



2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

NOGA ID

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Authorizing Legislation

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): **N/A**

Applicant Information

Organization **A+ ACADEMY** CDN **057829** Vendor ID **1752791729** ESC **10** DUNS **028242761**
 Address **8225 Bruton Rd.** City **Dallas** ZIP **75217** Phone **214-275-1216**
 Primary Contact **Barbara Gibson** Email **barbara.gibson@aplus-cs.org** Phone **214-275-1216**
 Secondary Contact **Lisa Campbell** Email **lisa.campbell@aplus-cs.org** Phone **469-677-1000**

Certification and Incorporation

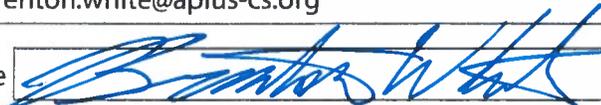
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 **Brenton White** Title **Superintendent**

Email **brenton.white@aplus-cs.org** Phone **214-275-1225**

Signature  Date **02/25/2019**

Grant Writer Name **Barbara Gibson** Signature  Date **02/25/2019**

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



2019-2020

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
Increase certifications in high skill, high demand, and high wage jobs.	Through partnerships with Eastfield Community College, provide students with instructors that have passed certification exams. Certified instructors are needed to deliver instructions relevant to assessment.

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.

The LEA will utilize the grant to ensure student opportunity of obtaining industry-based certifications. This grant will provide funds to pay for students to obtain industry-based certifications, as training CTE teachers as licensed instructors in specific industry-based certifications. Newly trained teachers will be able to administer industry-based certification exams to students at the need of CTE courses and/or programs of study by August 2020; anticipated certification rates of 25%.

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

We will focus on Fall PEIMS Snapshot data; cTE course enrollment; and PEIMS data by CTE indicator code. This information will provide enrollment data on student enrollment of CTE courses as well as CTE certification based courses. CTE teachers will provide industry-based professional development evidence to support 'quantifiable need' for qualified teachers.

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

The LEA will focus on student assessment, enrollment data, and the number of teachers trained.

Third-Quarter Benchmark

The Spring PEIMS Snapshot; CTE course enrollment; and number of students taking certification exams.

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.

Data will be collected from CTE district evaluation document at the CTE cluster meeting and from the student data management system addressing the following performance measurements:

Number of additional students participating in HST capstone course as a result of this grant.

Number of additional certification exams taken as a result of this grant.

Number of students prepared and successfully completed an identified certification exam.

Six-week reports will be run from our student data management system extracting assessment scores, attendance, and preparation activities. To assess program rigor, a survey will be completed by both teacher and student. Throughout the grant period, project delivery will be actively monitored during cluster meetings and classroom walk-through. The CTE Advisory board will identify and correct program deficiencies as they are encountered which in turn will provide for continuous improvement of the program. Due to the small size of the LEA, meeting to correct problems and/or deficiencies can be handled immediately.

The qualitative and quantitative data will be used by the LEA program committee to obtain and determine the degree of planning, collaboration, communication, curriculum, instruction, industry-based learning opportunities, student interest, and program success.

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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.

We chose the Health Science Pathway based on current published data from the Texas Workforce Commission and the LEA data. We identified the needs of our pathway programs, by evaluating student interests from year to year, and academic readiness. Our needs have been prioritized based on passing valid assessments that are benchmarked and supported by leaders in business, labor and education.

By using this grant to offer six certificates (CPR, CNA, EKG, CPT, PCT, CPht). We will provide expanded opportunities for our students in one of the districts highest demand pathways. These will lead to both greater post-secondary success and a great potential to ultimately gain employment in other sectors of the Health Care Industry.

By offering our students these industry-based certifications, they can graduate with work experience and a professional certificate and possible state registration. Upon graduation, they can pursue their Associates Degree in Nursing programs at DCCCD. Once this program is completed, they can transfer to an accredited nursing program and obtain their BSN or continue their pre-professional coursework towards a PharmD or MD. The LEA will also offer up to 24 hours, free of charge, core content and dual credit classes that will count towards the future nursing students being 'core content complete', a requirement at many local pre-professional programs.

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 CTE courses offered/acquired certifications will substantially benefit the students enrolled in our programs of study. The number of students who will benefit from the grant funding are 555 but the benefit will expand to the entire community in which are school is located.

Awarding the Perkins Reserve Grant will complement our existing CTE program by increasing the number of student participation in the PCT Pathway through industry certified instructor partnership with Eastfiled Community College. Having certified instructors will enable them to administer rigorous industry certification training to our students by the end of the Heal th Science program of study. Students being taught by an industry trained teacher are better prepared to pass an industry certification exam. These certifications will lead to higher student graduation rates with endorsements, improve employment opportunities, and provide options for post-secondary education.

TEA Program Requirements

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

Currently, the LEA uses the HOSA (student funds) to provide students with an opportunity to receive scholarships to pay exam certifications and registration fees. This effort is used to minimize the financial burden on the students. In paying for exams for students we will track through an application process, required parent meeting, student contracts, student training plans, benchmark requirements, business partner evaluation of student skills and minimum score attainment on practice exams before the department pays for certification exams. Students are required to complete the entire pathway before attempting the certification exam. Students receive various study materials and practice exams. Certification specific school licenses will be purchased. Certification exam is administered based on complete of steps listed above.

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

- 1) The LEA has increased number of students enrolled in capstone course with complete HST course sequence.
- 2) Students will register for and take certification exam during the school year (30 days prior to graduation)
- 3) Increase on-the-job-training /work-based experience time

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.

CTE students are prepared for the industry-based exams accordingly...
Students exhibit a culmination of knowledge and skills achieved through completion of a program of study in a high school career and technical education program by successfully demonstrating proficiency through hands on experience and/or mastery of practice exams.

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

Eastfield Community College - PCT/EKG/Phlebotomy Instruction/training
Dallas Regional Medical center - CPht/PCT work-based experience
CVS - CPht work-based experience (community/Retail Pharmacy)
Kaduceus - CPht curriculum

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development	

SUPPLIES AND MATERIALS (6300)

Supplies and materials	\$30,000

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

Total Direct Costs \$30,000

Indirect Costs

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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