



**2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

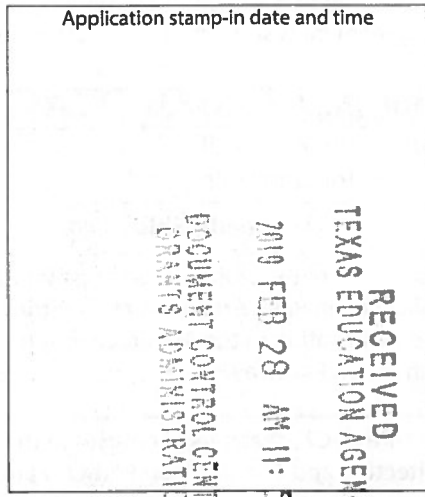
NOGA ID [Redacted]

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**

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): [Redacted]

Applicant Information

Organization: Medina Valley ISD CDN: 163908 Vendor ID: [Redacted] ESC: 20 DUNS: [Redacted]
Address: 8449 FM 471 S City: Castroville ZIP: 78009 Phone: 8309312243
Primary Contact: Kenneth Rohrbach Email: kenneth.rohrbach@mvisd.org Phone: 8309312243
Secondary Contact: Dwight McHazlett Email: dwight.mchazlett@mvisd.org Phone: 8309312243

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: Dr. Kenneth Rohrbach Title: Superintendent

Email: kenneth.rohrbach@mvisd.org Phone: 830-931-2243

Signature: Date: 2/28/19

Grant Writer Name: Holly Haby Signature: Date: 2/27/2019

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
To have 80% of the students who test for Autodesk Certification in Revit Architecture earn the industry based certification in the Architecture and Construction Pathway.	Obtain the site license to provide the curriculum needed for students to prepare for the exams and by the purchase of ACP practice exam, exam voucher, a retake opportunity voucher per student in the Construction Technology II course.
To ensure all CTE teachers of courses in the Architecture and Construction Pathway are certified to provide the NCCER Core Curriculum exam so students can earn that certificate.	The two CTE teachers will be enrolled, attend, and earn the certification through the NCCER 3 day summer course.

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 students will complete each module and watch all videos in the ACU E-Learning during set classroom times, all assessments will be passed. The students will take the industry based certification test for Autodesk Certified Professional in Revit Architecture and pass on the first or second attempt.

Teachers will enroll, attend and pass the summer 3 day course to be come certified to give the NCCER Common Core Exam to students.

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

Students will work through and have succesfully completed 1/3 of the curriculm assigned to them.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Students will work through and have successfully completed 2/3 of the curriculum and have taken a practice exam.

Third-Quarter Benchmark

The student will have completed all curriculum modules and successfully passed all assessments by the end of the Construction Technology II Course.

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 students will complete each module and watch all videos in the ACU E-Learning during set classroom times. An assessment will be given pre and post to the student at each module, this will allow the instructor to modify or supplement the curriculum. Instructors will then review the curriculum data and assessments to determine if the students is ready to take the industry based certification for Autodesk Certified Professional in Revit Architecture.

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.

EA Program Requirements

I. 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

EA 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

EA Program Requirements

5. **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.

Medina Valley ISD will deliver an Architecture and Construction career cluster that will provide a coherent sequence of courses in the endorsement Business and Industry. Our students will be provided knowledge and skills on designing, planning, managing, building, and maintaining the build environment and guided through one of three career pathways, design/pre-construction, construction, or maintenance/operations, to their desired occupation in architecture and construction. The Career and Technical Education Coherent Sequence in Architecture and Construction will include the following courses:
*Principal in Construction
*Construction Technology I
Construction Technology II
Practicum in Construction Technology

The student industry based certifications and site licenses will include Autodesk Certified Professional (ACP) in Revit Architecture and AutoCAD. The teacher training will be NCCER Instructor Certification to enable them to test students for the industry based certification of NCCER Core Curriculum.

The Texas Workforce Commission has published information that shows the Construction Industry is expected to employ over 397,000 Texans by 2024. Medina Valley ISD encompasses 300 square miles in both Medina County and Bexar County that are served by The Alamo Workforce Solutions. According to the published 2017 Targeted and Demand Occupations List put out by The Alamo Workforce Solutions on their website, the Construction Industry will have 13.8 % up to 36.7 % growth by 2024. The salary ranges are from \$17.39 per hr to \$21.92 per hr. Quarterly reports by the Alamo Workforce Solutions show that Medina County has had an increased demand for workers in the Construction Industry that is higher than the over all state's demand for jobs in the Construction Industry.

Medina Valley ISD is considered a fast growth school district with 39.6% enrollment increases over the last 5 years; 2012-13 enrollment reported at 3,646 to 2017-18 enrollment at 5,088. Current enrollment numbers for the 2018-19 are 5,547. The growth continues as visible by the new subdivisions being built daily in our attendance area and by the number of building permits being issued in both Medina County and Bexar County.

