



# 2021-2022 CTE Perkins Reserve

## Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:** Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

**Grant period:** From 07/01/2021 to 08/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** Refer to the program guidelines for a description of any required attachments.

### Focus Area Selection

Focus Area 1

Focus Area 2

### Amendment Number

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

### 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

### 2. 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
- ESSA Provisions and Assurances requirements

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.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. 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
While 1,835 of the LEA's students are enrolled in nursing science, healthcare therapeutic, healthcare informatics, culinary arts, and automotive programs of study, in 2019-2020, 3.7% (68 students) earned industry or postsecondary credentials.	Cross-sector partners will collaborate to create rigorous, career-focused programs that prepare students for job opportunities and post-secondary education. This will include increased access to academic and workplace skills, preparation and administration of industry-based certifications, dual credit courses, an effective work-based learning plan, and college/career advising.
100% of the teachers in the targeted programs need professional development and resources to improve instructional programs, increase work-based learning and to integrate industry standards and certifications.	Collaborate with cross-sector partners to select industry-standard equipment and instructional resources, design professional learning, and provide real-world experiences that increase performance-based outcomes related to employability, post-secondary education, and success on industry-based certification exams.

**5. 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 August 31, 2022, the Gulf Coast Pipeline Project will increase the percentage of students who earn postsecondary credentials aligned to high-wage, high-demand careers in culinary, automotive, and health science (informatics, therapeutic, and nursing science) from 3.7% or to 11%. The primary strategies will include expanding cross-sector regional partnerships, work-based learning, advising, dual credit/advanced coursework, and professional development for health science programs while developing new opportunities for culinary and automotive.

**6. 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**

- 40% of the students enrolled in the Programs of Study have been advised; collect demographic data
- 40% of program teachers have participated in program-aligned professional development
- Collaborate with IHE and employers to define curricula and equipment aligned to industry and postsecondary
- Develop one new industry partner/employer and execute a partnership agreement or MOU
- Develop a work-based learning continuum for each targeted Program of Study
- Publish schedule of certification opportunities, TSIA workshops/assessments, and Apply Texas workshops
- 40% of program students have participated in high-quality, career-focused work-based learning
- Advisory Council input on continuous cycle of improvement for monitoring and evaluating program goals

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

- 60% of the students enrolled in the Programs of Study have been advised
- 60% of program teachers have participated in program-aligned professional development
- Develop an additional new industry partner/employer and execute a partnership agreement or MOU
- Participation and performance on certification opportunities and dual credit courses
- 60% of program students have participated in high-quality, career-focused work-based learning
- 75% of all counselors/advisers who support program students have participated in at least one work-based learning experience
- Advisory Council input on continuous cycle of improvement for monitoring and evaluating program goals
- Number of eighth-grade interest inventories that reflect the targeted Programs of Study

**Third-Quarter Benchmark**

- 100% of the students enrolled in the Programs of Study have been advised
- 100% of program teachers have participated in program-aligned professional development
- Develop one or more new industry partners/employers; execute a partnership agreement or MOU
- Number of high school program students who take and pass targeted certifications on the Texas Public School Accountability list; complete enrollment for dual credit; earn college credit hours in program pathways
- 100% of program students have participated in high-quality, career-focused work-based learning
- 100% of all counselors/advisers have participated in at least one work-based learning experience
- Number of 8th grade personal graduation plans that reflect the targeted Programs of Study
- Advisory Council completion of a strategic sustainability plan

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Sheldon, Dayton, and Channelview ISD will use several tools to analyze multiple performance measures related to student outcomes for the targeted programs of study: 1) enrollment; 2) participating non-traditional and at-risk students; 3) college credit hours earned; 4) industry-based certifications earned; 5) advanced academic credit earned; 6) four-year plans; 7) parent engagement; 8) participation in work-based learning; and 9) professional development. These metrics are consistent with the program's purpose and will be utilized by cross-sector partners, advisers, counselors, teachers, and program specialists to influence positive outcomes. Program students, identified via surveys and course enrollment, will be flagged in each district's student information system and advising portal. This permits each district to export data and share reports for items 1-6. A database will be developed to capture the impact of items 7-9 on student outcomes. While it is essential for cross-sector partners to analyze the data relative to each district, it is equally important to note regional trends. Thus, the fiscal agent will contract an objective, independent consultant to compile summary data across the three districts so that cross-sector stakeholders can easily identify opportunities and create solutions during the quarterly Gulf Coast Pipeline Project convenings. In addition, GCPP will utilize the Texas Regional Pathways Network Assessment tool to monitor and evaluate progress in the emerging and scaling levels of implementation. The fiscal agent's federal programs department will provide program and fiscal management to ensure compliance with all TEA guidelines, assurances, and procedures. The Advisory Council will meet to review reliable data and data collection methods that will be used to measure the progress toward the program's formative and summative goals. The team will convene quarterly to collaboratively analyze qualitative and quantitative data. The indicators will be used to inform progress on the program's implementation and impact, as well as to design interventions to achieve both short and long-term goals. Data from the school districts' student information management systems, surveys, and attendance/participation records, as well as reports from educational testing services, will be utilized to evaluate effectiveness in the defined program areas.

