



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

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances

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.

2019-019445

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
Align industry-based certifications (IBCs) with demand for 3,500 employees at a petrochemical plant currently being built in Bridge City. Currently, Bridge City HS students earn only 1 certification aligned with the Manufacturing Technology program of study .	Bridge City HS will enhance the Manufacturing Technology program of study by adding three additional TEA-approved industry-based certifications. Teachers will be trained as licensed administrators for certifications. In collaboration with industry partners, student preparation to earn certifications will be integrated into course curriculum and work-based learning experiences.
Increase capacity in the Manufacturing Technology program of study by training an additional teacher as a licensed administrator for certification. Currently, only 32 students can enroll in welding capstone course.	Grant funds will enable a second teacher to become a licensed test administrator for certifications in the Manufacturing Technology program of study. This will increase the number of sections of welding courses that can be taught and increase the capacity from 32 to 48 students.
Better align IBCs with Workforce Board Target Occupations. The 17-18 TAPR reports that 10.2% of Bridge City graduates earned IBCs , but only 39 students earned certifications for target occupations.	Bridge City HS will add a total of 5 TEA approved industry-based certifications that are directly aligned to high-wage, high-demand, and high-growth occupations in the Southeast Texas Workforce Development Area. Teachers will be trained as licensed administrators for certifications.

SMART Goal

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

By May 2020, Bridge City High School will increase the number of TEA-approved and local workforce demand aligned industry-based certifications earned by our students from 39 to at least 180.

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

All teachers who are teaching courses aligned with TEA-approved industry-based certifications, aligned with local workforce needs, will be licensed administrators for those certifications. Certifications will include NCCER Core Curriculum; NCCER Welding, Level 1; AWS D1.1; Certified Nursing Assistant; Pharmacy Technician; OSHA General Industry; Child Development Associate; and Educational Aide 1 Certificate.

Resources and curriculum for new courses will be in place.

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

Bridge City ISD and Workforce Solutions Southeast Texas will confirm alignment of curriculum and certifications with current workforce demand.

Program and student evaluation data will be examined and any adjustments made to ensure students are being adequately prepared to meet certification requirements.

Third-Quarter Benchmark

Program and student evaluation data will be examined and any adjustments made to ensure students are being adequately prepared to meet certification requirements.

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.

The project director, the Assistant Superintendent of Curriculum and Instruction at Bridge City ISD, will ensure grant priorities are met by monitoring all program activities and associated data to include program and participant data. Monthly core team meetings will provide the forum to analyze qualitative and quantitative data, including TEA-mandated performance measures. The team will also review the formal and informal student assessment results to determine if students are on track to succeed and will plan program adjustments or student interventions accordingly.

The Assistant Superintendent, the High School Assistant Principal, and the superintendent will coordinate with partners; including industry, community, and Workforce Board partners, to gain their input on the success of the program and their assistance in making needed adjustments. Sustainability will be achieved as we collaboratively find innovative ways to leverage school district and partner resources beyond the life of the grant.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

Regional labor market information was analyzed to identify and determine the industry-based certifications selected for this grant program in collaboration with Workforce Solutions Southeast Texas. The Business Solutions Representative and Labor Market Analyst at Workforce Solutions Southeast Texas provided the labor market data and worked with us to match high-wage, in-demand, and high-growth occupations in our area that aligned with the TEA approved certifications for accountability, our programs of study, and our students' career aspirations. The expansion of the petrochemical industry in our area, including the building of a new plant that will hire approximately 3,500 employees was a key component in those discussions. Bridge City High School will offer the following certifications in the aligned programs of study:

Certified Nursing Assistant and Pharmacy Technician - Healthcare Practitioners Program of Study

Licensed Vocational Nurses (LVN) and Registered Nurses (RN) are two high-wage, high-demand occupations in the Southeast Texas Workforce Development Area. Through a partnership with Lamar State College-Orange, students seeking the LVN license will have the opportunity to fast track through that program if they receive the CNA in high school. Students who wish to go into a Bachelor of Nursing degree leading to an RN license will be on a dual credit track to earn both core and nursing college hours that contribute toward the Bachelor of Nursing degree, so they do not have room in their schedules for number of hours required for the CNA certification. Those students will earn the Pharmacy Technician Certification in their capstone course.

NCCER Core Curriculum, NCCER Welding, OSHA, and AWS D1.1 - Manufacturing Technology and Construction Programs of Study

Students preparing for careers in the petrochemical industry in the manufacturing technology and construction programs of study will have four options in the 2019-2020 school year for certifications leading to high-wage, high-demand, high-growth occupations in our local workforce development area. The certifications (NCCER Core Curriculum, NCCER Welding 1, OSHA, AWS D1.1) lead exceptionally high-growth occupations matching the demand from the expansion of petrochemical plants in our area, particularly a new plant being built in Bridge City that will hire approximately 3,500 workers including, but not limited to, welders, industrial machinery mechanics, maintenance workers - machinery, and various construction occupations.

Child Development Associate and Educational Aide 1 - Teaching and Training and Early Learning Programs of Study

Elementary and Middle School Teachers participating in our Ready, Set, Teach! program will have the opportunity to earn Child Development Associate and Educational Aide 1 certifications. Elementary and middle school teachers are target occupations in our workforce development area, particularly in Bridge City. Bridge City ISD currently faces challenges in recruiting high quality teachers, and the opening of the new petrochemical plant in our city will create an additional demand as our enrollment increases. We recently received the TEA Grow Your Own Grant to support our Education and Training program. The industry-based certifications will add another dimension to growing our own high-quality teachers.

