



**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

Application stamp-in date and time
RECEIVED
TEXAS EDUCATION AGENCY
2019 FEB 27
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION DIVISION

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 **ROBINSON ISD** CDN **161922** Vendor ID **1746025428** ESC **12** DUNS **806597720**
Address **500 W. LYNDALE** City **ROBINSON** ZIP **76706** Phone **2546620914**
Primary Contact **DAWN GRIFFIN** Email **DAWN.GRIFFIN@ROBINSON.K12.TX.US** Phone **2546623840**
Secondary Contact **STACEY PROCTOR** Email **STACEY.PROCTOR@ROBINSON.K12.TX.US** Phone **2546620194**

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 **TIM VANCLEAVE** Title **DEPUTY SUPERINTENDENT**

Email **TVANCLEAVE@ROBINSON.K12.TX.US** Phone **2546620194**

Signature *Tim VanCleave* Date **2-26-19**

Grant Writer Name **DAWN GRIFFIN** Signature *[Signature]* Date **2-26-19**

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
Provide the opportunity for architecture and construction students to earn OSHA 30 General Industry certification	We will incorporate the OSHA 30 General Industry into our Construction Technology 2 curriculum as the safety unit. We will purchase study guides and course license.
Provide the opportunity for health science students to earn Medical Assistant Certification (CCMA)	We will incorporate these certificates as options for the students who are completing the health science program of study. We will purchase practice tests, study guides, and exams. We will purchase additional medical equipment to give hand-on experiences.
Provide the opportunity for arts, a/v, and communication students to earn Adobe Certified Associate (ACA)	We will incorporate the Premiere Pro certificate in arts, a/v and communication courses. We will send the instructor to specialized training. We will purchase computers to better support the software and the instruction. We will purchase exam vouchers for students.

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.

By increasing the number of industry-based certifications we offer from two to five, we will increase the number of students who graduate with an industry-based certification from 7 to 50 by May of 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

Students will have completed 10 of 30 hours of training for the OSHA 30 General Industry certificate. Students will have completed one of three CCMA practice exams to identify areas of study which need further instruction, remediation, and practice. Students will have completed Objective 1 in Certiport to prepare for the ACA Premiere Pro certification exam.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students will have completed 20 of 30 hours of training for the OSHA 30 General Industry certificate. Students will have completed two of three CCMA practice exams to identify areas of study which need further instruction, remediation, and practice. Students will have completed Objectives 2 and 3 in Certiport to prepare for the ACA Premiere Pro certification exam.

Third-Quarter Benchmark

Students will have completed all 30 hours of training for the OSHA 30 General Industry certificate. Students will have completed three CCMA practice exams to identify areas of study which need further instruction, remediation, and practice. Students will have completed Objectives 4 and 5 in Certiport to prepare for the ACA Premiere Pro certification 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.

I will discuss the program goals set forth for this grant with the teachers prior to the start of the 2019-2020 school year to ensure that expectations for success are clear. At the end of each quarter, I will review benchmark data with the teachers, and adjust based on student need and student success. If benchmarks do not show adequate progress towards meeting the summative SMART goal, I will use the quarterly evaluation data to evaluate the timelines set forth, and make adjustments as needed. (For example, if students are not successful in earning Adobe certifications in the principles level arts, a/v, and communications course, we would adjust by moving the certification expectation to the advanced level courses in that cluster.) Additionally, I would use not only program evaluation data, but speak with students and teachers to provide further insight into the success, or lack thereof, of each of the certification programs.

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.

[Empty response box for item 4]

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.

[Empty response box for item 5]

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.

According to data from the Heart of Texas Workforce Development Area (WDA), three of the projected fastest growing industries are construction/contractors, offices of other health practitioners, and business support services. Therefore, the programs of study that Robinson ISD has chosen to focus on with this grant are Architecture and Construction, Health Science, and Arts, A/V and Communication.

We will incorporate the OSHA 30-Hour Training for General Industry into our Construction Technology 2 course as the final course in our architecture and construction program of study. The occupational projections from the Heart of Texas WDA identifies construction laborers as the sixth highest occupation adding the most jobs from 2016-2026. There is currently rapid economic development in the Heart of Texas Area and the need for construction laborers and contractors is growing. Currently data shows there to be over 7,000 people employed in the construction and extraction occupations.

