TEA
Texas Education Agency

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 <u>cannot</u> 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.

Application stamp-in date and time

DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
2019 FEB 27 PM 4:04
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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):	N/A

Applicant Information

Organization	Del Valle Independent School District	CDN	227910	Vendor ID	1-741472531	ESC	13	DUNS	010536803

Address	5301 Ross Road Suite 105	City	Del Valle	ZIP	78617	Phone	512-386-3045

Primary Contact	Irma Guerra Scott	Email	Irma.GuerraScott@dvisd.net	Phone	512-386-3004

Secondary Contact	Jena Gonzalez	Email	Jena.Gonzalez@dvisd.net	Phone	512-386-3833

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	Dr. Kelly Crook	Title	Superintendent

Email	Kelly.Crook@dvisd.net	Phone	512-386-3010

Signature	*[signature]*	Date	2/27/2019

Grant Writer Name	Jena Gonzalez	Signature	*[signature]*	Date	2/27/2019

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

2019-019.382

Shared Services Arrangements

☐   SSAs are **not permitted** for this grant. <u>**Check the box below if applying as a fiscal agent.**</u>

☐ 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
Students need opportunities to achieve industry credentials preparing them to enter the workforce right after graduation earning high wages, high skill and high demand, occupations.	Ensure that all students will have the opportunity to take CTE credentialing examinations.
Ability to provide current and relevant curriculum in order to meet the needs of a competitive workforce.	Ensure that all CTE courses follow state curriculum that is aligned with state and/or national certifications and accreditation standards. Align all CTE programs with industry needs and demands. Develop and maintain strong linkages to industry-specific councils and national standards.
Students need to be provided an opportunity to engage with business, industry, and community organizations.	Offer workplace learning experiences in all CTE classes such as internships, community service, guest speakers, and project-based learning activities by increasing business and industry partnerships to increase opportunities 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 June 2020, 60% of CTE enrolled seniors, through hands-on learning, engagement with industry experts, and rigorous academic and career-focused coursework, will be prepared to take and pass industry-based certification exams and enter the workforce in a high demand, high skill, and high wage occupations upon graduation.
By August 2019, 100% of curriculum for new industry certifications will have been purchased and given to teachers.

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

100% of new CTE teachers will participate in district coaching/PD offered to new teachers. Use grant funds to purchase curriculum, textbooks, and/or online resources needed for industry certification exams so instructors can review materials to prepare students for exam. Expand current business industry partnerships by 25% to develop work based learning opportunities for students. Ensure that CTE and general educations teachers collaborate every grading period to align and integrate core content. Differentiate instruction to meet unique needs while addressing the learning styles and abilities of all students. Continually review student formative assessment data to ensure students are being successful in learning industry standards. CTE Program Coordinator will visit their respective school sites on quarterly basis, at a minimum, to provide support to CTE teachers. All students enrolled in grant funded certifications will participate in at least one of these activities: internships, community service, guest speakers, project-based learning activities, or CTE student organization.

Measurable Progress (Cont.)

Second-Quarter Benchmark

CTE teachers will conference with students who are chronically absent. Continually review student formative assessment data to ensure students are being successful in learning industry standards. Differentiate instruction to meet unique needs while addressing the learning styles and abilities of all students. CTE Program Coordinator will visit their respective school sites on quarterly basis, at a minimum, to provide support to CTE teachers. Ensure that CTE and general educations teachers collaborate every grading period to align and integrate core content. All students enrolled in grant funded certifications will participate in at least one of these activities: internships, community service, guest speakers, project-based learning activities, or career and technical student organization.

Third-Quarter Benchmark

60% of seniors enrolled in the following CTE pathways will have taken and passed industry-based certification exams in the expanded areas. In addition, 100% of curriculum for these pathways will have been purchased and/or developed.
AWS SENSE Welding Level 1, CompTIA Network+, CompTIA Security+, Autodesk Certified Associate (ACA)-AutoCAD, Microsoft Technology Associate (MTA) Introduction to Programming Using-HTML, CSS, Java, and JavaScript, Medical Laboratory Assistant and Technician, AAH (American Allied Health) - Limited License Radiology Technologist, Medical Coding & Billing Specialist, Certified Coding Associate, PMI(Project Management Institute)-Certified Associate in Project Management (CAPM), Educational Aide I Certificate, NCCER (National Center for Construction Education and Research)-Commercial Electrician, Electrical Level , Construction Site Safety Technician
AMCA (American Medical Certification Association)-EKG Technician Certification

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.

