



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

X 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 Plano ISD CDN 043910 Vendor ID 1756002252 ESC 10 DUNS 010491686

Address 2700 W. 15th Street City Plano ZIP 75075 Phone 469-752-8100

Primary Contact Karen Buechman Email karen.buechman@pisd.edu Phone 469-752-8972

Secondary Contact Kathy Waskow Email kathy.waskow@pisd.edu Phone 469-752-8047

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 Randy McDowell Title CFO

Email Randy.mcdowell@pisd.edu Phone 469-752-8113

Signature [Signature] Date 2-6-19

Grant Writer Name Karen Buechman Signature [Signature] Date 2-6-19

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
Increase the number of students achieving industry-based certifications through CTE courses.	Identify and provide a CTE pathway of courses to students that align to an industry-based certification. Educate and inform counselors, teachers, administrators, students and teachers about the opportunities to obtain certifications. Provide financial assistance to all students taking TEA approved certification tests through the Perkins Reserve Grant.
Commitment to Equity	These funds would assist in meeting our goal by providing all students in these courses equal access to industry-based certifications without the financial barrier.

**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.

Increase the number of students taking industry-based certification tests. All students enrolled in CTE courses will be made aware of certification opportunities. Increase student testing numbers by 5%. Provide financial resources to all students taking TEA recognized certification tests through the Perkins Reserve Grant to assist in the testing process. All industry-based certifications will be completed by August 31st, 2020.

**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

Identify the courses that are being offered in each pathway and the number of students enrolled to project the estimated number of industry-based certifications. Make students aware of the certification opportunities in their courses.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

Maintain records of potential students who are interested in taking industry-based certifications.  
Start the ordering process for tests that are available prior to the end of the course.  
Ensure that teachers are provided the resources to promote student success. If needed, provide necessary resources.  
Perform data analysis and comparative check to industry-based certification knowledge to ensure that curriculum is aligned.

Third-Quarter Benchmark

Make sure all students who are interested in taking an industry-based certification are provided an opportunity to test.  
Continue to order tests.  
Collect and analyze data once tests are completed.  
Provide data report to necessary stakeholders.

**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.

Curriculum is reviewed yearly by subject matter to ensure it is meeting the TEKS and students are successfully gaining the necessary knowledge and skills to become college and career ready. Teachers and coordinators analyze and review assessment data to determine when and how the course should be modified. Our goal is to provide guaranteed and viable curriculum.

**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.

The program of study and industry-based certifications for this proposed project are as followed:

- Plant Science- Benz School of Floral Design
- Animal Science- TVMA Certified Veterinarian Assistant Level 1
- Architecture Design- Autodesk Certified User in AutoCAD, Autodesk Certified Professional in Revit
- Health Care- Certified Nurse Aid/Assistant, Certified Pharmacy Technician
- Culinary Arts- National Restaurant Association ServSafe Manager
- Network Systems- Cisco Certified Entry Network Technician
- Law, Public Safety, Corrections & Security- Emergency Medical Technician
- Manufacturing- AWS D1.1, AWS D9.1
- Automotive- ASE Automatic Transmission/Transaxle, ASE Brakes, ASE Engine Repair, ASE Maintenance and Light Repair, ASE Electronic/Electrical Systems, ASE Engine Performance, ASE Heating and Air Conditioning, ASE Manual Drive Train and Axles, ASE Suspension and Steering

The industry-based certifications and career pathways listed above are targeted occupations per our local workforce development board. This list is based on economic indicators validated by training providers and economic developers throughout the region. The list identifies occupations which have been determined to be in-demand and high-wage occupations, with strong potential for growth within the industry. Per our local workforce committee, the certifications identified above have a direct correlation to high-wage and in demand targeted occupations in the DFW area. This information can be verified at <http://dfwjobs/industries>

In addition, Texas Career Check has their top 25 occupations trends list that ties directly to certification listed above. This list identifies the top 25 occupations ranked by the highest projected number of job openings due to growth from 2016-2026.

Workforce data is analyzed and used as guidance for current CTE pathways that are offered within Plano ISD. Data is then used to tie in industry-based certifications that are appropriate to our current pathways and curriculum.

**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.

In the 2017-2018 school year we had approximately 800 students enrolled in a CTE course that could lead to an industry-based certification recognized by TEA. From those 800 students 547 tests were taken across the district. Providing an equal opportunity to all students to take an industry-based certification exam at no cost, will assist in ensuring that students will graduate prepared for success in college or in a career field. Students who obtain an industry-based certification are more marketable and better prepared to enter the workforce. CTE courses are tied to a coherent sequence of academic courses that can result in a higher graduation rate in high demand high wage job areas. Our mission in CTE is to provide students with experiences inside, as well as outside the classroom, that will allow them to obtain certifications that will be used in real world applications.

**TEA Program Requirements**

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

Each semester we will reach out to our CTE teachers in the respected certification areas to obtain an estimated number of students that wish to take the certification test. Once the testing period draws near, we will confirm the number of students taking the industry-based certification, and compile a CTE purchase request that is used within Plano ISD. The CTE purchase request includes campus name, teacher requesting the purchase, vendor information, item begin requested, quantity, cost, description of item, and how this purchase will benefit student instruction. Vendors being used will be able to provide the certification off the TEA approved list. When the CTE purchase request is received, the CTE coordinator will request a quote from a vendor that will then be submitted with the purchase request. After all the information is received and signed off by the CTE director, it will then be input into TEAMS for district approval. The CTE office manager will place the order once the purchase has been approved by the district.

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

We currently provide teachers industry standard equipment, industry standard supplies, curriculum, and access to industry-based certifications for students enrolled in CTE courses. In the 2017-2018 Plano ISD provided 2193 students the opportunity to take a variety of certifications that were tied to one of our CTE courses, this number includes certifications beyond the list recognized by TEA. Our goal is to continue to encourage and support students obtaining industry-based certifications on all levels.

**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.

Our mission as CTE educators is to prepare students to become college and career ready. Within our department we work nonstop to provide our teachers with professional development, industry standard equipment and supplies, high quality curriculum, and other necessary resources to produce the desired outcome of preparing students in Plano ISD for college and/or careers after graduation. Our district curriculum follows the TEKS which directly correlates to a variety of industry-based certifications. Programs are aligned with the local, regional, state, and the national need for the growing workforce. To ensure students are prepared for the exams, we stay current with workforce needs and use this information to determine the effectiveness and progress of our programs. Additional training will be provided if any information gathered during the process of the program reveals that it is needed.

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

- Texas Health Presbyterian Hospital
- The Heart Hospital Baylor Plano
- Methodist Hospital Richardson
- City of Plano Fire-Rescue
- Raytheon McKinney
- Collin College
- InterLink
- The Gomel Group LLC
- Regal Research
- Capital One
- Kiwanis Club of Plano

**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**



**PROFESSIONAL AND CONTRACTED SERVICES (6200)**



**SUPPLIES AND MATERIALS (6300)**

Exams, Supplies, Professional Development for Certification Exams

\$30,000

**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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