



**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



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.

2019-11-9-287

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
San Marcos CISD must increase the number of students graduating college, career and military ready by earning an industry-based certification by 20%	San Marcos HS will focus on preparing all student groups to meet standards for college, career and military readiness (CCMR) ensuring 100% of students are in a pathway that leads to and earning an industry-based certification. From the 9th grade on, all students will be engaged in pathways that lead to endorsements, industry-based certifications and/or college admission testing.
By Fall 2019, San Marcos CISD will develop and implement an automotive technician training program that will provide students the ability to earn industry-based certifications.	San Marcos CISD is currently building an additional space at San Marcos High School which will include an automotive technician training facility/lab. The development of the automotive technician training program is underway and on-going. The automotive technician training program will begin Fall of 2019.
San Marcos CISD will promote, develop and increase partnerships with community businesses that engage our students in real-world learning experiences by 10%.	San Marcos CISD students who enroll and work through the automotive technician training program will participate in curriculum that aligns to local workforce demands/needs. Students who participate in the practicum course will have internship opportunities within local automotive technician businesses.

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.

San Marcos CISD will establish an automotive technician training program that will allow students to work toward earning industry-based certifications that align to the CCMR Accountability system. By Fall 2019, at least 80 San Marcos High School students will enroll in the automotive technician training program and begin their Automotive Service Technicians (ASE) certification training. 60% of students enrolled in the automotive technician training program will earn an industry-based certification that aligns to the CCMR Accountability system by Spring 2021.

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

The needs for the automotive technician training program have been identified through the work of the San Marcos CISD Automotive Advisory Committee. By the end of the first-quarter benchmark, San Marcos CISD will allocate funding for the additional FTE. Recruitment for a highly qualified/certified automotive technician training program instructor will occur and the hiring of a highly/certified program instructor will be complete by June 2019. Additionally, by the end of the first-quarter benchmark, recruitment efforts will be conducted in order to meet the goal of having at least 80 San Marcos High School students enrolled in the automotive technician training program by Fall 2019. Also, any needed instructor professional development will be complete. The automotive technician training program will begin the National Automotive Technician's Education Foundation (NATEF) accreditation process.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second-quarter benchmark, the implementation of the training curriculum that aligns to industry-based certifications within the automotive technician industry will be fully implemented. All students who are enrolled in the automotive program will be working to earn an industry-based certification. Needed equipment and tools will be procured and implemented within the program. Existing partnerships with local automotive business and industry will be strengthened and new partnerships will be created. A minimum of 10 local automotive businesses will partner with the program.

Third-Quarter Benchmark

By the end of the third-quarter benchmark, the automotive technician training program students will have completed and earn credit for the first automotive training course. The instructor will engage in any needed professional development opportunities. The new training facility will complete the NATEF accreditation process. On-going conversations with the automotive business community will continue to occur.

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.

Student participation numbers will be an influential data standard. The number of students enrolled in the program, the gender of the student population, and the ethnicity of the student population is important to understand. Ideally, the student enrollment demographic will mirror the total student population of San Marcos High School. It will be important to evaluate student demographic trends, market to non-traditional student populations, ensure all barriers for all students are removed, and ensure all students have access to the automotive technician training program.

Additionally, on-going program evaluation with the assistance of the Automotive Education Advisory Committee will guide the purchase of needed supplies and materials. Also, curriculum and industry-based certifications will align to the needs and demands of the local workforce. On-going professional developments will be selected based on the needs of the instructor as well as based on student performance data. Through program evaluation, a continuous program improvement plan, continued student enrollment data evaluation, percentage of students earning credits, and partnerships with local automotive business and industry, any needed program adjustments can be made to ensure 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.

[Empty response box for item 4]

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

[Empty response box for item 5]

TEA Program Requirements

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

Throughout the state of Texas, especially within the greater San Marcos region and rural Capital Workforce Area, there is a growing demand for highly trained, highly qualified automotive service technicians. According to a US Department of Labor website (U.S. Dept. of Labor, 2018), employment of automotive service technicians and mechanics is projected to grow 6 percent from 2016 to 2026. In order to meet this growing workforce demand, San Marcos CISD has recently passed a bond, allocating funds to build a new automotive technician training facility that will be located at San Marcos High School. In addition, San Marcos High School has started the process of creating and offering two new pathways within the Transportation and Logistics Career Cluster: Automotive Technician Pathway and Automotive Collision and Repair Pathway. SMHS students will have the ability to start their automotive training as they enter high school as a freshman, allowing them work toward earning a graduation endorsement, completing a CTE program of study, and earning a certification that is aligned to 2019-2020 Industry-Based Certification List for Public School Accountability. The identified certifications that will align with the program are within the Automotive Service Excellence Certificate (ASE) Program. Some examples of planned ASE certifications that will be offered are, but not limited to, ASE Automotive Maintenance and Light Repair (G1), ASE Brakes (AS) and ASE Non-Structural Analysis and Damage Repair (B3) The new San Marcos High School automotive technician training facility will work in partnership with local automotive business and industry in the form of an Automotive Advisory Committee to ensure that the program is accredited through the National Automotive Technicians Education Foundation (NATEF). A program that is NATEF accredited will have the opportunity to offer a variety of nationally recognized, automotive technician industry based certifications. By design, the new San Marcos automotive training facility will connect San Marcos High School students to community local colleges as well as local automotive business and industry which will better prepare our students for postsecondary opportunities.