Collect data in the following areas:
• Number of students participating in internships, work-based learning, mentoring, job shadowing opportunities, work experience, and student leadership organizations as part of the career pathways program
• Number of students prepared to take each identified industry certification during the 2019–2020 school year, by identified certification
• Number of students who successfully completed an identified certification exam
• Number of practice certification test
• Number of work based student learning opportunities
• Number of new industry business partners
• Number of student activity participation: internships, community service, guest speakers, project-based learning activities, career and technical student organization

Sustainability measures for program modification:
• Increase interest/awareness of CTE industry certification career opportunities among students, educators, parents, counselors and legislators
• Increase engagement and commitment of business and industry
• Focus on engaging students in industry certifications in middle school
• Increase parent knowledge of industry certifications and garner their support
• Student mentoring by current industry employees
The School Board is supporting the recommendation of hiring 2 high school CTE Counselors, 1 middle school CTE Counselor, and 1 CTE Instructional Specialist beginning with the 2019-2020 academic year.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

One of the goals of a CTE program is to give students the ability to gain industry recognized credentials while still in high school. "According to the Bureau of Labor and Statistics, the healthcare field continues to represent the fastest growing segment of our nation's economy." The American Medical Certification Association is recognized nationally in all 50 states.

Before Hurricane Harvey hit in late August, it was estimated by NCCER (the National Center for Construction Education and Research) that the demand for craft professionals in Texas through June 2020 totaled over 500,000 workers. In light of the devastation caused by Hurricane Harvey, the need for skilled tradespersons is greater than ever.

The proposed project complements the Austin/Travis County Master Community Workforce Plan's goals to scale up career awareness and guide low-income individuals into training and employment pathways in high-demand industries including IT. Local and regional workforce data conclusively demonstrates the current and projected need for software application developers, computer user support specialists and cyber security-related jobs. There are currently 21,479 job openings in software development and 5,192 in computer systems analysis, including staffing agency job openings. There are a projected 5,080 IT-related jobs needed over the next ten years. Since there are many more actual job openings than projected openings, these occupations are actually growing at a faster rate than projected.

According to AUSTIN METRO AREA MASTER COMMUNITY WORKFORCE PLAN, June 2017
Healthcare: 13,546 openings over the next five years $46,384 average annual salary
Information Technology: 11,313 openings over the next five years $91,146 average annual salary
Skilled Trades: 13,840 openings over the next five years $42,092 average annual salary
TARGET: 30,000 economically disadvantaged residents obtain middle skill training. Del Valle demographics are 84% Hispanic, 9% African American, 82% Economically Disadvantaged, 77% At Risk, and 37% English Learners, according to the 2017-2018 Texas Academic Performance Report (TAPR).

AWS SENSE Welding Level 1, CompTIA Network+, CompTIA Security+, Autodesk Certified Associate (ACA)-AutoCAD, Microsoft Technology Associate (MTA) Introduction to Programming Using-HTML, CSS, Java, and JavaScript, Medical Laboratory Assistant and Technician, AAH (American Allied Health) - Limited License Radiology Technologist, Medical Coding & Billing Specialist, Certified Coding Associate, PMI(Project Management Institute)-Certified Associate in Project Management (CAPM), Educational Aide I Certificate, NCCER (National Center for Construction Education and Research)-Commercial Electrician, Electrical Level , Construction Site Safety Technician
AMCA (American Medical Certification Association)-EKG Technician Certification

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.

DVISD Career & Technical Education (CTE) Department is dedicated to providing students with certifications which are recognized and valued by national industry, post-secondary institutions and our business partners. Industry certifications measure student mastery of the knowledge and skills which are the foundation of CTE programs. Assessments can provide a continuous improvement model for CTE instruction, while also providing industry with the assurance that CTE program graduates have the skills required to fill their openings. According to Texas Education Agency Grants Administration Division Carl D. Perkins - Title I, Part C Final Code 2 CTE counts for fiscal year 2018 for DVISD was 1,408 students.

