



**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 [REDACTED]

No attachments are required to be submitted with this application.

Amendment Number [REDACTED]

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): [REDACTED]

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.

2019-019349

701-19-104-030

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
Our growing Health Science program needs to expand for practicum students by offering EMT certifications for high-wage student opportunities and community support. This is of particular interest to our Hispanic students.	We will use the Perkins Reserve Grant funds to provide teacher training, equipment and certification fees for students graduating in the 2019 - 2020 school year to become licensed EMTs.
To become an independent EMT instructor, our Health Science instructor must teach under an EMT coordinator for one year and then attend the EMS Educator's Summit to complete the EMT Coord. course.	Our current Health Science instructor will spend the 2019 - 2020 school year working on his own certifications under an EMT coordinator which will provide the training requirements needed for him to become a coordinator able to independently run our EMT program.
We need to attain curriculum materials and medical equipment to provide a quality program.	We will use a portion of the grant to purchase a quality industry-standard curriculum and medical equipment needed for student learning.

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.

Ford High School will develop and implement a program that enables our two Health Science instructors to provide a successful program of study that leads to an EMT training program evidenced by 50% of our eligible Health Science Practicum students to become licensed EMTs by July 2020.

Intermediate 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

Students will have a strong foundation of EMS operations, Airway management, and Patient assessment. Students will be proficient with their ability to get a good clinical impression, critically think, and manage their patient. The students' understanding of the material will be evaluated with written and practical testing. The program that is in place for grading will allow us to evaluate our strengths and weaknesses.

Measurable Progress (SMART)

Second-Quarter Benchmark

Students will learn how to manage various medical and trauma patients. They will have instructional and hands on learning. Students will gain more in-depth understanding of how to assess and manage these patients

Third-Quarter Benchmark

The students will be able to handle obstetrical and pediatric patients. This quarter will also involve clinical rotations. With our partnership with the local EMS and Hospital we will be able to provide this exciting training environment for the future EMT's.

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.

At each quarter, students will be assessed against the projected benchmarks. If at least 75% of students have met the target, the class will remain on track while any student not reaching the target will be provided Advisory (during the class day) for remediation. We will also utilize the after-school ACE program to address students in need of extended time.

If more than 25% are not proficient in any skill, the instructor will utilize the campus instructional coach to analyze performance data and provide alternative, research-based teaching methods to provide students varied learning opportunities. Formative assessments will guide the length of these reteaching opportunities.

We have a grading system in place that allows the instructors to evaluate weekly assignments with charts and graphs. We can see any weaknesses or strengths and change teaching strategies to ensure the students have a complete understanding of the material. We will have extra time built into the course to address any students' weakness.

At the beginning of the third quarter, students will work on practice tests and scenarios to ascertain who is ready to test. Only students making an 80% on the practice exams will be allowed to test. Extra time will be provided in May and June through the ACE program for students in need of further practice.

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.

1116 Program Registration

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.

IEA 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.

TWA 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.

RFA 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.

RFA 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.

Our plan is to provide the Emergency Medical Technician certification through our Health Science program of study in the students' 2nd year of Practicum. Our students take Principles of Health Science and Medical Terminology as Freshman, Health Science Theory & Health Science Clinicals as Sophomores and Practicum as Juniors and Seniors. They also have Anatomy & Physiology and Pathophysiology available as Seniors.

After consulting with the Business Development Liaison of North Central Texas Council of Governments and Workforce Solutions for North Central Texas, Te'sha Johnson, Research Analyst & Planner, Danielle Stellrecht, as well as with Mollie Thompson of the Greenville Workforce Solutions for North Central Texas, it was verified by the 2018 - 2019 Target Occupations List that Emergency Medical Technicians are the ninth highest-wage industry that are "in demand and shows strong potential for growth." (attached) There is a projected 60% growth through 2026

Communication from our local Chamber of Commerce supports the EMT program. Stacy Earls, of the Board of Directors, referenced our poverty-stricken demographics. She stated this program will provide the opportunity for students to break the under-education cycle many of our families have become accustomed to. This certification provides an immediately employable skill-set which will increase the percentage of our community's advanced, educated workers which will decrease crime and violence.

The president of the West Tawakoni Economic Development Corporation supports our pursuit of EMT coordinator training, realizing that graduating our students with immediate income opportunities will heighten student interest in further education, and serve their community while saving lives.

The mayor of Quinlan, Jacky Goleman, assures the Perkins Grant Committee's confidence that these funds will have a real and meaningful impact on the lives of students in our community.

RFA 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.

