



**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
2/19 FEB 23 PM 3:16
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

RECEIVED
TEXAS EDUCATION AGENCY

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 **Duncanville ISD** CDN **057907** Vendor ID **1756001336** ESC **10** DUNS **081551483**
Address **710 S Cedar Ridge Rd** City **Duncanville** ZIP **75116** Phone [REDACTED]
Primary Contact **Shalontae Payne** Email **spayne@duncanvilleisd.org** Phone **972-708-3717**
Secondary Contact **Carla Coggins** Email **ccoggins@duncanvilleisd.org** Phone **97972-708-2055**

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 **Shalonate L. Payne** Title **CTE Director**

Email **spayne@duncanvilleisd.org** Phone **972-708-3717**

Signature  Date **02.27.2019**

Grant Writer Name **Carla Coggins** Signature  Date **2-27-19**

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

701-19-104-094

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
The need for more of our students to obtain the Microsoft Office suite of certifications since employers are seeking this certification as a hiring factor.	Our goal is to assist students in every way possible to be prepared for employment. To offer the Microsoft Office suite will springboard our students into the hiring arena. This will require instructor training, student training, practice assessments, and certification testing.
The Arts and A/V cluster has the largest enrollment and will be assessed with the Adobe Suite. Nearly 25% of our student population of just over 4,000 are eligible for this assessment.	Our goal is to assist students in this cluster to have full year access to the Adobe Suite. Having the use of the programs available all year will yield enough practice for the students to develop a proficiency that will allow them to master the certification examinations.
Our second largest group of study is the Health Science cluster which services over 800 students. Students in this cluster are striving for dual credit hours and a variety of certification opportunities.	Our goal is to meet the requirements of the community college system, the requirements of our partnering facilities and for students to have the curriculum, training opportunities, and equipment to gain mastery of the certification examinations and skills assessments.

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 Duncanville High School goal for CTE students specifically in the Business, Arts, and Health Science areas is to have growth in their respective areas of study, and to obtain layers of certification(s) within their field at a minimum of a 10% increase in certifications by the next reporting period. This will enhance student employability and allow them to be more effective in further study within their respective fields.

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 in all areas will perform practice tasks and tests to allow instructors to gauge their progress toward meeting the demands of certification standards. We seek advice from industry partners for recommendations toward success, as well as, planning curriculum based lessons that will emphasize required skills, methods and knowledge. The goal here is for students to meet end-goal standards by at least 40%.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students in all areas will perform practice tasks and tests to allow instructors to gauge their progress toward meeting the demands of certification standards. We seek advice from industry partners for recommendations toward success, as well as, planning curriculum based lessons that will emphasize required skills, methods and knowledge. The goal here is for students to meet end-goal standards by at least 60%.

Third-Quarter Benchmark

Students in all areas will perform practice tasks and tests to allow instructors to gauge their progress toward meeting the demands of certification standards. We seek advice from industry partners for recommendations toward success, as well as, planning curriculum based lessons that will emphasize required skills, methods and knowledge. The goal here is for students to meet end-goal standards by at least 80%.

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.

As students matriculate through the curriculum and benchmark tasks and tests, if their performance is not at the expected level of achievement, the students will be provided with tutorials (both in person and online), and other testing opportunities (such as the use of Precision exams) to expose students to expectations toward certification along the spectrum of expectation. Additionally, our industry partners will be consulted for suggestions, as well as, be invited into the classrooms to assist with gaps in assessment knowledge.

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.

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.

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.

The programs that we have chosen to work with include: Business and Public Administration; Health Science; and Arts, Audio/Video Technology and Communication. The industry-based certifications we choose to use are the Microsoft Office Suite, the Adobe Suite, CPR, Dental Assisting, Pharmacy Technician license, Clinical Nursing Assistant certification, and/or Medical Billing and Coding certification.

Our program of study for Business and Public Administration includes: Principles of Business, Marketing and Finance; Business Information Management I; Business Information Management II; Business Management; Business Law; and Practicum in Business and Public Administration. Our program of study for Health Science includes: Principles of Health Science; Anatomy and Physiology; Medical Terminology; Medical Microbiology; Pathophysiology; Health Science Theory/Clinical; and then one of the following Practicum level courses. Our capstone courses include: Pharmacology; Clinical Nursing Assistant; or Medical Billing and Coding. Our program of study for Arts, Audio/Video Technology, and Communication includes: Principles of Arts, Audio/Video Technology and Communication; then Graphic Design I; Graphic Design II and Practicum in Graphic Design; OR then Animation I; Animation II and Practicum in Animation; OR then Commercial Photography I; Commercial Photography II and Practicum in Commercial Photography; OR then Audio/Video Production I; Audio/Video Production II; and Practicum in Audio/Video Production.

