



**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, 5112(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  
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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  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**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  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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

2019-019-255

**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
Increase the number of Pearland ISD high school students earning welding certifications.	<ul style="list-style-type: none"> <li>-Have more students take welding certification tests and reimburse students for certification test fees.</li> <li>-Provide professional development and curriculum for industry certification tests for welding instructors and have them become certified welding inspectors.</li> <li>-Become a testing site for welding/machining industry certifications.</li> </ul>

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The number of students testing for welding certificates will increase by 51% from 77 to 116 by June 1, 2020.

**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

- Increase the number of students in welding programs by 50% from 108 to 162.
- Conduct teacher professional development.
- Purchase curriculum aligned to welding certification tests.
- Identify classroom teacher(s) to obtain welding inspector certifications.
- Convene Welding Advisory Council (WAC) with duties to include planning for the process for becoming an Accredited Testing Facility (ATF) for American Welding Society (AWS), NCCER, and NIMS welding/machining certifications and instructor(s) certifications.
- Apply to become an AWS organizational member.



**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

- Conduct CTE program self-evaluation for becoming ATF for both AWS and NCCER welding certifications.
- Conduct second WAC meeting to implement plan for becoming ATF for both AWS, NCCER, and NIMS welding/machining certifications and review status of welding instructor(s) inspection certification process.
- Conduct first semester pre-test as benchmark and have instructor provide feedback to students.

**Third-Quarter Benchmark**

- Students will take positional plate practical/benchmark tests for feedback from the WAC.
- Conduct WAC meetings as needed to ensure program success, with a minimum of one per third quarter.
- Conduct AWS ATF on-site audit and finalize AWS ATF status.
- Conduct NCCER ATF on-site audit and finalize NCCER ATF status.
- Conduct NIMS ATF on-site audit and finalize NIMS ATF status.
- Confirm that welding teacher(s) has(have) completed welding inspector certifications.
- Have CTE department and classroom instructors prepare for welding certification testing by confirming student rosters for testing, collecting test fees, designate testing date(s), and purchasing testing materials.

**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.

CTE department staff and the WAC will obtain the benchmark data each quarter to review and evaluate for revisions. If a benchmark data point shows it is not on track for success, the CTE department staff and WAC will create an action plan to course correct and redirect district and grant resources as allowed and appropriate to ensure success.

If the benchmarks do not show progress towards meeting the goal of increasing the number of students who test for welding certifications to 116, the CTE department staff and the WAC will review the implementation process to identify target areas to improve. They will write an action plan with checkpoints, clear performance indicators and responsibilities. They will communicate it with all stakeholders, as appropriate, and implement the new plan with fidelity to maximize effectiveness and program success.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

**TEA Program Requirements**

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

**TEA Program Requirements**

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.



**TEA Program Requirements**

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

**TEA Program Requirements**

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.



**TEA Program Requirements**

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

The Pearland ISD Career and Technical Education (CTE) department relied on two workforce sources of information for selecting the programs of student and industry-based certifications to focus the support provided by the 2019-2020 Perkins Reserve Grant. First was the Gulf Coast Regional Workforce. This workforce lists several Construction Occupations as High Skill, High Growth Occupations. Included in this is SOC 51-4121: Welders, Cutters, Solderers, and Brazers. This report lists the shows a 22.2% increase in Employment Growth for Welders, Cutters, Solderers, and Brazers from 2016-2026, and 2,530 average job openings annually from exits, transfers, and growth for the same time period.

Additionally, CTE evaluated the Brazoria County Economic and Workforce Profile published in October of 2017. This profile report also considers 51-4121: Welders, Cutters, Solderers, and Brazers a Top Growing Occupation in Fastest Growing Industries in Brazoria County for 2016-2026. This report anticipates a 48% increase in this occupation field. Furthermore, the industries of the construction of buildings and heavy and civil engineering construction are among the top employers in the county. Welders would be a part of these construction occupations, according to the same Brazoria County Economic and Workforce Profile.

As a district, there were 3,491 students earning a CTE concentration in 2017-2018, which makes the district CTE program a program with high numbers of CTE concentration as detailed in the 2019-2020 Perkins Reserve Grant program guidelines. Pearland ISD also consulted TEA's 2019-2020 Industry-Based Certification List for Public School Accountability, published January 3, 2019. This list includes the following Manufacturing Career Certifications for Welders, Cutters, Solderers, and Brazers (organized by certifying agency):

- AWS: Certified Welder; D1.1 Certification; D9.1 Certification; SENSE Welding Level 1 Certification
- NCCER Welding, Level 1 Certification
- National Institute for Metal Working Skills (NIMS): Maintenance Welding; Machining Level I-Drill Press Skills I; Machining Level I-Grinding Skills I

All of the certifications demonstrate the student's aptitude and knowledge in industry standard competencies and workplace readiness skills. They provide the student with added value on high school transcripts for college and university admissions requirements and increased opportunities for advancement within their chosen career path.

The CTE department determined that in 2018-2019 there were 215 students enrolled in the coursework for the Metal Technologies/Welding Career Pathway under Agriculture, Food, Natural Resources, and Manufacturing Career Cluster in the Business and Industry Endorsement. Pearland ISD offers four CTE courses in this career pathway: (1) Principles of Agriculture, Food, and Natural Resources; (2) Introduction to Welding; (3) Welding I; and (4) Welding II. The courses for this pathway are currently offered at Robert Turner College and Career High School, which will expand in 2019-2020 due to the addition of a second welding lab, and open a new welding lab and program in 2019-2020 at Pearland High School.

The district will purchase equipment and employ qualified staff to support the program's success and sustainability. The CTE department collaborates with community and business partners, such as the Houston Affiliate of the Architecture, Construction, and Engineering (ACE) Mentor Program to give high school students a hands-on opportunity to explore career possibilities in the architecture, construction, and engineering fields which is evidence of CTE program support and investment in careers of the Manufacturing Career Cluster.

