



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 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.

2019-11-20-00

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
Exam certification, preparation, and purchase for LISD HST MBC, CPhT, and CNA students to prepare each one to enter either the work force or as an augmentation to further education in a university pathway.	Purchase practice tests and IBC exams for MBC, CPhT, and CNA students. Total 2018 practice test expenses were: MBC = \$1080; CPhT = \$6,000; CNA = \$1900 for a total of \$8980. Lovejoy ISD will continue to fund the curriculum and teacher training.
Transition from a CNA program to a CPCT program to better prepare students to become CPCT certified to compete in the expanding medical assistant field.	Staff training and purchase of accredited curriculum, resources, and testing materials to implement a Certified Patient Care Technician program. Students will be prepared to successfully pass the IBC exam for CPCT. \$25,000 of grant funds will be used to offset this considerable expense to the district.

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.

Lovejoy ISD Health, Science and Technology (HST) students will receive the necessary education, training, and monitoring to ensure that 90% successfully pass the Industry Based Certification (IBC) certification exam in their respective program of study by June 1, 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

Students will be enrolled in, and successfully passing the Unit Tests and skills-based assessments in their course of study by the end of the first quarter grading period. Students failing to make adequate progress will be evaluated and remediation will be implemented for those not at the 85% mastery level.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Students will be enrolled in, and successfully passing a comprehensive cumulative assessment in their course of study at the end of the second quarter grading period. Students failing to make adequate progress will be evaluated and a remedial course of action will be implemented for those not scoring at the minimum 85% mastery level.

Third-Quarter Benchmark

Students will score +> 90% on the IBC practice certification exam for their course of study at the end of the third quarter grading period. Students will be given a minimum of two opportunities to take and pass the practice exam at a +>90% mastery level. Failure to do so will automatically trigger tutorials and additional academic support.

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.

Lovejoy ISD will use each quarterly benchmark and student feedback to determine the success of the program. Students failing to make adequate progress, as determined by Benchmark data, will be evaluated on an individual basis to determine if the fault is with the curriculum, instruction, or another issue, and a plan of action to help the student achieve success will be implemented. Students will be provided additional opportunities to successfully score at least 90% accuracy on the IBC practice test. Students will then be given a minimum of 2 opportunities to pass the IBC exam.

Lovejoy has a highly-qualified, well-trained teaching staff for all CTE programs. HST teachers attend the Texas Health Science conference each year to learn about the latest advancements and have exposure to new curriculum and resources that are available.

Industry level curriculum and resources are provided to ensure our students are well prepared to achieve maximum success on certification exams. Lovejoy's Problem Solving Team (PST) is available to evaluate and determine a plan of action for any student needing additional support.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

[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.

Industry-Based Certifications (IBC) and Programs of Study (POS) included in the grant proposal are:

- 1) IBC: AAH (American Allied Health) Medical Billing and Coding Specialist (MCBS) POS: Health Informatics
- 2) IBC: Certified Nurse Aide (CNA) POS: Nursing
- 3) IBC: Certified Pharmacy Technician (CPhT) POS: Healthcare Therapeutic
- 4) IBC: American Medical Certification Association (AMCA) Electrocardiogram (EKG) Technician POS: Healthcare Diagnostics
- 5) American Allied Health (AAH) Patient Care Technician (CPCT) POS: Nursing

Local Labor Market Information for this proposal was prepared in accordance with TEA requirements for triangulated labor market information and labor market forecasts by the North Central Texas Career and Technical program development, InterLink's Industry Trends Task Force and Industry Futurist Task Force. EMSI data provided InterLink with a 5-year forecast for the North Central Texas region. Additional information was provided by the Texas Health Care Association Report, "A Crisis Affecting the Quality of Long Term Care and the U.S. Bureau of Health Workforce (2017). The U.S. Department of Labor has developed an automated occupational information database, O*Net. Data from O*Net was used in conjunction with information from the Bureau of Labor Statistics, Census Bureau, and Labor Market and Career Information to determine the Employment Outlook for each occupation.

According to the dis-aggregated data from these sources, the following statistics support the need for certifications in the Dallas region for the following fields:

Medical Records & Health Information Technicians

Annual Growth Rate: 2:23%

Projected annual employment and turnover openings through 2026: 1,513

Nursing Assistants

Annual Growth Rate: 2:10%

Projected annual employment and turnover openings through 2026: 12,755

Pharmacy Technicians

Annual Growth Rate: 2:3%

Projected annual employment and turnover openings through 2026: 3,495

Medical Assistants

Annual Growth Rate: 3:39%

Projected annual employment and turnover openings through 2026: 9,367

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.

