



2019-2020 Perkins Reserve Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

NOGA ID []

Authorizing Legislation

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

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications 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

X 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): []

Applicant Information

Organization Terrell ISD CDN 129906 Vendor ID 1756002575 ESC 10 DUNS []
Address 400 Poetry Dr City Terrell ZIP 75160 Phone 9035637525
Primary Contact Rhonda Knight Email rhonda.knight@terrellisd.org Phone 9033406161
Secondary Contact Julie Fisher Email julie.fisher@terrellisd.org Phone 9035637504

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):

- X Grant application, guidelines, and instructions
X Debarment and Suspension Certification
X General Provisions and Assurances
X Lobbying Certification
X Application-specific Provisions and Assurances

Authorized Official Name Micheal French Title Superintendent

Email micheal.french@terrellisd.org Phone 9725637504

Signature [Signature] Date 2/27/19

Grant Writer Name Rhonda Knight Signature [Signature] Date 2-27-19

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 |
|--|---|
| Provide industry-based certification opportunities. | Through our Arts / AV program and our Business programs we will give our students the opportunity to take industry-based certification exams in both Adobe and MOS. |
| Provide instructors with training and curriculum for industry-based certification opportunities. | Bring industry experts in for training with teachers and purchase curriculum that supports the instruction and teacher / student success. |
| Reach a population of students who have not had the opportunity for industry-based certifications. | Ensure students are enrolled in a program of study that will promote knowledge and confidence in order to sit for the industry-based certification exam. |

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.

Terrell ISD Business and Arts/AV pathways will provide opportunities for certification from zero to 80% of the students following these pathways. Certification exams will be earned by May 2020 in a variety of MOS and Adobe certifications all of which can be found on the Industry-based list published by TEA for the 2019-2020 school year.

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

Monitor student work and portfolio data to determine the progression of students. In addition, we will look at content to spotlight areas of need.

Measurable Progress (Cont.)

Second-Quarter Benchmark

We will use practice exams to notate our progress as well as areas of need that require additional instruction. We will continue the to monitor the portfolio of student work.

Third-Quarter Benchmark

We will continue to use both student work and additional opportunities at a practice exam to determine movement toward our goal. We will determine which students are prepared for the opportunity and those that will need further instruction and practice.

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.

Teachers will use the evaluation data to determine progress toward meeting determined goals by disaggregating the data provided through practice exams and student portfolio. Data will provide instructors information that will determine those areas of concern in with content as well as with individual students. Teachers will reteach, provide peer assistance and through small group, ensure that all students are moving toward the goal of obtaining a certification.

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.

[Empty response box for applicant design]

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.

We have collaborated with the Terrell Excellence Foundation, Terrell Chamber of Commerce, Terrell Economic Development Corporation, and our business partners Oldcastle and Madix. Our program for Audio / Video begins with Business Information Management (BIM) and then students move to Arts / AV 1, Arts / AV 2 and completes the pathway with Practicum in Arts / AV. The business pathway possesses Business Information Management (BIM), Business Law, Money Matters, Professional Communications and Business Information Management II. We are partnered with Trinity Valley Community College and our students have the opportunity to take Business Information Management II for dual credit. We have researched the LCI website and the North Central Texas Workforce Solutions pages to find the following high-wage, high-demand careers are available for students in our Business and Audio / Video pathways. Our research shows that in the DFW area Finance and Insurance is a targeted sector with growth continuing through 2027. In addition, we found that Digital Technology and Corporate Headquarters are also high wage careers that continue to increase in numbers through 2027. Examples of careers in these areas that are high-wage, high-demand in the DFW metroplex are accountants, auditors, computer specialist, software developers, insurance claims, and securities agents. In light of the research and discussions with our partners, we have decided that these certifications would be a great place for our students to begin collecting credentials for their career paths.

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.

Our Arts / AV will have approximately 147 students enrolled in a coherent sequence of coursework leading to a career in Audio Video. Our Business pathway will give an opportunity to certify to approximately 275 students. Our students will benefit from obtaining the industry-based certifications by giving them the ability to show what they have learned in a real-world fashion. The opportunity to build a resume that highlights their talent and skills with credentials to back it up is a definite advantage in searching for employment to support the college bound student as well as the workforce student.

TEA Program Requirements

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

Terrell ISD will purchase the testing opportunities in a package deal with the vendor so that students will be able to have access to curriculum, practice tests and the final certification exam.

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

Terrell ISD has promoted these program through a career expo for both 8th graders coming to the high school and for current 9th graders so that students have the opportunity to choose the program they would like to follow. Current students were leading the tours and providing the information regarding the pathway. Both programs of study have been in existence in Terrell High School long enough to provide students with a strong base of knowledge. Providing the certification opportunity will enhance the real-world aspect of the program as well as providing the students with a valuable credential to further their career goals.

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.

Terrell ISD will follow not only the Texas Essential Knowledge and Skills (TEKS) but will obtain the learning outcomes for the certification exams as well. In addition, the district will purchase both curriculum, practice exams and exam voucher opportunities from the provider. Teachers and students will be able to use those tools to teach, practice and test the knowledge learned in the classroom.

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

Our Audio / Video students are partnered with E Terrell, an entertainment group, who brings a huge array of entertainers from all over the country to perform in our Performing Arts Center. Our students participate in the video, lighting, sound and overall behind the scenes tasks. In addition, we partner with Terrell ISD to video all football games and provide the feeds for the scoreboard megatron. Everyday, our students provide the Tiger Minute which is a daily news program for Terrell High School. Our business pathway is in partnership with Trinity Valley Junior College for dual credit as well as participate in project based learning activities that promote all facets of business. All of our pathways also take business classes to provide them with an well-rounded education.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|--|---------|--|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

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

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

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PROFESSIONAL AND CONTRACTED SERVICES (6200)

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SUPPLIES AND MATERIALS (6300)

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|---------------------------------|---------|
| MOS suite with practice exams | \$8,111 |
| Adobe suite with practice exams | \$7,500 |
| | |

OTHER OPERATING COSTS (6400)

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CAPITAL OUTLAY (6600)

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| | |
| | |

Total Direct Costs \$15,611

Indirect Costs \$438

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$16,049

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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