We will incorporate Adobe certifications into a new program of study we will be offering, Arts, A/V Tech, and CommunicationS. There is a rising need for web developers and business support services in our area, with web developing being ranked as the second highest average wage earning job in the WDA. Other business support services have been identified as sixth projected fastest growing industry in the WDA. There are currently over 1,000 people employed in the Heart of Texas WDA in the arts, design, entertainment, sports, and media occupations.

Through our newly-developed Health Science program of study, we would like to offer our students the ability to become either a Certified Clinical Medical Assistant (CCMA) as they complete the advanced courses based on their future career goals. With two hospitals, and many medical offices in the region, the WDA data shows jobs within offices of other health practitioners to be the second projected fastest growing industry, and medical assistants, specifically, being projected as the third fastest growing occupation from 2016-2026. In the Heart of Texas WDA, there are currently over 5,000 people employed in the Healthcare Support Occupations field.

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.

The funds I have requested will be used for 15 students to earn their OSHA 30-hour General Industry Certificate, 20 students to become Certified Clinical Medical Assistants, and with the site license for Adobe, we are hoping to see at least 20 students earn a certification in that area. The ability to offer these certifications gives us the opportunity to adequately prepare students for the workforce that awaits them. We plan on offering these certifications to students as they complete a CTE program of study, so that they have had exposure to the opportunities in those career clusters, and can more easily identify areas in which they would be interested in working.

TEA Program Requirements**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.**OSHA 30-Hour General Industry**

We will purchase 15 certification exams for the bundle price of \$109 per student from Vivid Learning Systems. Students will test through the online platform.

National Healthcareer Association (NHA)

CCMA exam costs will be paid as students take exams toward the end of their senior year. Those exams are purchased through NHA, and the exams are online.

Adobe

The Adobe certification test fees will be included in the price for the Certiport Classroom License Bundle.

As a district, we would add Vivid Learning Systems and National Healthcareer Association to our approved vendors, use the quotes we have already obtained, and use our purchase order system to order the necessary exams and licenses.

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

We have been able to create an endorsement pathway in Health Science for the 2018-2019 school year, and will be adding Arts, A/V, and Communication for the 2019-2020 school year. These changes in course and endorsement offerings have been presented to students through 4-year plan meetings with the counselors. The teachers hired for these courses are qualified and confident in their ability to provide the required instruction for students to be successful in earning these industry-based certifications.

We are currently adjusting next year's proposed budget to include supplies needed for these courses to ensure that our students have the materials necessary to learn the hands-on skills on which they will be tested.

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 incorporate the required aspects of each certification into courses that we are offering. OSHA 30 will be taught within the Construction Technology II course, as these students will have two to three years of prior experience in our construction courses and safety education. The NHA CCMA certification will be offered through Health Science Theory, so that students will have had prior experience in Principles of Health Science, Anatomy and Physiology, and Medical Terminology. The Adobe certification options will be offered through Principles of Arts, A/V, and Communication. We are currently working to ensure that each classroom has some of the necessary equipment that we are able to provide, such as Adobe Creative Cloud, and medical equipment for students to use for practicing skills on which they will be tested.

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

Health Science students working towards certification will be able to visit and observe CCMA work through partnerships with area hospitals and clinics (Baylor Scott and White).

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" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

INSTRUCTOR TRAINING	<input type="text" value="1295"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

SUPPLIES AND MATERIALS (6300)

COMPUTERS	<input type="text" value="13326"/>
STUDY GUIDES	<input type="text" value="1850"/>
MEDICAL EQUIPMENT	<input type="text" value="6500"/>

OTHER OPERATING COSTS (6400)

CERTIPORT SITE LICENSE (ACA)	<input type="text" value="3640"/>
CURRICULUM (LEARNKEY)	<input type="text" value="1575"/>
<input type="text"/>	<input type="text" value="0"/>

CAPITAL OUTLAY (6600)

<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>

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 _____
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Large empty rectangular area for describing changes and reasons for amendments.