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.

The San Marcos High School automotive training facility is currently under construction. The time frame for construction completion is August 2019. Student registration is on-going, with preliminary registration number showing over 80 students registered for the program. Student registration will not be complete until March 2019, so student registration numbers are expected to continue to grow. San Marcos CISD CTE enrollment is open to all students and does not establish barriers for any student population that would prevent enrollment and access to the program. Currently, SMCISD has established a plan for the recruitment of a highly qualified and certified instructor, with a planned hiring time frame of June 2019. The San Marcos Automotive Advisory Committee, comprised of local automotive business and industry representatives and school district personnel, has been involved with facility planning and program guidance. The construction of the San Marcos automotive training facility has been planned and built to meet the specification of the National Automotive Technicians Education Foundation (NATEF) which will allow the program to provide student training that will align to Automotive Service Excellence (ASE) certifications. With that in mind, the San Marcos High School automotive training facility will be considered a training and testing site for students. Once the program is established, San Marcos CISD would like to plan and provide adult training opportunities outside of school business hours. This will allow community members to train for higher wage earning careers within the automotive technology industry.

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

All San Marcos CISD students enrolled in the automotive technician training program will work toward earning an industry-based certification that aligns to the 2019-2020 Industry-Based Certification List for Public School Accountability. All curriculum, training, tools and equipment will be supplied by San Marcos CISD. Additionally, San Marcos CISD plans to budget the CTE Perkins Reallocation grant funding for teacher professional development, program training equipment, student training curriculum and certification exams for all student enrolled in the automotive training program. Paying for a certification exam will not be a responsibility of the student.

San Marcos CISD has also established partnership with the San Marcos Area Chamber of Commerce and local automotive businesses and industry in order to support the program and students. San Marcos CISD will ensure that all students have equal access to the automotive technician training program and that all barriers that prevent students from obtaining a certification are eliminated.

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

The San Marcos Automotive Advisory Committee was established in 2017 with the purpose of guiding the development and creation of an automotive technician training program. The Automotive Advisory Committee played a pivotal role in the development of the training facility design and layout, and in providing valuable insight from the automotive business and industry community. The committee also gave guidance pertaining to recommended course sequence for students, the industry-based certifications that students will work toward and earn, and the suggested curriculum that will be used within the training program. There has been, and continues to be, a close relationship with automotive business and industry representatives.

Construction of the new automotive training facility is currently underway, with the expected completion date of August 2019. Currently, student recruitment and course registration is underway to enroll students into the program. The target enrollment to begin the program in Fall 2019 is at least 80 students. There has been much enthusiasm and program interest expressed by students, parents and the business community. Additionally, recruitment efforts for a highly qualified, and certified automotive technician training program instructor are underway. The position will be posted in March 2019 and notification of the available position will be made throughout the local community and even the entire state.

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.

Throughout the planning process of the automotive technician training program, the focus has been on developing a program that aligns to, and prepares San Marcos CISD students to earn an industry-based certification which aligns to the industry-based certification list for accountability. The training facility design was developed to meet the National Automotive Technician's Education Foundation (NATEF) requirements for accreditation for automotive technician programs. Also, San Marcos CISD has partnered with the local automotive industry to align the program to meet their needs, thus ensuring that our students have the ability to become employable upon the completion of the training program and earning an industry-based certification. Additionally, it has been identified in the San Marcos High School's campus improvement plan, as well as the San Marcos CISD's District Improvement Plan, to increase the number of San Marcos students earning an industry-based certification that aligns to the industry-based certification list for accountability. There is a focus within the Career and Technical Education department to align curriculum and teaching methods to industry-based certifications, to provide programs additional resources and time, to provide teacher professional development, and to partner with local business and industry for mentorship opportunities to increase the number of students earning an industry-based certification. Going forward, the district will continue to work to eliminate any potential barrier that would prevent a student from working through, and completing a certification training programs of study. All exams will be paid for by the district. All students are eligible to enroll in any CTE program regardless of their demographic.

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

San Marcos CISD has a strong partnership with the San Marcos Area Chamber of Commerce who has provided the ability to connect the school district with the local automotive business and industry. The SM Area Chamber of Commerce President and CEO is an active member on the San Marcos Automotive Advisory Committee. Additionally, members from the Greater San Marcos Partnership, which serves as the regional economic development organization for the City of San Marcos and Hays County, have served on the Automotive Advisory Committee and the CTE Advisory Committee. Both of the SM Area Chamber of Commerce and GSMP have invested in the development of the automotive technician training program. Local automotive dealerships and automotive repair businesses have provide guidance through the on-going program planning process. Plans are underway to connect students with local automotive business and industry before graduation and completion of the program which will allow a real-world, hands-on practicum experience. Everyone involved is working to create opportunities for San Marcos students to obtain high-wage earning automotive technician careers as they complete the industry-based certifications training 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" value="8,364"/>
2. Enrollment of all participating private schools	<input type="text" value="83"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="8,447"/>
4. Total current-year grant allocation	<input type="text" value="282,765"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="282,765"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="33"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="2,739"/>

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
Certification Training Curriculum and Services	\$8,000
NATEF Contract Services	\$3,500
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Automotive Technician Training Program Supplies	\$15,747
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Teacher Professional Development	\$1,500
<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 \$28,747

Indirect Costs \$1,254

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$30,000

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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