



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

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 FEB 21 PM 1:31
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

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 Bay City ISD - Bay City High School CDN 158901 Vendor ID 1746000236 ESC 03 DUNS 100073782
Address 400 7th Street City Bay City ZIP 77414 Phone 979-401-1101
Primary Contact Dr. Dianne Farrar Email dfarrar@baycityisd.org Phone 979-401-1089
Secondary Contact Mrs. Lisa Volkmer Email lvolkmer@baycityisd.org Phone 979-401-1024

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 Dr. Marshall Scott Title Superintendent

Email mscott@baycityisd.org Phone 979-401-1021

Signature [Handwritten Signature] Date 2-18-19

Grant Writer Name Dr. Dianne Farrar Signature [Handwritten Signature] Date 2-12-19

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

2019-019846

701-19-104-027

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
There is a need for individuals 18 years of age or more with basic core skills, welding knowledge, and certifications who can work in the surrounding plants - Phillips 66, OXEA, LyondellBasell, STP, all within 20-30 miles.	Two BCHS teachers certified recently to teach students to pass the NCCER Core Skills Certification found on the Industry-Based Certifications A-F Accountability List. Equipment will be purchased for this course. We will continue to collaborate with local stakeholders and partners to promote postsecondary success and employ students in high-wage, in-demand occupations in our region.
Day&Zimmerman with STP announced they will employ 18+ year-old individuals in an apprenticeship program to replace an aging workforce. They train this summer for the fall 2019 STP nuclear plant outage.	Equipment will be purchased with Perkins funds and Perkins Reserve Grant funds to train students with a focus on manufacturing and construction, OSHA safety, math, reading, and soft skills as needed for apprenticeships with Day&Zimmerman.
The current Texas Workforce Commission Targeted Occupations in the Gulf Coast Area include Welders, Cutters, Solderers, Brazers, Pipefitters, Machinists, Electricians, System Operators, Engineers, etc.	Students will be trained to gain certifications in OSHA10, Core Skills, Construction, and Welding to be workforce ready for our local high-wage, in-demand occupations in the Gulf Coast area. The BCHS CTE Department will continue to partner with local stakeholders for student success after graduation.

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.

We added the Core Skills Certification this spring and will continue to train students to gain this certification each semester. Success will be measured with formative assessments and certifications. The goal of having students gain certifications and become employable in our local workforce is achievable. Training students through this program using the equipment purchased with Perkins Reserve grant funds is relevant and timely as Day&Zimmerman just announced their plan to hire our students right out of high school in high-wage, high demand occupations and keep them in their pool to train as apprentices and eventually journeymen. They want to grow a local workforce as the aging workforce coming in from out of state and other areas is retiring and not returning to work the outages.

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

From July 1 to October 15, equipment needed for the certification training will be ordered, received, and inventoried. Recruitment will begin and continue to add students into the existing Core Skills and Welding Courses. Recruitment will continue also for the Construction Technology certification training. Certified teachers are already in place and recently trained to teach for NCCER certifications. Students will begin training for the certification courses with emphasis on safety in the beginning. Student progress will be measured through formative assessments, grades, and hands-on evaluations. Preparatory tests provided through the curriculum through NCCER will serve as benchmarks toward progress of the goal of passing the certification exams. Classroom grades monitoring written work and hands-on projects will serve as benchmarks as well as students work toward the final goal of certifications in Core Skills, Construction Technology, and Welding.

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

From October 16 - January 31 student progress will continue to be measured through formative assessments such as pre-tests for the certification, classroom grades, and hands-on evaluations of skills and knowledge and use of tools. Certifications will be administered as a summative assessment at the end of the semester in the Core Skills course in December to measure progress and earn certification. The goal would be to have at least 80% of students taking the Core Skills class to pass the Core Skills certification exam. Recruitment of students will continue during the second quarter for the second semester Core Skills and Construction Technology courses.

Third-Quarter Benchmark

From February 1 to May 15 a new group of students will have begun with course introduction for Core Skills and Construction Technology with emphasis on safety and purposes of the course. The courses will culminate with formative assessments, Core Skills Certification preparation tests, classroom grades, and hands-on evaluations. The welding course will continue building on safety procedures and will be learning the different types of welds to be evaluated such as 1G, 2G, and 3G through AWS Welding certification. Students who earn certification each semester will be celebrated through local media. The numbers of students gaining certification will be measured to see if we have met the proposed 80% pass rate goals. If this passing rate has not been met, we will evaluate the program and see where we can improve to meet our desired standards.

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.

If students are not passing the practice tests as monitored in their benchmarks, they will be re-taught and re-tested to prepare for success on the certification exams. The proposed number of certifications to be earned is 80% of students passing the Core Skills certification and 80% of students passing the Construction certification. If students are not passing the certification exams, training will be re-evaluated. Using student performance data on preparatory tests and classwork as a guide, students may need more repetition or tutorials to build their math and memory skills on the materials tested. We are already seeing a need for more math, measuring, and estimating intervention and are collaborating with math teachers. The same 80% pass rate goal is proposed for the Welding Certifications.

