district coordinated with Willacy County Schools to meet directly with Texas Workforce Commission and Workforce Solutions staff.

Through ongoing coordination with TWC and Workforce Solutions over the span of months, the district reviewed programs of study related to several occupations on the regional target list. Careers in Information Technology stood out as high wage and high demand for the area and the state. This ultimately led the district to focus on a developing an Information Technology program of study.

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.

More than 100 students will benefit from improvements to the Information Technology Program of Study. By adding the CompTIA A+ certification, students will graduate career ready with a stackable industry-based credential. Enhancing the program with industry certification will better engage students, increasing student engagement and decreasing the dropout rate.

Grant funding will be used to purchase the equipment necessary to become an approved PearsonVue testing site for CompTIA exams. In less than one year after being awarded this grant, Raymondville ISD will test a minimum of 20 students for CompTIA A+ certification. This entry-level certification gives students access to a high wage, in-demand career as a Computer User Support Specialist, and the stackable nature of CompTIA provides a pathway to career advancement and higher pay. Two years after receiving grant funding, Raymondville ISD will offer the CompTIA Networking+ certification, leading to higher paying jobs as a Computer Network Support Specialist. Finally, within four years of receiving grant funds, Raymondville ISD will add CompTIA Security+ certification.

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

Raymondville ISD will will coordinate local, state, and federal funds purchase vouchers for CompTIA Exams through PearsonVue, and then assign these vouchers to students who have completed the coursework and are ready to take the exam. Students will be registered for the exams and will test at the on-site approved PearsonVue testing facility.

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

Raymondville ISD has already researched the process to become a CompTIA testing site and has started an application. A testing area that meets the building and network requirements has been identified, and a budget for the required equipment has been developed.

The district has met with and drafted a Memorandum of Understanding with Texas Southmost College to offer dual enrollment courses in the Information Technology Pathway, and an instructor with the required credentials (degree in Computer Information Technology and 3 or more years non-teaching experience) has been identified and is under review by the college.

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 complete a rigorous program of study to prepare them for CompTIA Certification, and beginning in the 2019-20 school year, students will participate in dual credit courses taught by faculty that meets Southern Association of Colleges and Schools (SACS) requirements.

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

Raymondville ISD has a proven track record of success expanding CTE offerings and establishing new certification opportunities. In the past four years, Raymondville ISD established a Department of Aging and Disability Services Approved Certified Nurse Aide Program and became a PearsonVue approved testing site for the CNA exam. In 2017, RISD added certifications through the National Center for Construction Education and Research (NCCER) and became an approved NCCER Training Facility; and in 2018 the district added on-site American Welding Society Certification.

Strong partnerships with Workforce Solutions, Texas Workforce Commission, and local industry partners like Valley Telephone Cooperative will provide an advantage in enhancing the Information Technology Pathway at Raymondville ISD.

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)

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

SUPPLIES AND MATERIALS (6300)

Purchase test facility equip., including 15 computers, 1 printer, 2 webcams, and electronic signature pad	\$30,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

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

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

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

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