Student benefits of industry certification testing:
- Provides a quantitative measure of student mastery in Career & Technical Education courses
- Contribute to school grade, much in the same way that AP, IB, and dual enrollment exams are factored
- Provides an objective measure of skills proficiency for increased job opportunities and advancement in a chosen career path
- Enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry
- The process of earning an industry certification allows students to experience the real-world demands of work in a practical way.
- Certifications help keep students engaged in learning
- Certification validates that the student has demonstrated mastery of up-to-date skills in a career field
- Industry certifications can help students earn higher wages when they enter the workforce

TEA Program Requirements

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

The High School has an allotment of licenses/vouchers for the various industry certifications currently being offered. The District funds all exam fees so the burden is not on the students or their families. As the CTE program continues to grow and new certification areas are added the District will need to find additional avenues to pay for exams for sustainability. This grant, if awarded, will pay for all newly added industry certification exams in the 2019-2020 academic year. As more industry partnerships are developed we anticipate financial support in future exam cost.

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

DVISD CTE teachers/instructors set high standards and establish measurable goals to improve individual student outcomes to ensure that all students graduating from high school are prepared to continue postsecondary education, and have the competencies to enter the workforce. CTE instructors providing Industry Certifications have additional responsibilities to provide this opportunity to students, those responsibilities include:

- Hold active Certification in the area that you are preparing students for certification in
- Abide by the certification procedures outlined in Industry Certification Guidebook
- Work with CTE Director or Assistant Principal to schedule certification testing
- Work with CTE Director to determine your certification license allotment
- Assess students' knowledge with practice exams prior to certification (students must show competency prior to certification)
- Place certification testing dates on the CTE Certification Calendar
- Work with Industry Certification Specialist and CTE Director to order exams, adhere to budgets, and request new certifications
- Keep a record of all students' certification exam attempts
- Provide classrooms and labs that are equipped with state-of-the-art equipment and technology
- Alignment of offerings with labor market analysis
- Collaborate with parents to encourage and monitor student's overall performance and progress

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.

DVISD goals to ensure students are prepared for industry based certifications exams are to implement the following: better trained teachers, support for teachers targeting professional learning and coaching support, standardized curriculum emphasizing rigor and relevance developed in partnership with industry and postsecondary partners, heightened and more focused involvement of industry partners, resulting in more internships, job shadows, etc., and practice exams.
If a practice exam does not exist for a particular certification, the teacher may create a practice exam and/or the student must demonstrate proficiency to the teacher through skill demonstration that verifies mastery of exam objectives.

Multiple academic measures are included. Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates).Technical Measures include knowledge of the field's terminology, technical concepts, and ability to apply English, math, and other academic skills to authentic real world projects.

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

Del Valle ISD currently collaborates with twenty local companies including Dell and Data Foundry and has a partnership with Austin Community College (ACC). The following program of study has been developed for students and is articulated with ACC. It includes a course sequence in which students may earn up to four credits and an industry certification:
Principles of Information Technology (Grade 9-10) - Students develop computer abilities and skills to use existing and new technologies found in schools and the workplace. This course may be articulated with Austin Community College. (1 credit)
Computer Programming I (Grade 10-12) - Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies. Students may receive Unity Certified Programmer certification. (1 credit)
Computer Programming II (Grade 11-12) - Students address more complex problems and develop comprehensive programming solutions. This course can be taken for dual credit at ACC and culminates in Microsoft Technology Associate (MTA) Mobility and Device Fundamentals certification. (1 credit)
Practicum in Information Technology (Grade 12) - This capstone course includes knowledge and skills in the proper use of analytical skills and application of IT concepts and standards essential for success in a technology-driven society. May be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation. This course can be taken for dual credit at ACC, and culminates in Level 1 Applications Development: Coding and Design certification. (2 credits)
These courses are aligned with the following occupations: software engineer, mobile app developer, cybercoders. There could also be opportunities built in for students to also obtain other industry certifications, including CompTIA Network + or CompTIA Security +.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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)

Industry Certification Exam Fees	$1,000

SUPPLIES AND MATERIALS (6300)

Curriculum, textbooks, and/or online resources needed for exam preparation and course teaching	$25,000

OTHER OPERATING COSTS (6400)

Industry Certification Exam Fees	$4,000

CAPITAL OUTLAY (6600)

Total Direct Costs	$30,000
Indirect Costs	0
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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