



**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

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 FEB 28 PM 3:39
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GRANTS ADMINISTRATION

Grant period from [REDACTED] **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] **N/A**

Applicant Information

Organization [Louise ISD] CDN [241906] Vendor ID [N/A] ESC [3] DUNS [048758916]

Address [Po Box 97] City [Louise] ZIP [77471] Phone [979-648-2982]

Primary Contact [Brittany Ross] Email [bross@louiseisd.net] Phone [979-648-2982]

Secondary Contact [Dr. Garth Oliver] Email [goliver@louiseisd.net] Phone [979-648-2982]

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 [Dr. Garth Oliver] Title [Superintendent]

Email [goliver@louiseisd.net] Phone [979-648-2982]

Signature [Signature] Date [2/22/2019]

Grant Writer Name [Brittany Ross] Signature [Signature] 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
Provide opportunity for students to have adequate access to necessary tools, supplies, equipment and software needed for the testing of the certifications.	Purchase floral cooler, floral design tools and website license for testing.
Provide students access to proper welding equipment, machines and tools to earn certification.	Purchase curriculum for certification, welding booths, welding machines, cutting torch cart and kit, grinders, welding hoods, gloves, fire-retardant shirts, and safety glasses.
Provide students access to veterinary tools, as well as organs and parasites, to advance their knowledge of veterinary medicine and earn their certification.	Purchase curriculum for certification, veterinary tools, parasites slides for microscopes, preserved organs for annual use and any other demonstration supplies (ie: simulator)

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.

90% of students seeking to earn their Industry Based Certifications will pass certification requirements by the end of the school year in which they apply.

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

Students will learn to identify equipment that will be used during the preparation and certification as well as the safety measures necessary and pass these portions at 100%.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students will start the beginning stages of the certification process and accomplish hands-on portions of the certification preparation. Students will demonstrate the necessary knowledge needed to move forward to the more complicated and detailed portions of the certifications.

Third-Quarter Benchmark

Students will pass a practice certification test(s) administered by the CTE teacher(s) in order to determine their readiness for the actual certification test.

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.

Throughout the entire certification teaching process, the CTE teachers will informally assess student progress to determine if necessary progress is being made based on certification testing benchmarks and actual testing deadlines. Should progress not be made or exhibited, CTE teachers will re-evaluate their lesson plans, acquire student feedback, re-teach information, then re-assess/measure students to determine if necessary progress has then been made in order to ensure that students seeking certification will be successful obtaining certification.

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.

After meeting with local businesses and regional workforce professionals, it has been determined that Louise ISD CTE Program has the potential for growth, in order to provide a benefit to our students and the local workforce. Louise ISD has the need to grow in the following areas: mechanical certifications, welding certifications, and veterinary sciences. Louise ISD currently has a floral design program. However, the program is lacking the tools and equipment necessary to move student into the certification process, with in the floral design program. After a program review, Louise ISD, CTE program will offer the following certifications: Benz School of Floral Design Principles of Floral Design Certification, Texas Veterinary Medical Association Certified Veterinarian Assistant Level 1, and American Welding Society Certified Welder. Louise ISD has a post secondary education enrollment of 75% and a workforce rate of 25%. Offering these Industry Based Certifications, would provide an avenue of employment for students that would directly enter the workforce, post high school. Students receiving these certifications will leave high school with vetted industry valued certifications, in order to be successful and continue growing a skilled workforce. The community has voiced concern that not enough students are entering the workforce with the necessary trade skills needed to be competitive in the industries, with in our community. Adding industry based certifications would better serve our community and local workforce.

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.

Grant funding will directly impact 60% of our students enrolled in CTE courses. Our welding, floral and veterinary science courses already cover the necessary knowledge of the industries, but offering more industry based certifications will allow students to put the knowledge directly into practice. Students will have measurable program benefits by having access to a higher quality tools and equipment. These tools and equipment will ensure success on certification tests and give them the hands-on experience necessary to for a seamless and successful transition into an industry based workforce. Offering a variety of industry based certifications will allow us reach additional students and increase our districts post-secondary readiness.

TEA Program Requirements

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

Depending on the certification cost and certification itself, there are a variety of ways exams will be funded. Certifications are generally student funded, fund-raised, paid all students with the program activity account or program budget or funded by various grant opportunities.

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

Courses address the needs of the local community. Students currently enrolled in CTE classes are already learning the information tested on certification test. Students enrolling in additional CTE classes will be prepared with a basic knowledge of what is needed and can concentrate and focus on their needs during the grant period. CTE teachers are re-evaluating course lessons based on collected data on student weaknesses to ensure that those moving forward and those coming into courses/programs will be successful in obtaining certifications.

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 are already learning the information that will be tested during classes currently. Those students that take the next level class will already have a basic knowledge of what is needed and can really hone in and focus on their weaknesses during the grant period. Accurate records are kept on safety/tool ID tests to ensure that all students pass this portion before moving onto the next section of study. Additionally, CTE teachers locate weaknesses and re-address those areas that students struggle in the most so that not only do students complete the current school year successfully, but are better prepared for the next year's courses/curriculum that will tie into their prior learning. Most importantly, continuous evaluation of program/courses are done and improvement consistently made to ensure students are getting the best education throughout the CTE courses offered.

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

Louise CTE department has built strong relationships within the local workforce to provide professional knowledge to students that comes directly from the field. Students are interested in pursuing. Local florists such as Lisa Bubela, have visited the Floral Design CTE teacher about industry based skills needed by employers in the floral industry. In addition, she has partnered with the CTE department to teach hands-on lessons to classes to give them a professional view and a different perspective. Within the animal science cluster, the CTE department has built and kept a relationship with Jackson County Veterinary Clinic. This relationship allows us to benefit students in and out of the classroom with their years of professional knowledge. Another such relationship with Mr. Jay Barr, Welding Technology Instructor at Brazosport College, has assisted Louise CTE in preparing our students for AWS Welding certifications. These relationships allow our students to benefit in and out of the classroom through their years of professional knowledge. In addition, relationships with peers in the CTE industry allows the Louise ISD CTE Department to get tips and tricks teacher to teacher to better serve our students.

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)

Floral cooler, floral tools (snips, wire cutters, knives, glue guns, buckets, etc), certification curriculum, etc	\$10,000
Curriculum, welding booths and machines, cutting torch cart and kit, grinders, welding hoods, gloves, fire-r	\$10,000
Forceps, suture kits, syringes, IV kits, parasite slides, preserved organs, simulators, cert. curriculum, etc	\$10,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

Total Direct Costs \$30,000

Indirect Costs

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

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

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

[Empty box for describing changes]

[Empty box for section selection]

FOR TEA USE ONLY
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[Empty box for describing changes]