As we plan, we have studied with Career Outlook and found that 7 of 7 of the highest paying occupations that require a doctorate degree are all in the healthcare field. 3 of 7 of the highest paying occupations that require a master's degree are in the healthcare field and 2 of 7 are in the business computing field. With regard to a bachelor's degree level of education, 1 of 7 of the highest paying occupations is in the business computing field, and 1 of 7 is in the arts/graphics field. With an associate degree, 4 of 7 of the highest paying occupations are again in the healthcare field of study. This information supports our decision to focus on these areas of study and to pursue certifications so that we can continue to assist students in qualifying for the high-wage positions for which we can prepare them to attain.

With regard to our specific area in the state of Texas, the Bureau of Labor and Statistics data indicates that of the top 500 career factions, the #1 employed and projected need to hire area is Office and Administrative support. Falling at #6 is Healthcare practitioners and technical occupations; and #33 are the areas of arts, design, entertainment, sports and media occupations. Again, this data supports our decision to focus on these areas of study and make every offering possible for our students to be prepared to be the receptors of the career opportunities.

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 student population benefitting from this grant funding in our district alone equals over 2, 500 in number. The students in Business Information Management I and II, Animation, Audio/Video Production, Graphic Design, Commercial Photography, and Practicum in Health Science will all benefit from industry-based certifications by becoming more employable. Many of our students will attend further training opportunities, but being able to work to support their educational goals is imperative. Having industry-based certifications to add to their resumes and application information, as well as, the knowledge obtained while preparing and studying for certification examinations potentially places them in a better position than others competing for the same positions.

TEA Program Requirements

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

Our students are informed from the onset of the courses that if they are able to score 80% or higher on a practice examination, then the CTE department will pay for their licensure or examination. If a student is required to pay personally for any examination, and then brings back proof of certification or licensure, then the CTE department will reimburse the students for their expenditure. When certification practice examinations are administered (such as Precision Exams), the CTE department has paid for a site license that covers the cost for all students.

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

Students in all of these classes are presented with TEKS based instruction throughout the sequence of courses. All possible attempts by teachers, academic counselors, and the CTE counselor are made to encourage students to accomplish the coherent sequence so that they have a firm foundation and a strong grasp of the content necessary to master the certifications when they are attempted. Parent meetings are held systematically to inform them of opportunities that their students are afforded through the accomplishment of the course sequence and how each layer adds to the dimensions of their students' learning and preparedness. If dual credit opportunities are available within the sequence, students and parents are made aware of those options as well. To meet the goal of mastery, students are also assessed with benchmark tests, semester exams, and online resources such as Edgenuity and Precision Exams. Additionally, students experience field trips, in-class demonstrations from industry professionals, college visits, work-based learning opportunities, job shadowing and internships/externships when available.

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.

As stated previously, we rely heavily on our industry partners to keep us abreast of methods, materials, equipment, and procedures that are used in the given career field. They model practices for students, and students observe professionals in action. Students practice job-related tasks and are critiqued by industry professionals to perfect their craft. Students have also completed a four-year coherent sequence of courses prior to attempting the certification exams. All students attempting an industry-based certification exam will score 80% or higher on practice examination before the live attempt is considered.

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

The Health Science students spend an entire year of study as interns. They rotate each nine weeks to a new and different type of health care facility so that they learn the expectations from several perspectives. They observe and perform tasks at the internship site as permitted. Students will see patients in hospital settings, nursing home care, rehabilitation units and clinics. These include: Charleton Methodist Hospital, Duncanville Rehabilitation Center and Laurenwood Nursing Center. This experience happens in the year prior to the final year of study which allows them to specialize in a certification area.

The Arts, Audio/Video Technology and Communication students have experiences to capture live events. They work as photographers and videographers at all sporting events for our school. They perfect capturing, editing and making finished products for the school and for alumni. They learn live-streaming and work in conjunction with UIL to produce play-off events for broadcast and our school graduation ceremony of over 900 students each year. They write, perform and edit Public Service Announcements upon request. They also complete a four-year program of study that allows them to create a portfolio of all types of digital and still work for professional review.

The Business Management students work to create products of all types and sizes for clients. If a power point is needed, they design and produce. If data is required, then excel documents are compiled and graphing options are created. These students also have a four-year study of TEKS based instruction under a Certi-port trained instructor augmented by completion of client requests to build the skills necessary to meet the industry's demands.

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"/>
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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	12702
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	12702
4. Total current-year grant allocation	176121
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	176121
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	13.87
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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)

Contracted Proctors	\$1,000
Professional Development and Training of Instructors	\$1,500

SUPPLIES AND MATERIALS (6300)

Site Licenses for Microsoft Office and Adobe	\$13,700
Health Science Certification Exams and Licenses	\$13,800

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.

Dropdown menu

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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