

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

NOGA ID

Authorizing Legislation

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

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications 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):

Applicant Information

Organization	Santa Fe ISD	CDN	084909	Vendor ID	1746000028	ESC	4	DUNS	3696902
Address	P.O. Box 370		City	Santa Fe	ZIP	77510	Phone	409-925-9092	
Primary Contact	Dr. Jacqueline Shuman		Email	Jacqueline.Shuman@sfsd.org		Phone	409-925-9092		
Secondary Contact	Cris Richardson		Email	Cristianne.Richardson@sfsd.org		Phone	409-927-3102		

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):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | |

Authorized Official Name Jacqueline Shuman

Title Asst. Supt. for Curriculum & Instruction

Email Jacqueline.Shuman@sfsd.org

Phone 409-925-9092

Signature

Date 02-27-2019

Grant Writer Name Dr. Jacqueline Shuman

Signature

Date 02-27-2019

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

701-19-104-103

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
Santa Fe ISD CTE students live in an industrial area where OSHA Certifications are required; SFISD does not currently offer preparation or testing for this certification.	Beginning in the 2019-20 school year, SFISD will focus on preparation for the OSHA Certification.
Increase the percentage of students taking and passing industry certification exams as compared to the number of students taking CTE courses.	Provide financial assistance to cover the cost of CTE certifications to provide an increased ability for taking the CTE certification connected to their area of study.
Increase the number of industry/community college certifications attained by SFISD students prior to graduation in order to ensure all students are College and/or Career Ready	Beginning in 2019-20, SFISD will expand offerings in the Engineering Career Pathway, leading to increased number of student industry certifications and a certification through the District's local community college partner

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.

Santa Fe High School will increase the number of students taking and passing industry certification exams listed on the TEA 2019-20 Final List of Industry-Based Certifications by 20% during the 2019-20 school year.

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

Santa Fe High School (SFHS) CTE teachers will review the number of students enrolled in CTE courses and student assessment data to ensure students are on-track to pass the certification exam for their course. Based on these data, individualized student intervention plans will be developed and implemented to meet each student's identified areas of need. Teachers will reassess and monitor each student's progress through frequent formative assessments and revise intervention plans based on identified need. CTE teachers will provide assessment data and intervention plan monitoring to the Campus and District CTE Coordinators. CTE Coordinators will monitor student progress and provide teacher invention and assistance based on performance data. The campus Instructional Coaches will be utilized to provide teachers with assistance in the implementation of instructional strategies designed to increase student access to the curriculum, processes and skills.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

SFHS CTE teachers will review student assessment data to ensure students are on-track to pass the certification exam for their course. Based on these data, individualized student intervention plans will be developed and implemented to meet each student's identified areas of need. Teachers will reassess and monitor each student's progress through frequent formative assessments and revise intervention plans based on identified need. CTE teachers will provide assessment data and intervention plan monitoring to the Campus and District CTE Coordinators. CTE Coordinators will monitor student progress and provide teacher invention and assistance based on performance data. The campus Instructional Coaches will be utilized to provide teachers with assistance in the implementation of instructional strategies designed to increase student access to the curriculum, processes and skills.

Third-Quarter Benchmark

SFHS CTE teachers will review student benchmark assessment data to ensure students are on-track to pass the certification exam for their course. Based on these data, individualized student intervention plans will be developed and implemented to meet each student's identified areas of need. Teachers will reassess and monitor each student's progress through frequent formative assessments and revise intervention plans based on identified need. CTE teachers will provide assessment data and intervention plan monitoring to the Campus and District CTE Coordinators. CTE Coordinators will monitor student progress and provide teacher invention and assistance based on performance data. The campus Instructional Coaches will be utilized to provide teachers with assistance in the implementation of instructional strategies designed to increase student access to the curriculum, processes and skills.

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.

One source of project evaluation data will include formative assessments based on the objectives taught.. Based on these data, CTE teachers will create individualized intervention plans to address areas of need in each student's learning. Following completion of student intervention plans, students will be given additional formative assessments to identify progress. CTE teachers will review instructional plans following each unit of instruction. During the third quarter of instruction and when appropriate in the curricular framework, students will take a summative benchmark. Student readiness for the certification exam will be based on these data and instructional decisions for intervention will be planned for the each student.

The curricular framework, curriculum and instruction will be reviewed following the formative unit assessments to revise the curriculum documents and instructional practices to address identified areas of student need. Teachers will follow this data monitoring framework for each unit of study. This process follows the cycle of continuous improvement for curriculum and instruction focused on review data to modify the program to ensure strengthening of each CTE course leading to student success on an industry based certification exam.

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.

Each year, the Santa Fe High School (SFHS) CTE teacher committee reviews courses offered to ensure all CTE courses are included in coherent sequences leading to industry certifications and/or to meet community business and industry needs. Based on the review of the Houston Area Labor Statistics provided by the the Department of Labor for high demand jobs in the Houston/Galveston area, SFHS will offer certifications that fall in the following industry categories: Construction, Manufacturing, Professional and Business Services, and Leisure and Hospitality Industry. As noted in the Houston Area Labor Statistics, for 2018, Construction jobs increased by 25.6%, Manufacturing positions increased by 16.1%, Health Services by 8.8%, Professional and Business Services by 30.6%, and Leisure and Hospitality Industry by 3.7%. For SFHS students seeking to attain a certification that is immediately applicable to the Houston area workforce, the campus offers certifications in Welding, Construction Trades, Certified Nursing Assistant, Phlebotomy Specialist, Occupational Health and Safety (OSHA), Safe Serve, Cosmetology, Microsoft Office Specialists, Solid Works Specialist, and more. The Assistant Superintendent for Curriculum and Instruction serves as a member of the La Porte Citizens Advisory Council to Industry. Through this organization, industry partners have shared data related to the high number of retirees as the "baby boomers" retire and exit the workforce. The District has reviewed data from local industry partners which indicates the need for new employees to enter the workforce in all of the areas with the appropriate industry certifications. Based on Santa Fe Chamber of Commerce publications, service industry and professional and business industry certifications are included in the curricular offerings at SFHS.