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.

There are currently 226 students in a CTE course that is under the career pathway of Architecture and Construction who will continue that path next school year with an addition of 80 incoming freshman who have chosen this pathway of courses. 66 of those students will be entering the CTE course Aligned with the industry based certification, Construction Technology II. All of these numbers do not take into account the fast growth occurring in our school district which is very likely to increase the number of students in these courses.

The grant for the curriculum, ACU E-Learning, will have a direct impact on the students who are in the CTE career pathway of Architecture and Construction; preparing them for the industry based certification, Autodesk Certified Professional in Revit Architecture and it will have an indirect benefit for additional numbers of students who are taking the CTE Architecture and Construction course as an elective and are in another career pathway. It will have a direct benefit to the students who have chosen a STEM endorsement pathway and are taking the Engineering Science course (up to 30 students). The ACU E-Learning Curriculum is unlimited and the curriculum can be used to prepare those students to take Autodesk Certified Professional in AutoCAD.

The teacher certification in NCCER for two instructors will be a benefit to all of the students who take their classes regardless of the pathway they have chosen. Medina Valley has an 8 period day and each class can have up to 30 students.

EA Program Requirements

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

Student certifications in all CTE courses are paid through the Carl D. Perkins Career and Technical Education allotment.

The local process is for the CTE teacher to fill out a form and submit it to the Medina Valley ISD's Federal Programs Director who then approved the funds for requested student certification exams. He submits the requisition upon approval and the teacher is then given the PO to pay the testing vendor.

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

Due to the fast growth in the Medina Valley ISD attendance areas, we are looking for avenues to provide additional opportunities for our students that will provide them with certifications that can be used upon high school graduation in high demand and high wage careers in our community. These opportunities for our students are just as valuable to them as they are for our community and the counties in which Medina Valley ISD serves. Medina Valley ISD is a member of the Economic Development Committee for Medina County, Go Medina, as well as a member of the Castroville Chamber of Commerce. Attendance at monthly meetings allows us to provide updates to our business community on student enrollment and to stay informed on the business growth in our community.

We are invested in the program as evident in the Board of Trustees' 2018 published goals for the superintendent in which expansion of the CTE program is stated in the 2nd goal. A full time CTE Coordinator was hired at the beginning of 2018-2019 and we will be providing a 2nd full time teacher dedicated to pathway courses for Architecture and Construction for the 2019-2020 school year. Medina Valley ISD currently has an MOU with Southwest Texas Junior College for academic dual credit with articulated credit in the technical course but will be changing the MOU for the 2019-2020 school year to be for both academic and technical dual credit. This will provide our students with the opportunity to obtain Associate Degrees in either Automotive or Construction Technology. Medina Valley ISD plans to maintain its partnerships with Habitat for Humanity and Horizon View Homes which provide our students with on the job site experience. Our Medina Valley ISD Facilities Department, who hires our students during the summer and after graduation, most recently became approved through TDLR as an authorized apprenticeship program for Electrical, Plumbing and HVAC. This will provide even further career development opportunities for our students.

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.

Medina Valley ISD will work to ensure that the students are prepared for the industry based certifications by providing a computer lab for students to work through the ACU E-Learning Curriculum. The teacher will be giving direct instruction to the students along with providing lab time for hands on learning.

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

Medina Valley ISD is sponsored by the Associated Builders and Contractors, Inc. South Texas Chapter to offer students in the Architecture and Construction Pathways the ability to test and obtain the Industry Based NCCER Core Curriculum Certification. Once a teacher has taken the required NCCER instructor certification training course, they are able to teach and test students.

Medina Valley ISD has recently partnered with Habitat for Humanity. This allows students to obtain hands-on experience in building, along with promoting the importance of community service.

Horizon View Homes, a home builder in the Medina Valley ISD's attendance area, recently invited and hosted an on the job site training (Foundation/Grading Training) for MVISD students. On the job site trainings with Horizon View Homes have now been scheduled each month. Horizon View Homes will be offering their Trade Partner 's contact information to Medina Valley High School graduating 2019 seniors who are interested in a career after high school with their company.

Medina Valley ISD Facilities Department has now become a registered Apprenticeship Program with TDLR in the areas of Electrical, Plumbing and HVAC.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

NP 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.

A: 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.

B: Equitable Services Calculation

LEA's student enrollment	
Enrollment of all participating private schools	
Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
Total current-year grant allocation	
LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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)

NCCER Instructor Certification Course including book (2 instructors @ \$250)	500.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Certiport ACU Exam Voucher + Retake + GMetrix Practice Test (167 @ \$124.80)	20841.60
Certiport ACU E-Learning Unlimited Campus License with Reporting Features	3000.00
<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)

<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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