



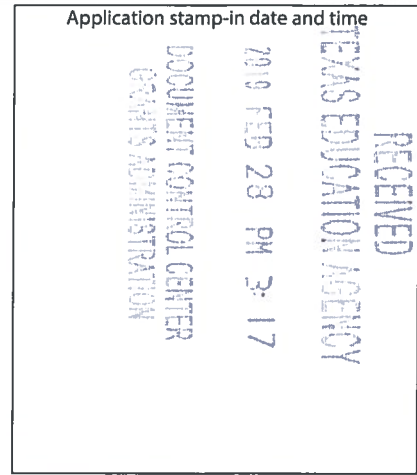
2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

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 **Alief Independent School District** CDN **101903** Vendor ID **1-74-6000019** ESC **4** DUNS **031861214**
 Address **4250 Cook Rd.** City **Houston** ZIP **77072** Phone **(281) 498-8110**
 Primary Contact **Zack Ward** Email **zachary.ward@aliefisd.net** Phone **(281) 498-8110**
 Secondary Contact **Kimberly Crow** Email **kimberly.crow@aliefisd.net** Phone **(281) 498-8110**

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 **HD Chambers** Title **Superintendent**

Email **hd.chambers@aliefisd.net** Phone **(281) 498-8110**

Signature  Date **02/26/2019**

Grant Writer Name **Zack Ward** Signature  Date **02/26/2019**

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

Shared Services Arrangements

SSAs are **not permitted** for this grant. Check the box below if applying as a fiscal agent.

The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
An in-district approved testing site for identified industry-based certification exams for Alief's predominantly underrepresented student population	-Purchase and install live video feed surveillance system in the district's designated testing room at the Alief Center for Advanced Careers -Obtain approval as a certified Pearson testing site

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 May 2020, provide a local, approved testing site allowing 100% of students enrolled in the pathways identified in this grant application to complete their industry-based certification exam in-district, and without the burdens of travel and unfamiliarity with out-of-district testing facilities.

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

1. Projected number of students actively enrolled in each identified certification area (Information Technology, Health Sciences, Automotive, Welding & Construction, and Industrial Robotics)
2. Obtain quotes and select vendor for the video surveillance system through open bid process, in collaboration with Alief's Purchasing Department

Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Projected number of students actively enrolled in each identified certification area (Information Technology, Health Sciences, Automotive, Welding & Construction, and Industrial Robotics)
2. Complete installation of video surveillance system in the designated testing room at the Center for Advanced Careers

Third-Quarter Benchmark

1. Projected number of students actively enrolled in each identified certification area (Information Technology, Health Sciences, Automotive, Welding & Construction, and Industrial Robotics)
2. Students complete a minimum of one practice certification exam in the testing facility with all applicable rules in place to accurately simulate the industry-based certification exam

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Alief will collect data on the following performance measures: list of industry-based certifications offered, alignment of certifications offered to regional labor market information, number of teachers trained to be testing site instructors, number of additional testing sites created, number of additional tests administered in the 2019-2020 school year, number of students prepared to take each identified industry certification during the 2019-2020 school year, and number of students who successfully complete an identified certification exam. The Directors of Career & Technical Education will manage the collection of all data, in collaboration with the instructors in the identified pathways, and central coordinators from the Data, Accountability, & Assessment Department and the Counseling Department. The central instructional leaders will meet quarterly to assess collected data and monitor progress toward quarterly benchmarks. To ensure progress toward the summative SMART goal, potential modifications to the program will be discussed by this leadership team, as needed, and will be data-driven.

Additionally, the Directors of Career & Technical Education will work with the Purchasing Department throughout the open bid and procurement process for the purchase and installation of the video surveillance system. The district will comply with all in-district, state, and federal guidelines for purchasing.

The Directors of Career & Technical Education also communicate with business partners throughout the year, and the business partners active on the district's advisory committee will have continual input on high-demand occupations in the Gulf Coast region and the certifications that lead to those occupations.

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.

As an approved testing site for industry-based certification, Alief will initially offer a testing environment for the following programs of study and industry-based certification areas:

- Information Technology - CompTIA A+; CompTIA Network+; CompTIA Security+
- Health Sciences - Certified Nursing Assistant (CNA)
- Automotive - Automotive Service Excellence (ASE) Brakes; ASE Engine Performance; ASE Electrical; ASE Steering & Suspension; ASE Light Maintenance & Repair
- Welding & Construction - National Center for Construction Education and Research (NCCER) Core
- Industrial Robotics - Certified Production Technician (CPT)

The identified certification areas lead to in-demand, high-wage occupations according to workforce solutions data from the Gulf Coast Workforce Development Board. Anticipated growth for occupations targeted by the district's curriculum and obtainable by the above certification exams, per the development board's Occupational Projections for 2024 data:

- Information Technology occupations: Computer Occupations including Computer & Information Research Scientists, Computer Systems Analysts, Information Security Analysts, Computer Programmers, Software Developers, Web Developers, Database Administrators, Network & Computer Systems Administrators, Computer Network Architects, Computer User Support Specialists, and Network Support Specialists will experience 21.9% growth by 2024.
- Health Sciences occupations: Certified Nursing Assistants (34.7% growth by 2024).
- Automotive occupations: Auto Service Technicians & Mechanics (20.6% growth by 2024).
- Welding & Construction occupations: Welders, Cutters, Solderers, & Brazers (15.1% growth by 2024); Plumbers, Pipefitters, & Steamfitters (28.2% growth by 2024); Sheet Metal Workers (28.8% growth by 2024); and Structural Iron & Steel Workers (25.1% growth by 2024).
- Industrial Robotics occupations: Industrial Machinery Mechanics (27.5% growth by 2024); Production Workers (23.6% growth by 2024).