All Texas students deserve to have career preparation that will ultimately lead to high-quality employment after graduation. Lovejoy ISD focuses on the post-secondary credentials students need to be equipped with the skills necessary for successful careers of their choosing. Industry recognized certifications are vital to post-secondary opportunities for students to enter the work-force straight out of high school or as an augmentation to further their education in either a trade school or university pathway.

Lovejoy ISD currently has 20 students enrolled in the CNA program, 16 students enrolled in the Pharmacy Technician program, and 12 students enrolled in the Medical Billing and Coding program. All students enrolled in each program will be expected to prepare to take the IBC exam for their program. Students are expected to purchase uniforms, supplies and materials for their course, and must also pay for their practice test and/or certification test. The IBC exam is essentially the EOC for the program, and is a proven asset. Lovejoy ISD will use grant funds to purchase practice exams and certification tests, thereby alleviating the strain posed to the student's financial resources.

Lovejoy would like to transition from the CNA certification to the CPCT certification due to the projected increased employment demand for that field. If funding is provided, it will be used for the teacher to attend curriculum training for CPCT, and to purchase the necessary testing materials and resources for strong program implementation. All students enrolled in the course will benefit from this change. The cost to implement the CPCT program is \$25,000.

TEA Program Requirements

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

Student exams will be included in the testing package purchased from an approved, accredited vendor for each HST program of study. The P.O. request will be submitted, the Business Office will ensure all compliance guidelines are met, and then approve the P.O, the exams will be purchased, and then administered by the appropriate testing site coordinator. The Career & Technology Director will be responsible for maintaining the testing inventory and certification results for each program, based on the student count for each course. The CTE Director will be responsible for assuring all grant compliance guidelines are met and adhered to.

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

HST curriculum is purchased based on standards that are essential required common knowledge across health professions. Certified teachers attend comprehensive, site-based training provided by the curriculum vendor to ensure they are qualified to adequately prepare students for the IBC exam. Both formative and summative assessment data is analyzed to determine areas of strength and weakness for each student. Curriculum used includes the ability for teachers to view individual student performance on each standard and to run reports on individual student and class performance. Teachers then leverage this knowledge to determine appropriate pacing and remediation required.. Additionally, the preparation materials are reviewed on an annual basis by the staff and the authenticity of the curriculum is determined by the successful student passing percentage rate.

Grant oversight and success will be the responsibility of the Career and Technical Director. The CTE Director reports directly to the Deputy Superintendent and submits an annual IBC exam report, detailing tests taken and the passing percentages, for each program in May. Lovejoy ISD believes that passing the exam validates the instruction received and the obtainment of the requisite skills acquired by each student to successfully prepare him/her for the future of his/her choosing.

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.

Quarterly Benchmark data will be reviewed and acted upon for each student. When students have completed instruction in the course they will be reviewing for the IBC exam. The student will complete a review and then take a practice test. remediation will be given for all questions answered incorrectly, and the student will retest until they obtain at least a 90% mastery rate. The IBC exam will then be scheduled. If the student does not pass the IBC exam, the teacher will begin remediation until the teacher determines the student is ready to re-test. If the student does not pass the second test a student consultation will be scheduled to determine whether the student will receive the opportunity to test for the third time.

Lovejoy students currently have a 100% success rate on each HST IBC exam.

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

Lovejoy ISD currently partners with Garnet Hill Rehabilitation and Skilled Care, Texas Health Presbyterian Hospital Allen, Quality Care Pharmacy and Compounding, and CVS Pharmacy to provide the hands-on practice and skills needed by our HST students. Lovejoy ISD HST staff has attended extensive training in their curriculum field. LISD is an approved testing site for the CNA exam and the LISD teacher is a certified RN. Lovejoy ISD currently partners with Collin College for our CNA program to meet the Department of Aging and Disability Services requirements.

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

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

SUPPLIES AND MATERIALS (6300)

MBC, CPhT, CNA IBC exams.	<input type="text" value="\$8,980"/>
CPCT Program Implementation & IBC exams for students	<input type="text" value="\$25,000"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

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

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