



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 **Hurst-Euless-Bedford ISD** CDN **220916** Vendor ID **1756004311** ESC **11** DUNS **073162935**
 Address **1849 Central Dr. Building E** City **Bedford** ZIP **76022** Phone **817-354-3541**
 Primary Contact **Lisa Karr** Email **lisakarr@hebisd.edu** Phone **817-399-2202**
 Secondary Contact **Lydia Martin** Email **lydiamartin@hebisd.edu** Phone **817-399-2080**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances

Authorized Official Name **Lisa Karr** Title **Director of Career & Technical Education**

Email **lisakarr@hebisd.edu** Phone **817-354-3541**

Signature **Lisa Karr** *Lisa Karr* Digitally signed by Lisa Karr Date: 2019.01.03 10:48:37 -06'00' Date **01-03-2019**

Grant Writer Name **Lisa Karr** Signature **Lisa Karr** *Lisa Karr* Digitally signed by Lisa Karr Date: 2019.01.03 10:48:59 -06'00' Date **01/03/2019**

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

2019-019260

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
Align with the TEA Strategic Priorities - Goal #3 Connect High School to Career and College.	Increase Student Industry Certifications through Career & Technical Education programs.
Enhance existing innovative CTE programs.	Focus on non-traditional fields to prepare students for industry certification exams and to ensure that all students will have the opportunity to obtained certifications.
To become an approved testing site for an industry-based certification.	Our district has started a Cybersecurity program of study. We would like to become a testing site for EC-Council Associate cybersecurity certifications and curriculum through Certiport.

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 percentage of CTE Concentrator (Code 2) students earning an industry certification or licensures listed on the A-F Accountability will increase by 3% during the 2019-2020 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

Certification Reporting process is currently in place for the district. Teachers record the number of students completing certifications each six week grading period. A baseline total will be established at the end of 2018-2019 school year based on the number of industry certifications received. From this total an increase of 1% each quarter benchmark goal will be established and monitored.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Certification Reporting process is currently in place for the district. Teachers record the number of students completing certifications each six week grading period. A baseline total will be established at the end of 2018-2019 school year based on the number of industry certifications received. From this total an increase of 1% each quarter benchmark goal will be established and monitored.

Third-Quarter Benchmark

Certification Reporting process is currently in place for the district. Teachers record the number of students completing certifications each six week grading period. A baseline total will be established at the end of 2018-2019 school year based on the number of industry certifications received. From this total an increase of 1% each quarter benchmark goal will be established and monitored.

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.

Certification Reporting process is currently in place for the district. Teachers record in a google doc the number of students completing certifications each six week grading period. This includes the number of students tested - pass and fail. The passing rate for each class is monitored quarterly. This allows for remediation, enhanced instruction, modification, etc. if needed prior to the next quarter so the student may retest (if applicable).

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.

[Empty response box for Focus Area 1 Applicants]

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.

Below is a list of the industry-based certifications and programs of study for the proposed project based on the current A-F Accountability List.

Business, Management, & Administration - MOS Certification (Word, Excel, PowerPoint, Access, Expert, Master)

Health Science - Patient Care Technician, Pharmacy Technician, Phlebotomy Certification
We will be adding Certified EKG/ECG Technician (CET) in SY18-19 and EMT Certification in SY19-20

Human Services - Texas Cosmetology Operator License

Information Technology - Microsoft Technology Associate (MTA), CompTIA A+ Certification, Network+, Security+
We will be adding Cybersecurity certifications in SY19-20

Transportation, Distribution & Logistics - ASE Brakes, Engine Repair, Manual Drive and Axles, Mechanical & Electrical, Non-Structural & Damage Repair, Suspension & Steering

The certifications listed above come at the request of our active advisory committees, HEB Chamber of Commerce, etc. The programs of study listed above are high wage and in-demand occupations for the state of Texas region where HEB ISD is located. Regional Labor Market provided by Interlink of North Texas was provided to all entities in order to make the decision to offer the above industry certifications to our students.

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.

An estimate of 1000 students will benefit from the grant funding if awarded. Offering an industry-based certification to the students currently enrolled in the aligned CTE programs of study that HEB ISD offers - will give the students the competitive advantage/edge to compete in a global society.

If we become a testing site for our newly implemented Cybersecurity program of study, approximately 25 students would benefit from the grant during the grant funding period. These students would receive multiple certifications for this program of study, including Comp TIA A+, Network+, Security+, EC-Council Associate Cybersecurity certifications.

TEA Program Requirements

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

Depending on the program of study the process for paying for certification exams varies.

In the Business, Management & Administration, Information Technology and Transportation, Distribution & Logistics programs of study areas (certifications listed above #6) are purchased as a site license at no cost to the students.

In the Health Science and Human Services program of study areas (certifications listed above #6) are paid for by the student and reimbursed after successfully passing the certification exam. If there is a financial hardship, there are funds available to assist the student.

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

HEB ISD has processes in place to ensure success of our students. We have streamlined our certification reporting process, monitoring of passing rate, solid curriculum and preparation prior to testing (included practice testing when applicable).

The number of students earning industry certifications has increased 54% in the last two years. We want to continue providing opportunities for our students to earn industry certifications. This is essential not only our local region but for the state of Texas to have students prepared to be employed in high-skill, in-demand occupations or industries.

We have seen a significant rise in the costs of preparing our students for industry certification exams. The costs include curriculum resources, test preparation, practice testing, software, site license, etc. This grant opportunity is very much appreciated in order to continue to fund the certification exams. Due to the demographics of our region most students would not be able to pay for the certifications on their own.

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.

HEB ISD has processes in place to ensure success of our students. We have streamlined our certification reporting process, monitoring of passing rate, solid curriculum and preparation prior to testing (included practice testing when applicable).

Certification Reporting process is currently in place for the district. Teachers record in a google doc the number of students completing certifications each six week grading period. This includes the number of students tested - pass and fail. The passing rate for each class is monitored quarterly. This allows for remediation, enhanced instruction, modification, etc. if needed prior to the next quarter so the student may retest.

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

The strategic partnerships and processes we have in place provide an advantage to HEB ISD to implement the proposed project.

The certifications that we are currently offering (listed above #6) come at the request of our active advisory committees, HEB Chamber of Commerce, etc. The programs of study listed above are high wage and in-demand occupations for the state of Texas region where HEB ISD is located. Regional Labor Market provided by Interlink of North Texas was provided to all entities in order to make the decision to offer the above industry certifications to 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 <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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Industry Certification Vouchers	\$20,000
Industry Certification Curriculum Support Materials	\$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.

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

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