All data published by the Gulf Coast Workforce Development Board is produced by the Bureau of Labor Statistics and distributed by the Texas Workforce Commission.

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.

Alief ISD intends to become an approved testing site. The district has a designated testing room at the central Center for Advanced Careers. This testing environment meets all of the requirements of an approved testing center except for a live video surveillance feed. The room includes a glass-walled proctor station, cubicles with computers for each tester, bathrooms within the testing room, and lockers outside the room. The inclusion of a video system for proctor surveillance is the final requirement to be met.

Based on current enrollment and anticipated growth of programs, the district anticipates the following number of students will use the testing facility per year over the next three years:

- 180 students per year in the Information Technology pathway (CompTIA A+; CompTIA Network+; CompTIA Security+)
- 40 students per year in the Health Sciences pathway (Certified Nursing Assistant)
- 300 students per year in the Automotive pathway (ASE Brakes; ASE Engine Performance; ASE Electrical; ASE Steering & Suspension; ASE Light Maintenance & Repair)
- 150 students per year in the Welding/Construction pathway (NCCER Core)
- 75 students per year in the Industrial Robotics pathway (Certified Production Technician)

By these projections, approximately 2,235 Alief students will complete an industry-based certification exam in the Alief testing facility over the next three years. This number has the potential to increase significantly when the facility is opened to neighboring districts. Alief students will benefit from reduced travel to other testing sites and familiarity with an in-house test environment. Students in neighboring districts could potentially benefit from a state-of-the-art, approved testing facility in their region with reduced travel and a familiar high school environment.

TEA Program Requirements

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

Alief uses local funds to pay for 100% of the cost of all student industry certification exams. As a Title I district with a student population that is 84% economically disadvantaged, 79% at-risk, and 44% English language learner, district leadership contends that paying for all exams is an investment in our future, and the district does not want to penalize or burden students and families that might not have the means to supplement exam costs.

The district currently offers 18 different certification exams, and the process for paying for those exams varies from vendor to vendor. Exams for a smaller number of students are paid for individually, while larger quantities are often purchased in bulk as a cost-savings measure. Certain certification areas, such as Certified Nursing Assistant, have exams tied directly to an individual student and those exams fees are paid individually by the district to the vendor. Other exams only require a licensing fee for the student upon passing, and the district pays for that fee directly to the vendor on a per student basis.

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

In August of 2018, Alief opened a brand new, state-of-the-art career center. The Center for Advanced Careers features classrooms and lab spaces outfitted with industry-standard equipment and supplies. The center features labs for each of the program areas targeted in this application - Information Technology, Automotive, Health Sciences, Welding/Construction, and Industrial Robotics - where students engage in hands-on, practical application of skills needed for the certification exams. There is a testing space with new computers and cubicle spaces. Per the Pearson checklist of requirements for testing sites, the center meets all of the conditions except for a camera system. The addition of cameras will allow the district to designate this room at the Center for Advanced Careers as a testing site, thereby significantly increasing the district's scope of testing capability.

Additionally, students in all career pathways take classes at the Center for Advanced Careers and benefit from first-hand experience with industry-standard equipment and instruction from certified, industry-experienced teachers. The testing facility within the Center for Advanced Careers provides opportunities for students to take practice exams in the actual testing environment.

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.

Alief takes an active approach to ensuring students are prepared for their certification exams. The district purchased curriculum that is designed to prepare students for certification. Exam skills and content are embedded into the course curriculum and all certification exams are given as a capstone experience. Additionally, the district purchased test preparation materials and practice exams in all applicable certification areas to assist students in creating individualized preparation regimes.

Each course includes a district-created Pacing Guide. This support document is a reference tool for staff and demonstrates how each course is intentionally designed and mapped to lead to the certification exam.

Alief hires industry-experienced staff in all pathways. These teachers have first-hand, practical knowledge and experience in their pathway and have passed the certification exams themselves. Teachers are regularly available outside of school hours for students that need additional practice and/or instruction.

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

Alief has several established business partnerships in each endorsement pathway. These partners have input in district CTE programs and have confirmed that the certifications offered by Alief are in the highest need areas for the Gulf Coast region. District business partners sit on an advisory committee, along with district instructional leadership, for ongoing analysis of the skills, equipment, supplies, and training necessary for each program. This advisory committee meets a minimum of twice annually and is a strategic alignment of industry leaders and educators working to improve instruction for Alief students.

Alief's business partners provide student internship and job shadowing opportunities, and hold job fairs for students. The district has already experienced graduates obtaining full time employment with the companies that they interned with in high school.

District business partners currently include the West Houston Medical Center, Group One Automotive, Shell Oil, CenterPoint Energy, PBK Architects, Walgreens Pharmacy, Medic Pharmacy, Banfield Pet Hospital, Memorial Town & Country Animal Clinic, Stantec, Eagle's Trace Retirement Community, and Genesys Works. These partners have a vested interest in the success of Alief's programs as students train to enter the local workforce.

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	<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)

SUPPLIES AND MATERIALS (6300)

Videc Surveillance System (camera system, associated hardware, software, and installation)

\$24,640

OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY (6600)

Total Direct Costs \$24,640

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$24,640

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.

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]