



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): [Redacted]

Applicant Information

Organization **DeKalb ISD** CDN **019901** Vendor ID **756001302** ESC **8** DUNS **623949307**
 Address **101 Maple Street** City **DeKalb** ZIP **75559** Phone **903-667-2566**
 Primary Contact **Melissa Motes** Email **melissa.motes@dekalbisd.net** Phone **903-667-2566**
 Secondary Contact **Jennifer Matteson** Email **jennifer.matteson@dekalbisd.net** Phone **903-667-2566**

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 **Dr. John Booth** Title **Superintendent**

Email **johnbbooth@dekalbisd.net** Phone **903-667-2566**

Signature *John Booth* Date **2-11-19**

Grant Writer Name **Melissa Motes** Signature *Melissa Motes* Date **2-11-19**

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

2019-019 230

701-19-104-016

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
DeKalb ISD needs to increase real world experiences for students in the job market.	We would like to purchase a plasma cutting system that will enable students to gain experience with an industrial CNC tool to design, lay-out, set-up and produce a metal part or complete product.
We have limited opportunities to earn industry certifications for our students. We currently have 141 students in either robotics, Ag Structures, Ag Mechanics, or Welding and no certifications.	Students will use autocad software, which is widely utilized in industry to design and draw parts that can be cut out with a plasma cutter as well as a 3D printer. This will allow our students to become Autodesk Certified Users (ACU) in AutoCAD.

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.

Dekalb ISD is committed to providing more real-world learning experiences for our students by purchasing a plasma cutting tool and a 3D printer to allow our students to gain experience in design, lay-out, prototyping and fabricating products used in local industries. We would set a goal of certifying 75% of our students who are enrolled in robotics, Ag structures, Ag mechanics and welding for the 2019-20 school year in AutoCad software, which will allow them to properly use the plasma cutter as well as design products for 3D printers. We are committed to making this a reality by providing resources and training by our staff and local experts. Equipping out students with these certifications would improve their marketability instantaneously. In order to achieve our goal of 75%, we will need to start training staff in the spring of 2019.

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

All supplies and equipment purchased
 Staff trained and students enrolled in Autocad classes
 Introduction to Autocad
 Autocad drawing aids and precision drawing

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students can design and print basic 2D shapes
Students can use autocad to design and construct 3D shapes

Third-Quarter Benchmark

Students can plan, design and construct using autocad independently.
Students can create prototypes and critique the design process
Students can use the plasma cutter for a project approved by the instructor.

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.

Assessment and evaluation is an integral part of education. We will use data from students, teachers and stakeholders to monitor and adjust our program as necessary. Since the community partnerships offered through CATE have become institutionalized into the curriculum and professional development plans, the continuation of the program is secure in the commitment of the DeKalb Independent School District. Local funds have been and will continue to support beyond the grant period. Our collaboration with partner organizations can be expected to continue after the grant period. Sustainability planning will be conducted throughout the grant project and not just as the grant nears its end. All practices will be continually evaluated in terms of importance to program operations, and what it will take to continue practices deemed crucial. All equipment and supplies acquired during the grant will be available to continue the initiative.

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]

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.

While we are a rural area without a local workforce development board, our school is the central hub of this community and works closely with local businesses to provide economic sustainability to the city of DeKalb.

In preparing to apply for this grant, DeKalb ISD utilized the Texas Career Check website to identify the top 25 occupations earning above the Texas median wage and then further narrowed the search down to the top occupations listed for our North Texas Region. Industrial Machinery Mechanics ranked high on this list with an estimated 3,345 job openings, solidifying our current need for a much improved and refreshed program. Plasma cutters as well as CAD software operators were specifically identified under tools and technology needed to fulfill these jobs.

We currently partner with Texarkana College and Tex-Americas to certify our students in Level 1 welding and having students learn to design in autocad and fabricating with a plasma cutter would also be an outstanding prerequisite for enrolling in the welding program. The industry-based certification we would like to offer is the Autodesk Certified Users (ACU) in AutoCAD. This would make our students marketable not just for manufacturing, but also for the architectural, engineering, construction, and digital media markets.

Local stakeholders in the DeKalb region are very involved in the areas of welding and metal fabrication. With the abundance of independent ranches and contractors, these certifications are a great fit for our local students. One such employer, JCM industries, funds a scholarship every year in hopes of hiring qualified program graduates as openings occur. Ag mechanics is a highly sought after course locally and this grant would greatly expand the products that could be produced by 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.

