



**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  
 2019 FEB 25 PM 3:15  
 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):

**Applicant Information**

Organization  New Caney ISD  CDN  170908  Vendor ID  1746019972  ESC  06  DUNS  072197676  
 Address  21580 Loop 494  City  New Caney  ZIP  77357  Phone  281-577-8600  
 Primary Contact  Warren Stripling  Email  wstripling@newcaneyisd.org  Phone  281-577-8600  
 Secondary Contact  Brande Bass  Email  bbass@newcaneyisd.org  Phone  281-577-8600

**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  Kenn Franklin  Title  Superintendent

Email  kfranklin@newcaneyisd.org  Phone  281-577-8600

Signature    Date  02/20/2019

Grant Writer Name  Brande Bass  Signature    Date  02/20/2019

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

2019-019353

701-19-104-034

**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
High population of students in the Manufacturing Cluster not currently attempting / earning a certification. AWS SENSE Welding Level 1 - Entry Welder	Pay for teacher licensure. Become a SENSE Training Organization (TO). Pay for student testing fees.
Identified group of students learning about construction, safety, hand tools and power tools, but not earning a certification; which will help them with their post secondary plans.	Being sponsored by ESC 6, getting teachers additional certifications, purchasing curriculum, and paying for student testing fees.
Instructional materials for the delivery of NCCER and AWS instruction for an industry-based certifications	Purchase equipment and non-consumables for teacher instruction and student use to receive certification.

**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.

NCISD completed a needs assessment and determined that a number of students are spending ample time in manufacturing and welding classes but receiving no certification. The NCISD CTE Department in conjunction with administrators, counselors and teachers will develop a plan to certify teachers in a licensure and to become a potential testing site to allow students in construction, manufacturing and welding classes to obtain a certification on campus. At least 70% of students will have completed the certification course work and attempted and/or passed the exam by graduation.

**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

NCCER - Covered materials and attempted and/or passed 2 of the 8 tests. AWS SENSE Welding Level 1 - Instruction over the following areas: Occupational Orientation, Safety and Health of Welders, Drawing and Welding Symbol Interpretation. 9 weeks student grades and assessments for coursework towards passing the exam

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

NCCER - Covered materials attempted and/or passed 4 of the 8 tests.

AWS SENSE Welding Level 1 - Instruction over the following areas: Thermal Cutting Process (Units 1 and 3) 9 weeks student grades and assessments for coursework towards passing the exam

## Third-Quarter Benchmark

NCCER - Covered materials and attempted and/or passed 6 of the 8 tests. AWS SENSE Welding Level 1 - Instruction over the following areas: Shielded Metal Arc Welding and/or Gas Metal Arc Welding 9 weeks student grades and assessments for coursework towards passing the 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.

NCISD will use project evaluation data to modify the program by using the data to determine students who are not on track to pass the course/exam and to meet benchmarks. Data will be examined before the end of the nine weeks to determine what interventions should be in place to meet the benchmarks.

Students identified with a low passing rate will be given additional assistance in areas that are causing a roadblock to certification. Such as before/after school tutorials. Partner student with another student who has been successful (peer tutoring). Teacher provided practice exams. Should evaluation data show student benchmarks are not making progress towards meeting the summative SMART goal, students will then have the opportunity to continue with successfully passing the exams further into their graduation plan.

Students would not need to be enrolled in Course I to continue successfully taking and passing exams for their certifications. Certification exams may be taken by the student during their early release/early arrival period when not enrolled in Course I. This would allow a student ample time to receive a certification before graduation and be workforce ready upon graduation.

**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.

[Empty response area for Focus Area 1 Applicants]

**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.

Four primary sources were used to determine the focus of our grant including: data collected by the Texas Workforce Commission, data from Workforce Solutions, information from our local industrial park, and information from our local Chamber of Commerce.

Based on the data, we determined a need to add certifications in the Manufacturing Cluster and the Construction Cluster. We determined that the NCCER Core Curriculum certification and AWS SENSE Welding Level 1 were the best certifications for the high-skill, high-growth, and high-wage jobs in the Gulf Coast area. An article published by the East Montgomery County Industrial Park states, " Montgomery County - the seventh fastest growing county in the United States - has tremendous potential for new business growth due to enhanced infrastructure development, the completion of the Grand Parkway, extensive workforce development opportunities, and its proximity to Houston. "

Based on data from all sources, East Montgomery county, which is on the edge of the Gulf Coast area, is an extremely high growth area with a great deal of construction occurring currently and many years into the future: therefore, equipping students with one of these two certifications will allow our students to be better prepared for life after high school, ready to enter the workforce, or pursue further post-secondary education.

The AWS SENSE Welding Level 1 certification will allow our students to enter the welding field, which in our area has a median wage of \$22.22/Hour, an expected employment growth of 15.1%, and an annual average job opening in this area of 825. The NCCER Core Curriculum certification is a required certification through NCCER to scaffold any other NCCER certification for students in the future. This certification is extremely valuable because of the rigor and content which can be applied to so many manufacturing and construction areas. This is a perfect fit for the Construction Industry and our students: the median wage in this field is \$18.59/Hour, an expected employment growth of 22.7%, and has 410 annual job openings.