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**8. 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 to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
7. The applicant provides 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.

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**9. Program Requirements**

**1. Summary of Program (Focus Area 1):** Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

N/A

**2. Summary of Program (Focus Area 2):** Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

The overall goal of the Gulf Coast Pipeline Project (GCPP) is to assist students in earning postsecondary skills, credentials and degrees by engaging cross-sector stakeholders in the development of high-quality career and technical education (CTE) programs that align secondary education, higher education, and high-wage, in-demand labor markets. Channelview, Dayton, and Sheldon ISD share similar needs that will be addressed with grant funds: 1) increasing the number of students who earn credentials and college credit in culinary arts, automotive, and healthcare (informatics, therapeutic, and nursing science) programs of study; 2) expanding the development of work-based learning experiences; 3) improving college and career advising; and 4) developing cross-sector partnerships. By addressing these components of high-quality pathways, we will further the work that we achieved thus far and support the mission of preparing students for college and career readiness. The regional pathways approach allows the cross-sector partners to leverage their collective knowledge, skills, and influence to improve the upward economic mobility of the community by creating access to employment opportunities that exist in the Gulf Coast region.

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**9. Program Requirements (Cont.)**

3. **Program of Study (Focus Areas 1 and 2):** The applicant must identify -- in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

In partnership with Workforce Solutions, Lee College, San Jacinto College, and employer partners, the LEAs used regional labor market information to reverse-map local workforce needs in high-wage, in-demand occupations to postsecondary education and CTE student outcomes. The Workforce Solutions information indicates occupations with an annual growth rate higher than 17% and a median salary above \$35,339. The data provided stakeholders with a tool to identify multiple programs of study as areas for expansion and a means to ensure that students are prepared for the workforce. The following programs of study, occupations, median wages, and percent growth were identified: A) Healthcare Informatics, Medical Records Technician, \$45,800, 22.5%; B) Healthcare Therapeutic, Pharmacy Technician, \$35,400, 18.5%; C) Nursing Science, Registered Nurse, \$79,700, 22.9%; D) Culinary Arts; Chefs; \$40,953; 24%; E) Automotive; First Line Mechanics and Supervisors; \$67,503; 17%.

4. **Intermediary Capacity (Focus Area 1):** The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

N/A

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**9. Program Requirements (Cont.)**

**5. Intermediary Capacity (Focus Area 2):** The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

Due to the proposal's scope, the GCPP designated two intermediaries who will connect and convene stakeholders and utilize their expertise to develop cross-sector partnerships for the program. The primary intermediary, the Region IV ESC CTE specialist, has experience working within a seven-county region as an intermediary. This experience includes serving on a task force to coordinate partnerships with industry leaders and institutions of higher education that result in regional work-based learning delivery systems and placements. The specialist also collaborates with the Texas Workforce Board to stay abreast of labor market trends, and she serves as the Perkins 5SA grant writer and manager for five districts. Her experience includes facilitating and implementing career exploration, college and career readiness, new programs of study, professional development, and sustainability planning. She has the proven ability to establish metrics, publicly report on progress, and execute MOUs aligned to the stakeholders' shared vision. An additional intermediary, the Executive Director of the East Harris County Empowerment Council (EHCEC), specializes in supporting innovative, sustainable programs and services that empower youth to achieve their full potential. The EHCEC networks with corporations, small businesses, and public and private entities to develop opportunities for work-based learning and program sustainability. The intermediaries provide leadership and staff support and convene cross-sector stakeholders to design and implement pathways aligned to shared GCPP vision and goals. They lead the development and implementation of strategic and support processes across institutions.

