



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 July 1, 2019 - August 31, 2020

X Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

Applicant Information

Organization: Manor ISD, CDN: 227-907, Vendor ID: 1746003097, ESC: 13, DUNS: 050223239
Address: 10335 US Highway 290E, City: Manor, ZIP: 78653, Phone: 512-278-4000
Primary Contact: Gary Lee Frye, EdD, GPC, Email: gary.frye@manorisd.net, Phone: 806-787-6137
Secondary Contact: Jill Ranucci, Ph.D., Email: jill.ranucci@manorisd.net, Phone: 512-278-4431

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):

- X Grant application, guidelines, and instructions
X Debarment and Suspension Certification
X General Provisions and Assurances
X Lobbying Certification
X Application-specific Provisions and Assurances

Authorized Official Name: Royce Avery, Ed.D. Title: Superintendent

Email: royce.avery@manorisd.net Phone: 512-278-4000

Signature: [Handwritten Signature] Date: 2-17-19

Grant Writer Name: Gary Lee Frye, EdD, GPC Signature: [Handwritten Signature] Date: 02/17/2019

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

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
Enhance the current Automotive Technology program at Manor ISD (MISD) to provide industry certifications to match the needs of the workforce community.	Enhancing the Automotive Program by providing ASE Automotive certifications will better meet the needs of the community. The WSCA (http://www.wfscapitalarea.com) identifies Automotive Technology as a high wage, high demand occupation. The district will collaborate with Workforce Solutions to help students obtain internships and employment.
Provide students the opportunity to demonstrate skill mastery by obtaining one or more ASE Industry certifications.	Current automotive instructors are ASE certified. School year 2018-2019 has held three (3) Auto Advisory meetings and worked with an ASE consultant. Shop certification should be completed for the start of the 2019-2020 school year.
Staff training and dual enrollment for advanced automotive classes will provide student opportunities to be prepared for entry level employment and college readiness.	Shop certification and college approved equipment and resources will provide the opportunity for dual enrolled classes with Austin Community College (ACC). Instructors will collaborate with ACC to ensure dual enrolled class offerings and certifications are compatible.

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.

85% of advanced automotive students will complete one or more ASE Automotive Certifications before they graduate. The Auto Advisory committee will continue to meet a minimum of two (2) times per school year to provide substantive feedback and recommendations for program improvements.

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

Resources for ASE practice tests will be purchased and equipment for online delivery will be in place. Equipment needed for ASE G1, A5 & A6 will be purchased and ready for student use. Infrastructure items needed to support ASE shop certification will be inspected and in compliance with ASE standards. Equipment and resources support all students and systems are in place to integrate special needs students in a manner that protects confidentiality. Pre-test data is collected and recorded.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Pre-test data will be on record for all advanced automotive students. Teachers will have identified gaps in instruction and reteach as needed. Students that need additional help or those with special needs are identified and systems are in place for their success while protecting confidentiality. Students will be provided multiple opportunities to master skills needed to successfully pass ASE certification tests. Mid-year testing will begin and parents will be notified of student progress toward certification attainment.

Third-Quarter Benchmark

Mid-year test data will be on record for all advanced automotive students. Teachers will continue to identify gaps and students will begin ASE testing. Teachers will ensure success for all students and differentiate as needed while reteaching for mastery. Teachers/CTE Department will retain records of all students tests and certifications and report such data to TEA.

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.

MISD's leadership team is committed to creating a culture of continuous improvement and college, career, and military readiness for all students. Project Evaluation data will be used to create an improved environment/culture for students to be successful in the skilled trades. Administrative, counseling, and teaching staff will examine baseline data and determine what instructional strategies and/or industry specialists might improve student outcomes and increase certifications. If students are not successful, CTE department, ASE consultant, and advisory committee will examine all resources and determine where gaps exist. Since Automotive has been a long-standing program at MISD, student interest is high; however, certifications have never been offered. Manor ISD student expectations for entry level skills and post-secondary readiness will be increased with the onset of ASE certifications and may require additional teacher professional development to ensure all best practices strategies are in place. Conversely, if we find students are highly successfully in one or more certification area, we will move toward increasing the number of ASE offerings and invest in the equipment to support the additional certifications.

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.