We currently have 41 students enrolled in Robotics, and 100 students enrolled in Ag Mechanics, Ag Structures, and Welding. This is almost half of our high school student enrollment and each of these students would benefit from this grant award by being offered the opportunity to become certified in Computer Assisted Drawing (CAD) as well as the opportunity to become proficient in plasma cutting and metal fabrication.

Offering of industry-based certifications would level the playing field for our rural students. In many professions, students need to understand and be able to interpret planning and lay-out operations, follow blueprints or other designs, perform calculations and use computer tools appropriately for design and production. They should understand the qualities and uses of different materials and tools. The students should also understand how to test and prototype work. They need to understand the basics of production, inspection, and finishing. These skills are needed across a variety of careers, including CNC machining, welding, and certain drafting, design, and commercial art occupations.

CAD certification is an ideal platform for teaching mathematics as part of a Career and Technical Education program. Mathematics is applied to parts specifications, schematics, programming and checking quality of production. Students see the relationship between their calculations and a finished product. CAD certification would also allow our students interested in commercial art to gain valuable knowledge in their field.

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

The process for paying for exams would be as follows:

1. Instructor requests the appropriate number of exams from the High School Counselor.
2. The Counselor would approve this number and submit a requisition for exams to the Director of Instructional Technology.
3. The Director of Instructional Technology would approve the requisition and submit a Purchase Order to the Business Manager.
4. The Business Manager would approve the Purchase Order and purchase the exams.
5. Exams licenses would be distributed to the High School Counselor who would facilitate the transportation to testing sites.

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

Our current process and procedures for monitoring goals and objectives will continue to serve to monitor this project as well. Frequent planning meetings with teachers, administrators, and stakeholders are held to guide decision-making for campus and district goals and objectives. Superintendent Dr. John Booth conducts administrative staff meetings consisting of all campus principals and program directors every Tuesday morning to discuss and evaluate current progress and any needed adjustments. Any changes for staff, students, or parents are communicated through workday Wednesdays, as well as email, website and verbal communication. Because we are a small school, this personal communication has been invaluable and will allow us to monitor and adjust as necessary to maximize the effectiveness of these grant funds.

Our district is very committed to maximizing learning for all students by aligning our current curriculum to community job opportunities. By the time this grant is awarded, we will be almost a semester into our respective programs of study in CNA, computer maintenance, digital and interactive media, architecture and animal science. We are committed to leading the East Texas area in helping students to become college and career ready.

A Perkins Reserve Grant Committee will be comprised of six CATE teachers, DISD Cate director, Director of Instructional Technology, High School Principal and our Superintendent. This committee will meet periodically to evaluate the implementation of the program. This team would continue to provide ongoing monitoring and assessment to maximize the success of the program.

Effective communication is one of the most important elements in the success of any project. Through relevant professional development, weekly faculty meetings, Workday Wednesdays and verbal communication, our teachers, staff, and community will remain committed to the grant and the numerous benefits it affords our students.

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.

DeKalb High's CATE department has become a strong area of focus for the district over the past decade. When the DeKalb ISD school board and stakeholders drafted the annual goals for the 2017-18 school year, the number one goal under the category of Instructional Leadership was "to align curriculum to community job opportunities." We will continue to ensure that our students are prepared for industry-based exams by by continuing to emphasize "soft skills" such as being on time, being a good employee, etc. to the more industry specific requirements of this specific program. We are 1:1 district and will be diligent in making sure that students have the necessary software to review skills as well as built in tutorial times leading up to exams. Our CATE teachers work together very well and since we are a small district we are able to give students individual attention and will be diligent in making sure our students are successful.

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

Partnerships can cause meaningful changes to traditional curriculum and instructional practices. CTE programs greatly assist in the development of meaningful curriculum. Problem-solving and general employability are better taught in a real world setting. One example is the JCM industries who currently partners with DISD to supply scholarships to students who possess the skill sets that they as a company need to be successful. Industry partners such as JCM will allow students to gain practical experience that far extends the textbook curriculum and will provide work-based learning opportunities for 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

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Torchmate Plasma Systems	\$27,500
3D Printer	\$2,500
<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 _____

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 _____