



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

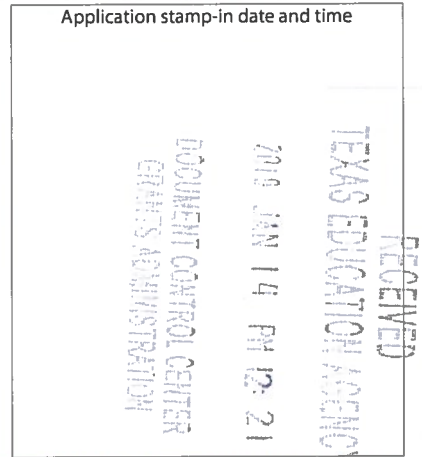
NOGA ID

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

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  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**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  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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

2019-01926

701-19-104-002

**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
Little Elm ISD will provide every eligible health science student with the opportunity to take available high-demand, high-skill, industry-based certifications as identified by our local industry partners and labor market studies.	Little Elm ISD will increase its current certification offerings adding EKG, and CPCT to its current slate of CCMA, Pharmacy Technician and I.V. Tech. Health Science is the largest CTE program in our District so we will implement an "in-house" clinical laboratory experience at the junior level to accommodate the huge influx of students in our growing District.
Little Elm ISD will increase the percentage of students passing all of its CCMA & Pharmacy Technician certification exams by 20% from our current rate of 37% to 57%.	Little Elm ISD will purchase additional study materials for students to use in preparing for their exams. Based on our research we will use the materials provided by the National Health Career Association.

**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.

S: Provide every eligible health science student the opportunity to take industry-based certifications  
 M: Every enrolled student will be provided the opportunity to test based on their program of study.  
 A: This goal can be achieved by August 31, 2018 with the cooperation of applicable department and campus stakeholders.  
 R: Local market research identified CCMA, Pharmacy Technician, I.V. Tech, EKG, and CPCT as the ones most currently needed in our area health care industry.  
 T: This goal can be achieved with the awarding of this grant by August 31, 2018 using the benchmark goals as described below.

**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

1. We will have identified all of the eligible students in our health science program that can take an assessment based on their program of study.
2. We will have purchased the extra study materials for all exams.
3. We will have established a mandatory tutorial system whereby students are required to attend study sessions before exam registration.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

1. We will have purchased all the necessary test licenses for the eligible students to take four of five certification exams.
2. We will have held two to three study sessions for each exam.

## Third-Quarter Benchmark

1. Students sitting for exams will have taken at least two practice exams.
2. We will have offered three to five study sessions for each 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.

We will have identified all of the eligible students in our health science program that can take an exams based on their program of study

\*a list of all students enrolled in the health science program will be generated; a list of certifications by course will be generated; a survey of students to determine which ones will take each exam will be conducted

We will have purchased the extra study materials for all exams

\*purchase orders for the materials will be generated as soon as funds are available

We will have established a mandatory tutorial system whereby students are required to attend study sessions before exam registration

\*students & parents will be informed of the tutorial requirements near the beginning of school

\*the tutorial schedule will be posted in advance

We will have purchased all the necessary test licenses for the eligible students to take six of seven certification exams

\*Purchase order and shipment data will be monitored

We will have held two to three study sessions for each exam

\*attendance sheets will be kept for all eligible students to attend these tutorial sessions

Students sitting for exams will have taken at least two practice exams

\*practice test data will be maintained and extra tutorials assigned for those identified in need

We will have offered three to five study sessions for each exam

\*attendance sheets will be kept for all eligible students to attend these tutorial sessions

We will use student attendance data, tutorial attendance, student surveys, practice exam data, and certification exam data to analyze success of the program and modify our methods if needed.



**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.

Programs of Study in Health Science offered at Little Elm High School:

- 1. Health Science with Practicum (CCMA exam)
- 2. Pharmacology with Practicum (CPT exam)

All students eligible - (I.V. Tech, EKG, CPCT)

According to InterLink of North Texas, the State's oldest labor market data provider for schools, the healthcare industry responded at the highest rate of 10% to its annual labor market survey, showing a high level of engagement with the local school districts. One example of demand in the healthcare industry was registered nurses needed in north Texas in the next five years. Employers reported almost 71,000 regional jobs available by 2023 with a projected increase in hiring by 15%. The region median hourly earning for this sector is \$34.51 placing it near the top of wage earners. According to their research they also placed Pharmacy Technicians as having a total of 11,000 jobs by 2023 with an increase of 12%. Many Pharmacy Technicians go on to be pharmacists which pays in the range of \$124K per year in the north central Texas region. Patient Care Technicians are also in high demand in north Texas showing 52,300 jobs by 2023 with an increase of 18%. Our certification offerings of CCMA, I.V. Tech, EKG, and CPCT all fit well within the duties and definitions of Patient Care Tech.

**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.

Pharmacology Class - 28

Pharmacy Practicum - 19

Health Science Theory/Clinical - 26

Health Science Hospital Rotation Practicum - 24

Total: 97

Offering more certifications will allow our students to obtain credentials for high-wage, high-demand occupations some of which lead to associate and bachelor's degrees and further certifications. This will also provide our students a competitive advantage when seeking employment directly after high school.

**TEA Program Requirements**

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

The District will create a comprehensive list of all eligible students enrolled in each Pathway. Each student's attendance at Study Sessions will be tracked by CTE teachers and administration. Each students performance on practice exams will be tracked and individual consultations held with students. The District will arrange for the required exam vouchers for each student then register each eligible student for the required exams throughout the school year. Exam schedules will be established that ensure sufficient time for teachers to help prepare students for the exams. No student will be required to pre-pay for an exam or get reimbursed after the fact.

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

Little Elm ISD provides the class time, opportunity, resources, and highly trained staff for all eligible students to participate in the exams. For the 19-20 school year we already plan to add an in-house laboratory class experience for our third level students. Adding two more exams to our slate of certification opportunities will add more structure to the laboratory experience. Additionally adding the exam tutorial sessions will provide a greater incentive for students to perform on the certification tests. We will also ensure that each student has completed at least two practice exams prior to the tutorial sessions.

**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.

We will use the grant funds to purchase supplemental study materials and practice exams for the certifications plus institute mandatory study sessions in advance of the exams. Teachers will use practice exam data to target interventions for students who exhibit needs in certain areas. Parents will be involved early in this process with clear communication from administration & teachers about the additional requirements.

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

We currently have a strong working relationship with our local CVS pharmacy who are interested in establishing a mock pharmacy within our high school, expanding our current health science laboratory. This project is proposed for the 19-20 school year. Our current Pharmacology teacher is a Registered Pharmacy Technician which gives her unique insight into the job and the certification exam. She uses her many local pharmacy contacts to help prepare students for the exams.

Our health science practicum teacher works closely with our partner hospital Medical City Frisco where our students engage in clinical rotations. Being a BSN, she consults daily with hospital staff regarding the latest needs of our local industry and brings that information back to students. This knowledge is used to increase students' overall exam passing percentage.

**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**

Extra duty pay for tutorial sessions	\$1,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Health Science Certifications	\$20,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Supplemental study materials for all exams	\$7,618
<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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