In addition, both certifications are beneficial for our students to gain employment at current businesses at the East Montgomery County Industrial Park. The Texas Workforce Commission has listed Construction Laborers in the top 10 occupations adding the most jobs in our area from 2016-2026. In addition, the Commission has a welder listed as the 12th hottest job in the Gulf Coast area.

**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.

These certifications are entry level certifications that are valuable in multiple high growth/high wage areas. After graduation with a certification a student in the workforce will receive further training on the job to better their abilities. This entry level certification will open doors for employment and further training.

Industry-based certifications that will benefit students currently enrolled in the aligned CTE programs of study include:

Number of students who will be affected by teacher certifications and

NCCER (Construction Technology I) - 60 students

AWS SENSE Welding Level 1 - (Welding I) - 30 students,

AWS SENSE Welding Level 1 - (Agriculture Science students with a welding focus) - approximately 100 students.

Certifying a teacher in the industry-based certification to test students: Paying to have teachers certified to teach the NCCER Core curriculum will affect every student the teachers have in all grade levels they teach. Learning the new techniques will be embedded in all grade levels of the cluster, not just the courses with students earning certifications. In addition, the required site visit required of Region 6 to become our sponsor will allow us to determine if there are any changes necessary or needs to improve our shop areas. Students will benefit by the teacher having increased knowledge and skills in certification areas.

Becoming a testing site: Students attempting and obtaining the NCCER Core Curriculum certification and the AWS SENSE Certification will train and take necessary exams on campus - we will become training facility for NCCER once our sites are approved by Region 6 and will become a Training Organization for the AWS SENSE certification. Students will benefit with a training and testing site on campus for these reasons: 1. Higher percentage of exams passed due to teacher working directly with student. 2. Student not having to travel or make travel arrangements to another site to take exam since exams are giving during class time. 3. Student cohorts allow peer tutoring during class.

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

Process for paying for exams for students:

Student exams will be paid for directly from the LEA to the certifying entity. The business office has procedures for these types of payments.

All exams are paid for on the first attempt to pass an exam. If a student fails the exam that the district paid for, the student is required to pay for any further attempts to pass and earn their certification.

At-risk students who fail exams (homeless, foster, etc.) will be considered for additional exams to pass for certification by:

The district

Title I funds

Local partnerships with businesses

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

Needs assessment completed in collaboration with teachers, administrators and workforce board. The needs assessment: Used data disaggregation from courses to see where needs are and to work towards a goal of further teacher training and certificates and student certifications not previously offered.

The needs assessment:

Identified a high population of students in the Manufacturing Cluster, Agriculture mechanics classes and Construction cluster not currently attempting / earning a certification. Identified group of students learning about construction, safety, hand tools and power tools, but not earning a certification; which will help them with their post secondary plans.

Identified a need for Instructional materials for the delivery of NCCER and AWS instruction for an industry-based certifications. NCISD is always looking for business partners to assist with knowledge, materials and student job placement.

The CTE Advisory committee was developed to assist with knowledge and feedback of what the industries are looking for and to give valued feedback to our programs.

**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 prepared for industry-based certification exams by:

Examining individual students progress towards benchmark goals.

Teachers gaining new certifications and training to ensure instruction is up to date and meets industry standards.

Teachers attending new professional development as needed to bring more rigorous coursework to the class in order for students to pass the certification exam.

Counselors working with students to ensure that students are on a program of study to take the certification exam.

Practice exams and additional assistance from teachers as identified for individual students.

Peer tutoring.

Students allowed to continue to take certification exams up until graduation.

Payment for first exam attempts and practice exams.

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

The NCISD CTE Advisory Committee provides the perfect platform to gain useful information regarding our local workforce and establish partnerships within our community and region. The Gulf Coast Region of Workforce Solutions, Joslin Construction, Postel Inc., and Perry Homes are invited members of our Advisory Committee. Through these partnerships, students gain many opportunities including: guest speakers for expert knowledge, field trips, and instructional materials.

The two greatest advantages we have in implementing this proposed project include:

1. Direct lines of communication and assistance from experts within the construction and manufacturing industries via our strategic partners.
2. Job placement for students via Workforce Solutions.

**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**

Extra Duty Pay	1200

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Student Certification Exams	5000
Professional development registration fees	1000

**SUPPLIES AND MATERIALS (6300)**

Site License	500
Online Practice Exams	900
Supplemental non-consumable materials	20000

**OTHER OPERATING COSTS (6400)**

Travel for staff	1000
Travel for Licensure assessment	400

**CAPITAL OUTLAY (6600)**


**Total Direct Costs** 30000

**Indirect Costs** 0

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** 30000

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

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

*You may duplicate this page*

**Negotiated/Amended Section**

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

**Negotiated Change/Amendment**

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

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

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

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

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

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