We will continue to monitor the job market through the TWC and the local workforce and partner with them in our endeavors through the CTE Community Advisory Committee and local workforce planning meetings. If the job market shifts, we would use the A-F list of accountability to adjust to the certifications that fit would the needs of our area. We would modify the program to prepare students for the current and future needs in a high-wage, in-demand occupation in our local industry.

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.

Industry-based certifications and programs of study for the proposed project include the Core Skills Certification, the Construction Technology Certification, and the Welding Certification.

The Texas Workforce Targeted Occupations in the Gulf Coast Area includes jobs such as Welders, Cutters, Solderers, Brazers, Pipefitters, Machinists, Electricians, System Operators, Engineers, etc. (See attached list)

On January 24, 2019, Day&Zimmerman in conjunction with STP Nuclear Operating Company held a meeting to discuss Apprenticeship training solutions from Gulf Coast Building Trades. They invited personnel from local high schools and junior colleges, the Texas Workforce Commission, the Economic Development Council, the Chamber of Commerce, and the county judge among others. At this meeting they discussed their Multi-Craft Core Curriculum (MC3) and their Apprenticeship Readiness Program. They explained their need to hire locally as their current 475-member workforce is aging and retiring. They would like for 20% of that workforce to be apprentices to grow their own local workers who do not have to travel great distances to work as they do now. These apprentices would train and work in this capacity for 4-5 years at which time they would become journeymen. All plants want to hire a journeyman. Those 18+ year-old workers who join this program receive healthcare, pension, free education, good pay, and on-the-job training. In five years they can earn while they learn up to \$70,000 with no debt. They will offer an opportunity for a 3-week training this summer and for working the fall 2019 Refueling Outage at STP Nuclear Power Generating Station. Day&Zimmermann plans to hire 20 local individuals each year who are at least 18 years of age if this current pilot program goes well.

Other plants in the surrounding area are in similar circumstances with their aging workforce and the need to grow their own young, skilled workers.

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.

Four BCHS teachers became NCCER certified this school year and we purchased the NCCER curriculum. Therefore, the cost of on-site student certification was included. However, our school needs expensive tools, equipment, and safety gear associated with training and testing for these certifications especially as we expand the certification program to reach more students. Our welding equipment is aging and needs to be expanded and able to withstand heavier usage with a growing program. The goal is to benefit students to be prepared for the local workforce. A community member from STP said that individuals with Core Skills certification gain preference in hiring and earn \$2/hour more than others hired in the same position. Safety is a key issue in all our plants, and safety is a key part of the curriculum for these certifications.

Approximately 225 students will benefit from the grant funding. Offering this training and certification opportunity to students will enhance their opportunity for employment in the local workforce and surrounding areas. This training includes safety practices and requirements, soft skills needed for all jobs, identification and use of tools, use of math for measurement and estimation of supplies needed, certification in showing proper welds for welding certification, and more. All this training will benefit the students not only in a job but also in their personal lives.

TEA Program Requirements**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

Since we purchased the teacher training and curriculum through NCCER, the onsite certification exams for Core Skills and Construction Technology are free for the students.

For Welding the teacher tests the students on the fillet welds for the AWS certification and the paperwork is sent in on passing students only to an individual with www.certweld.com. It costs \$20 per student. The student will then have a photo ID with the number of certifications passed and the dates they were earned. Students also are evaluated and tested by a local plant employee for AWS certifications of different types of welds like 1G, 2G, and 3G. He comes to our school and does not charge a fee. This then puts the students in the local STP Nuclear Plant pool or list of certified welders.

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

Four teachers have already been NCCER trained. NCCER curriculum has been purchased and courses have been aligned. Initial materials for the Core Skills course are being purchased through Perkins funds. Recruitment and advertising is occurring. Meetings with Day&Zimmerman and the local CTE Advisory Committee have occurred to plan and recruit. Day&Zimmerman will have a parent meeting at Bay City High School on February 4, 2019 to discuss the work and training opportunities.

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.

Students will be trained by certified teachers who are also NCCER certified. Students will use new equipment purchased to identify tools and their proper use using appropriate safety techniques.

Students will complete formative assessments prior to certification testing to measure progress.

If students are not passing the preparatory testing materials, they will be re-taught and retested prior to the certification exam.

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

Strategic partnerships include STP, OXEA, Celanese, Lyondell-Basell, Tenaris, Day&Zimmerman, the CTE Community Advisory Council, the Chamber of Commerce, the Matagorda County Education Finance Committee, the Matagorda County EDC, the Bay City EDC and others. These partners all already participate with our school for student growth and improvement through funding or training in different programs. STP, OXEA, Celanese, and Lyondell-Basell all employ some of our Career Prep students through our work program.

Day&Zimmerman is currently recruiting our senior students to apply for their apprenticeship program. They held a meeting January 2019 with our senior students to discuss the opportunity. The parent night is February 4 to educate the parents of the apprenticeship program and current opportunity.

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Request for Grant Funds

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

PAYROLL COSTS (6100)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Core Skills Course and Certification Supplies and Materials	\$5,000
Construction Technology Course and Certification Supplies and Materials	\$5,000
Welding Course and Certification Supplies and Materials plus Certification cost	\$20,000

OTHER OPERATING COSTS (6400)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

[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]

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

[Empty box for describing changes]

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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]