There are currently 18 eligible Juniors projected to continue in the Health Science program of study during the 2019-2020 school year.. Of those 18, eleven are Hispanic students. Projected the following year (2020-2021) there are 25 students and the program will continue to grow. This certification will provide these students a previously-unattainable and tangible goal from their first day of high school for a successful career that is a game-changer not only for them but their families. Many of our students qualify for college but do not have the means (transportation, family support) to leave this community to pursue that dream. This would provide them a high wage while also giving them choices for their futures.

We are choosing to certify a teacher through a partnership with an area EMT coordinator. Students will not only walk off the graduation stage with their diploma in one hand and their certification in the other, they will have done so in a program that offered gradual release from their ninth-grade entry year with Principles through their senior year with the same instructors and the security and confidence that provides. Community colleges in Dallas charge as much as \$2000 for EMT course tuition alone. This opportunity in high school will provide determined, dedicated students the ability to enter the workforce without outstanding debt due to school loans.

The current testing site is in the heart of Dallas. After upgrading our computer lab to meet the specifications of the Pearson Vue Test Center, we will submit our application to NREMT to become a licensed testing site. This will not only benefit our students but also area adults (EMTs, firemen, etc) who must test to keep their licenses current. It is stressful for adults to travel into downtown Dallas, go through rigorous test-security measures and complete a high-stakes test in an unfamiliar setting. For students whose lives revolve around the familiar walls of their high school, and potentially have never traveled outside our small community, the stress of sterile testing processes is multiplied and could affect their performance on a test for which they are well-prepared.

While the success of our testing site application is not assured, we will persevere to provide a convenient and secure testing environment for Ford High School students, as well as the community around us.

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

At this time, the exam site is in Dallas. We are pursuing the possibility of becoming a test site for Pearson Vue, but we were informed the process is a long one, and we would only be approved if there was a definite need for a site in our geographic area. Their technology requirements are also quite stringent, but we are including necessary retrofitting of 15 computers in our grant expenses.

If our site is not approved, the district will provide transportation to the Dallas testing site and pay for exams which cost \$199.50 per student. Students will also receive their National Registry of Emergency Medical Technicians certification which is recognized across the nation and costs \$80 per student. We will use grant funds for these certification tests.

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

Due to relationships our instructors have in the surrounding communities, we have had donations of equipment such as manikins, hospital beds, and EKG machine, etc. Our school board recently approved the purchase of an ambulance simulator which we have already put to use, running simulations and working in cross-curricular scenarios with theater and A/V students.

Both our instructors and students are driven and hold high expectations for themselves and this program. Our new HOSA student organization has immersed itself in both leadership and servant-hood activities that have benefited the students at the high school, elementary students at Butler Intermediate, and the community through several fund-raiser and volunteer activities such as Valentine's Day at a local nursing home. This is our first year to be involved in Skills USA, and we already have a student who will go on to State.

We tested our first class of EKG certifications last year and had a passing percentage of 83% (only one student did not pass).

RFA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

Ford High School holds a high standard of quality in its CTE program as documented by our high passing rate of all industry certifications. The CTE department is a cohesive team that works together and encourages one another to succeed. The Health Science department, including the Anatomy & Physiology instructor, attend all available conferences, including TEA sessions on program expectations. The Quinlan ISD Secondary Curriculum director stays abreast of all improvements and changes through state conferences and Region 10 meetings. She is also in charge of the budget, making sure the programs of study which are in high-demand are well funded and available to interested students. The campus has an instructional coach available to coach, mentor to make necessary instructional changes based on formative data. There is a solid team of support at every level.

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

Our two health science teachers have strong ties in all aspects of area healthcare. One has a work history as a Flight Paramedic on the Greenville Air Evac Lifeteam and the other is a police corporal, firefighter and EMT (and a graduate of Ford High School). Between these two there is a strong working relationship with Hunt Regional Hospital, where our upper-level students attend clinical rotations. We also have a close relationship with Hunt County EMS which has provided some basic supplies as well as various personnel for student training sessions. We are currently working on several other contacts to establish training sites which include Open Imaging in Greenville, several pharmacies, general practice doctors' offices, and a cardiologist's office.

The Greenville Workforce Solutions for North Central Texas has requested to use our campus as a pilot school for their new programs of study cooperative in this area.

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)	BUDGET
EMT Coordinador	\$15,000
Coordinator Course	\$800
Student certifications (\$199.50 per student)	\$3,591

SUPPLIES AND MATERIALS (6300)	BUDGET
Computer and cabling modifications for testing site	\$3,027
Fizdap (practice test program)	\$567
Curriculum and equipment	\$4,500

OTHER OPERATING COSTS (6400)	BUDGET
Malpractice Insurance (\$50 per student)	\$900
Nation Registry Test (\$80 per student)	\$1,440
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)	BUDGET
<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)