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.

Over 200 Bridge City High School students will benefit from Perkins Reserve, Focus Area 2 funding, at least 65 of those benefitting directly from certifying an additional teacher in our manufacturing technology program of study. Students who will earn the certifications that are being funded through this grant program will be highly-qualified for high-wage, high-demand, high-growth positions in Southeast Texas Workforce Development Area and will have a head start on degrees, apprenticeships, and additional certifications in those areas.

Currently, our student demand for capstone courses and certifications in our welding program exceeds our capacity in those courses because we have only one teacher licensed to serve as an administrator for the certification and the welding capstone course requires two class periods and limits on enrollment to ensure safety. Adding a second, trained teacher will increase the capacity to meet demand for one of our programs of study that is growing most quickly in local workforce demand.

With our recent award of the TEA Grow Your Own Grant, Bridge City High School is expanding and enhancing our teaching and training and early learning programs of study. Adding industry-based certifications to these programs will enable students to accelerate attainment of their degrees and teaching certificates as the certifications provide college credit.

At this time, students who are on a pathway to enter a Bachelor of Nursing degree are unable to earn an industry-based certification in high school because their graduation plans require four years of mathematics and science in additions to courses such as medical terminology. Adding the pharmacy technician certification will enable these students to earn a certification aligned to their program of study that will provide employability while working on their degrees, if needed.

TEA Program Requirements

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

The process for paying for industry-based certification exams for students in Bridge City ISD will follow all purchasing and accounting policies and procedures required by our district, the Texas Education Agency, and EDGAR; including competitive bidding requirements. We will pay the vendors for the exams directly. Certification exam fees will be designated in the TEA-approved Perkins Reserve Grant budget. Teachers will identify students who are eligible to take the certification exams in each program of study during the 2019-2020 school year, and the high school assistant principal will submit requisitions to pay for the correct number of exams from Perkins Reserve Grant funds. Once a purchase order is approved, exams will be ordered from each vendor. Once exams have been administered and scored, each vendor will submit an invoice and the Bridge City ISD Accounting Department will pay the invoice. Bridge City ISD will draw down Perkins Reserve Funds that have been expended monthly.

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

Each of the programs of study aligned to an industry-based certification proposed in this grant is currently a high quality program in place at Bridge City High School. We are adding certifications and revising our curriculum to meet certification requirements, but we are not initiating new programs. Therefore, students entering capstone courses with certifications will have benefitted from all needed pre-requisites. We have established strong partnerships to benefit the program of study that will be enhanced to also support the certifications such as our partnerships with Lamar State College -Orange, Lamar University, and local businesses and industries who provide work-based experiences. Each has collaborated with us in the design of this program; committing to support the program, the teachers, and the students. Most equipment and resources are already in place, and we have redesigned our schedule to better support the demands for these certifications. We have worked closely with Workforce Solutions Southeast Texas to identify the certifications that are aligned both to our programs of study and the greatest local workforce needs. Workforce Solutions Southeast Texas will continue to support the program throughout and beyond the grant period by providing current data and upcoming trends, connecting us to additional training opportunities, and connecting us to the appropriate businesses and industries.

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.

We will prepare students for certification exams by providing an aligned curriculum designed to maintain academic rigor, formal and informal assessments throughout the course, hands-on learning experiences to increase student engagement, and certification-specific tutoring and study materials. All teachers in the programs of study corresponding with the industry-based certifications will be trained as licensed administrators and be trained to prepare students for the exams. Business, industry, and IHE partners will provide support for teachers and students as they prepare for exams, including appropriate work-based experiences, resources, and mentoring. Student and teacher schedules will be carefully designed to ensure adequate time to master requirements and prepare for the exams. Frequent assessment results will be reviewed, not only by teachers, but also by the district's core curriculum team in order to closely monitor progress and intervene as needed.

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

Bridge City ISD has several strategic partnerships in place that provide us with an advantage in implementing the project proposed in this application. We partner with Lamar State College - Orange to provide dual credit, work-based learning, and certification opportunities to our students that will be aligned with our programs of study. In addition, we partner with Lamar University for implementation of the 2019-2020 TEA Grow Your Own Grant. Bridge City ISD has a seat at the Texas Higher Education Coordinating Board Southwest Regional Meetings focused on developing clear pathways for student success from high school to college and strengthening relationships with workforce partners.

Bridge City High School also partners with several local businesses and industries that provide work-based experiences, materials and equipment, and input into program curriculum aligned to employer demands. Two of these partners include Coastal Welding and Jorgenson Marine. Jorgenson Marine, for example, not only provides work-based experiences and mentorship for our students, but they also donate all of their replaced engines to our school so students at even the beginning level of that program of study have the opportunity to work with real engines currently in circulation.

A relatively new partnership that will add a highly relevant dimension to our CTE programs is that with Yamaha. We are the only school district in Texas selected to partner with Yamaha for their marine service technician certification through Yamaha Marine University. Yamaha will also provide materials and equipment as part of this partnership. There is a high need for marine service technicians in our area due to the multiple waterways. Although the marine service technician certificate is not currently included on the TEA-approved Industry-Based Certification List for Public School Accountability, there is overlap between this and the Manufacturing Technology program of study based on the needs of petrochemical plants for small engine repair.

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
Teacher Training as Licensed Administrators for Certification Exams	\$3,000
Student Certification Exam Fees	\$10,000
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Curriculum Resources and Tools	\$15,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Teacher Training as Licensed Administrators for Certification Exams	\$2,000
<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)