After considering all of these factors, Pearland ISD CTE chose to target the 2019-2020 Perkins Reserve Grant Focus Area 2 funds and support on its students in the welding programs and their certifications for AWS, NCCER, and NIMS certifications that are aligned to the Manufacturing Career Certifications for Welders, Cutters, Solderers, and Brazers and identified in TEA's 2019-2020 Industry-Based Certification List.

**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.

Pearland ISD CTE department determined that in 2018-2019 there were 215 students enrolled in the coursework for the Metal Technologies/Welding Career Pathway under Agriculture, Food, Natural Resources, and Manufacturing Career Cluster in the Business and Industry Endorsement. Pearland ISD offers four CTE courses in this career pathway: (1) Principals of Agriculture, Food, and Natural Resources; (2) Introduction to Welding; (3) Welding I; and (4) Welding II. The district already has staff and administrators in place to support these courses at Robert Turner College and Career High School. In 2019-2020, the full program will expand to Pearland High School.

In 2017-2018, 77 Pearland ISD students tested for AWS SENSE certifications and NCCER Welding Level 1 and Level 2 certifications. This grant will allow the numbers and types of certifications welding students can test for to expand beyond these to include certification testing NIMS Maintenance Welding, Machining Level I-Drill Press Skills I, and Machining Level I-Grinding Skills I.

Pearland ISD CTE chose to target the 2019-2020 Perkins Reserve Grant Focus Area 2 funds and support on its students in the Welding programs and their certifications for

- AWS: Certified Welder; D1.1 Certification; D9.1 Certification; SENSE Welding Level 1 Certification
- NCCER Welding, Level 1 Certification
- National Institute for Metal Working Skills (NIMS): Maintenance Welding; Machining Level I-Drill Press Skills I; Machining Level I-Grinding Skills I

These certifications will directly benefit the projected 116 students (and any additional students due to increased enrollment) by reimbursing them for their portion of the exams fees. The CTE department of Pearland ISD currently reimburses 50% of student testing fees out of local funds. This grant will allow the other 50% that students currently pay to be reimbursed for the appropriate tests.

Welding teachers at both campuses with welding programs will become certified welding inspectors. This will benefit all students in the manufacturing career cluster by increasing the instructor's expertise and level of instruction for students.

By pursuing to become an accredited testing facility, all of the welding students in the manufacturing career cluster will benefit by not having to travel to welding testing sites in neighboring communities. It should also benefit welding students in nearby districts as they can find a closer testing facility than currently exists.



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

The CTE department of Pearland ISD currently reimburses 50% of student testing fees out of local funds. This grant will allow the other 50% that students currently pay to be reimbursed for the appropriate tests. Because we currently reimburse student test fees, we have a process in place that we can replicate for reimbursing the other 50% through grant funds.

Student pay their certification test fees at their campuses and that information is recorded in the Student Information System (SIS) using special fee codes. CTE verifies the SIS information and runs reports and processes the check requests for student fee reimbursement. CTE will continue to reimburse the 50% from local funds that it currently does. No grant funds will be used for this 50%.

The remaining 50% of the testing fee will be reimbursed to students using the current reimbursement system as appropriate for EDGAR-compliant business office procedures as set forth by the district's State and Federal Grant Manual.

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

Pearland ISD current hiring practices meet the statutory requirements that any person offered employment with Pearland ISD is subject to the fingerprinting requirement as set forth in Texas Education Code Section 22.0834.

The district administration, school board, and community have placed a priority on students working toward careers within the SOC 51-4121:Welders, Cutters, Solderers, and Brazers, as evidenced by the successful community-supported 2016 bond election. Through construction and renovation, the CTE manufacturing program will increase through a newly implemented welding lab at Pearland High School in 2019 – 2020. Furthermore, Robert Turner College and Career High School will increase its student enrollment, within its current manufacturing courses, through an additional welding lab. The district will purchase equipment and employ qualified staff to support the program's success and sustainability. The CTE department collaborates with community and business partners, such as the Houston Affiliate of the Architecture, Construction, and Engineering (ACE) Mentor Program to give high school students a hands-on opportunity to explore career possibilities in the architecture, construction, and engineering fields which is evidence of CTE program support and investment in careers of the Manufacturing Career Cluster.

The CTE department is staffed by CTE Program Director, CTE Coordinator, two CTE Specialists, CTE administrative assistant and clerk. Each of the two high schools provide direct CTE support through the following: a) an Assistant Principal b) department chair and c) appropriately trained and certified teacher(s). The district and community partners are committed to prioritizing the needs of CTE students to facilitate the attainment of business and industry license and / or credentials.

**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.

Welding course instructors will receive professional development for skills and proficiencies students need to be successful on certification tests.  
Industry certification curriculum will be purchased, aligned with TEKS, teachers trained, implemented, and monitored  
Instructor(s) will be identified to be certified to be welding inspectors for applicable AWS, NCCER, and NIMS certifications.  
Pre-test and practical benchmarks with feedback for students to measure their progress  
Students will participate in the ACE Mentor Program  
WAC will review student progress and make intervention recommendations

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

The Pearland ISD CTE program participates in the Northern Brazoria County Education Alliance (NBCEA) and Houston Affiliate of the Architecture, Construction, and Engineering (ACE) Mentor Program, both of which provide strategic partnerships for the success of this program.



**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
<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
Professional Development Consultant for Welding Teachers	\$5,000
Testing Site Accreditation	\$5,000
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Welding Certification Curriculum	\$9,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Certification Fees for Teacher(s) and Students	\$9,666
<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.**

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

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