Workforce Solutions Capital Area (WSCA) lists Auto Mechanics as a high need high wage occupation. Additionally, ONET identifies a 16% growth in Automotive Body and Related repair technicians by 2026. Both sources agree that skilled trades are in high demand. MISD's Automotive Technology programs Program of Study (POS) is as follows: Principles of Transportation, Distribution & Logistics, Automotive Basics, Automotive Technology I, Automotive Technology II and Practicum of Transportation. The focus of the MISD Automotive program is to obtain Automotive Service Excellence (<https://ase.com/Home.aspx>) certifications for our students as well as become a certified shop for testing purposes. The MISD Auto advisory committee met September 11, 2018, October 17, 2018 & November 1, 2018 (minutes on file - CTE Department). The committee consisted of local auto repair stores, dealerships (Ford, Chevy, Honda), post secondary partners (UTI, TSTC, ACC), parents, students, ASE consultant, teachers and administrators. It was determined by the committee that ASE G1 and A5 were the two certifications most critical for our students. In addition, A6 was recommended as the third (3rd) alternative. G1 - ASE Auto Maintenance and Light Repair Certification addresses the industry need to measure the knowledge of those performing about 70% of the work being done today in repair shops across the nation. The A5 - Brakes provides students with extensive Hydraulic System, Drum Brake, Disc Brake, Parking Brake, Power Assist Unit and Anti-Lock Brake System diagnostic information, including symptom descriptions and their causes and repair information, including detailed dis-assembly, cleaning, inspection, repair, adjustment and assembly procedures. A6 - Electrical addresses general electrical/electronic systems, battery and starting systems, charging and lighting systems and body electrical design. Students will master these skills to earn each certification.

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.

One hundred and sixty-seven (167) are currently participating in the MISD Automotive Pathway. Over 75% of these students are already in their second year of the Automotive Program of Study (POS). Implementing certifications for these students as early as their second or third year in this sequence of courses will provide students endless opportunities for internships, employment and mastery of skill. It will also permit students to stack credentials for multiple levels of entry in the workplace as well as credit for post secondary courses.

Becoming a testing site will allow our students to test on site and implement skills to achieve success in the workplace. It will also allow our shop to function as a school based allowing students the opportunity of growth in other areas of the automotive industry, such as the business/finance and human resources. Community members will benefit by using the facility as a convenient automotive repair shop and local industry can observe students performance for potential hiring.

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

MISD will utilize local funds and partner certification funds to pay for students' initial exams. This allows MISD students to have their initial testing paid and if additional chances are needed non-traditional funding methods are sought if a economically disadvantaged student cannot pay for additional testing. This system allows our economically disadvantaged students to have a level playing field in obtaining their certifications. The additional resources from this Focus 2 grant will give the students an increased chance of passing their initial tests by having the resources needed to obtain skill mastery prior to testing.

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

During the school year 2018-2019 MISD began preparing the Automotive program for certification. An ASE consultant was hired to collaborate with the CTE department and advisory committee to develop a plan and sustainable time line for certifications to be offered for MISD students. These efforts have created a rigorous and viable curricular sequence of courses/certifications that will extend well beyond the grant's funding. This will allow us to use these funds during the grant period to accelerate systems that are in progress to assure that our students are successful in obtaining certifications and/or dual-credits.

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.

MISD instructors will use leveraged resources to maintain their certification(s) to instruct students in obtaining AEE certifications and master skills necessary for success. The funding requests are to build the infrastructure of MISD to allow our students to practice and work on state of the art industry standard machinery. The students will be given direct test preparation and practice tests to increase their ability to pass the certification exam. This is being done through ASE preparation material, Snap-On curricular materials, SP2 training materials and state approved texts and online licenses that correspond to the TEKS. Students in need of additional training will be mentored by teachers, advisory partners, and advanced peers. Accommodations for special populations will be made to ensure 100% success for all student populations and equitable access for all MISD students.

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

MISD has relationships with Riata Ford (part of the Leif Johnson Ford family) and Workforce Solutions Capital Area (WSCA) as industry partners and UTI and ACC as post secondary partners. WSCA will be working with MISD 2019-2020 by providing a workforce specialist to assist in placing students in internships as well as paid employment. UTI currently articulates MISD's advanced automotive courses and ACC will dual enroll these courses once the Automotive shop receives its ASE Auto shop certification. Additionally, Texas State Technical College (TSTC) has also committed to dual enrolled credit for Automotive students once the shop is certified.

These partners in collaboration with the Auto Advisory Committee will continue to monitor the ongoing progress of the program and certification and hiring data gleaned for student outcomes.

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)

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

SUPPLIES AND MATERIALS (6300)

Electric Boards - 5 sets	\$10,172
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

Hunter Balancer and supplies for unit	\$19,828
<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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