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.

Santa Fe ISD is committed to ensure all students are college and career ready. Approximately 300 Santa Fe High School (SFHS) students will benefit from this certification funding. Approximately 25% of SFHS graduates attend a four-year college or university; thus, the majority of students are attending two-year or technical colleges or entering the workforce. The culture of Santa Fe is traditionally one that encourages students to enter the workforce upon graduation to assist with payment of their college expenses or to begin the process of supporting themselves. In order to provide students with an ability to meet these expectations, industry certifications assist them with attaining higher wages in order to meet this goal. Due to financial limitations, a limited number of SFHS students have pursued the opportunity of taking certification exams. Many students have voiced the cost of the certification exam is cost prohibitive. This grant will assist with removing this barrier.

The district developed a partnership with the local community college in order to provide an increased number of certification programs, offering 10 certification programs for careers such as Computer Networking, Pharmacy Technician, Graphic Design, Welding, etc. In addition, the District is committed to providing industry certifications such as AutoDesk, Certified Nursing Assistant, Microsoft Office Specialist, Floral Design, etc. Each course is aligned to a certification on the Commissioner's approved list. The District also has a commitment to expanding community workforce partnerships. SFISD will schedule bi-monthly meetings with industry and community college partners in order to maintain effective, open communication, to share student data, and to ensure an ongoing commitment to this CTE grant opportunity.

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

Santa Fe High School (SFHS) will pay for student industry certification exams on the following scale:

Students (not on Free/Reduced Lunch): 50%

Students (Reduced Lunch Program): 75%

Students (Free Lunch): 90%

Students with Special Circumstances: 90%

Because SFHS experienced a mass shooting event on 5/18/2018, many students and families have experienced emotional and mental health concerns that have impacted them in multiple ways. Should a student have special circumstances based on this event, their 90% of their certification cost will be covered by this grant.

Studnet's will be required a minimum of 10% of the exam cost because research shows increased performance and dedication to assessments/programs where they have an investment, even though that investment may be minimal.

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

One CTE campus need identified through this process was to expand the Engineering Pathway currently offered at Santa Fe High School. Through the implementation of Geometry in Construction, along with courses offered in Architectural/Engineering Design, the District opened a new Career Pathway that leads to an increased number of student certifications through industry certification providers, an industry certification through the District's local community college partner, and coursework that lays a foundation for success for students pursuing a career in Engineering.

SFHS has developed collaborative partnerships with certification providers to ensure curriculum and instruction in all CTE courses leads to an industry-based certification. An curriculum framework reviewed by CTE teachers, Coordinators and industry partners has been implemented which will lead to student success on industry-based certifications. SFHS has developed relationships with industry partners to provide partnerships and internships for students in preparation for certification assessments. CTE teachers participate in curricular and assessment planning, along with instructional coaching related in effective instructional strategies that ensure students access the curriculum. Administrator walk-through data is collected and analyzed to ensure the implementation of effect instructional strategies. Performance and assessment data are also reviewed to ensure students are accessing the curriculum and skills presented. Individualized intervention plans are developed collaboratively by students and teachers to address identified needs and to ensure student success on the certification assessment.

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.

SFHS has developed relationships with industry partners to provide partnerships and internships for students in preparation for certification assessments. CTE teachers participate in curricular and assessment planning, along with instructional coaching related in effective instructional strategies that ensure students access the curriculum. Administrator walk-through data is collected and analyzed to ensure the implementation of effective instructional strategies. Performance and assessment data are also reviewed to ensure students are accessing the curriculum and skills presented. Individualized intervention plans are developed collaboratively by students and teachers to address identified needs and to ensure student success on the certification assessment.

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

Santa Fe High School (SFHS) has partnered with area industry providers to ensure campus programs meet future workforce needs. For the SFHS Geometry in Construction course, the campus partnered with local builders to provide demonstrations and on-site tours to engage the Geometry In Construction students in the field of construction and building trades. Houston area builders have volunteered to serve as peer support for SFHS students. Local Veterinary and Floral Design businesses provide students with hands-on experience in these fields. SFHS Floral Design takes and fills orders to raise funds for Floral Design outings. The SFHS CNA program partners with local hospitals and the community college to provide internships and observations for SFHS students. The Assistant Superintendent of Curriculum and Instruction is a member of a Citizen's Advisory to Industry committee where 46 plant managers share industry needs for manufacturing and refinery careers along with the educational requirements for the positions. This information is shared with the campus to ensure our courses and certification pathways align to meet the needs of local manufacturing and industrial positions.

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	4,600
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	4,600
4. Total current-year grant allocation	70,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

CDN 084909

Vendor ID 1746000028

Amendment #

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**

	0

PROFESSIONAL AND CONTRACTED SERVICES (6200)

	0

SUPPLIES AND MATERIALS (6300)

Student Certification Exams	\$30,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

Total Direct Costs \$30,000**Indirect Costs**

0

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 _____

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 _____