**6. Crosswalk (Focus Areas 1 and 2):** The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

Students earn a certificate of technology or an associate degree within 2 years of graduation via stackable, transferable credentials. NURSING SCIENCE: Principles of Health Science, Medical Terminology, Anatomy and Physiology, Medical Microbiology, Practicum in Nursing. College Coursework (Nursing Field of Study; 37 credits): PSYC 2301, BIOL 2301/1101; MATH 1342, HUMA 1301, BIOL 2302/1102, BIOL 1322, ENGL 1301, BIOL 2320/2120, CHEM 1305/1105, ENGL 1302, PSYC 2314. Credits transfer to ADN and BSN in Nursing. PHARMACY TECHNICIAN: Principles of Health Science, Pharmacy I, Medical Terminology, Pharmacy II, Pharmacology, Practicum in Health Science. College coursework (32 credits): HPRS 1206, PHRA 1202, PHRA 1313, PHRA 1305, PHRA 1309, PHRA 1349, PHRA 1345, PHRA 1347, PHRA 1441, PHRA 1261, PHRA 2261, PHRA 1243. Credits transfer to AAS in Pharmacy Tech and BS in Healthcare Administration. HEALTH INFORMATICS: Principles of Health Science, Business Information Mngmt, Health Information Systems and Mgt, Project-based Research. College coursework (28 credits) includes HITT 1305, HITT 1374, HITT 1378, BCIS 1305, HITT 1341, HITT 1342. Credits transfer to AAS in Health Information Mngmt and BS in Health Information Mngmt. CULINARY ARTS: Intro. to Culinary Arts, Culinary Arts, Advanced Culinary Arts, Practicum in Culinary Arts. College coursework (42 credits; transfer to Culinary Assoc. of Applied Science or BAAS in Hotel and Restaurant Management). AUTOMOTIVE: Principles of Transportation Systems, Automotive Basics, Automotive Tech I, Practicum in Transportation; 45 Automotive Tech AAS hours transfer to BAAS in Applied Administration.

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**9. Program Requirements (Cont.)**

**7. Strategic Partnerships (Focus Areas 1 and 2):** Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

For two years, the Gulf Coast Pipeline Project (GCPP), a member of the Texas Regional Pathways Network, has been comprised of regional partners who develop a strategic plan that (1) removes socioeconomic barriers by creating, marketing, implementing, expanding, and sustaining regional pathways; (2) includes career awareness, personalized advising, parent involvement, student leadership; and (3) ensures curricula, resources, and teacher training aligned to post-secondary credentials. The regional partnership uses the Partnership Assessment Tool to define roles and responsibilities and to assess the partners' commitment, as well as the progress of the cross-sector work. The local education agencies (LEAs), Sheldon ISD, Channelview ISD, and Dayton ISD, collaborate with all partners to develop the vision and strategic plan, establish milestones, and execute agreements and processes. Its workforce partner, Workforce Solutions supports the LEAs and institutions of higher education (San Jacinto College and Lee College) in utilizing labor market information to develop pathways in high-wage, in-demand careers and to prepare students for postsecondary education. The partners collaborate to develop articulation agreements, reverse-map across sectors, and ensure that all certifications are stackable, portable, and valuable in the labor market. The GCPP intermediaries, the Region IV ESC CTE specialist and the Executive Director of the East Harris County Empowerment Council (EHCEC), are experienced in their roles and have served in the intermediary capacity for one or both years of the GCPP partnership. The partnership also is experienced in project evaluation using processes centered on data analysis. To build upon its foundation and expand its reach, GCPP has secured the commitment of new employers and business partners dedicated to the work: a restaurant

**8. Budget Narrative (Focus Areas 1 and 2):** Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? If applicable, include a high-level snapshot of funds currently allocated to similar programs. include a short narrative describing how adjustments will be made in the future to meet needs. How will budget funds be allocated to all stakeholders?

The proposed budget will allow Sheldon ISD, Channelview ISD, and Dayton ISD to continue expanding CTE programs of study and cross-sector partners. Each district has identified programs of study that align the needs of the student population and regional employers. The funds will provide the required equipment, supplies and materials, professional learning, two intermediaries, and tuition scholarships to students to ensure equitable access to quality programs. Contracts will be extended to utilize intermediaries for collaborative dialogue and a program evaluator to generate feasible and reliable data for monitoring the attainment of expected goals and outcomes. The districts currently use CTE state allotment funds to support programs offered via college and workforce partnerships. The leadership teams for each participating district diligently identify and adjust strategies to sustain and improve the implementation of the programs beyond the grant period.

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**9. Program Requirements (Cont.)**

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

The Gulf Coast Pipeline Project is currently in its second year of existence. By working with two intermediaries and IHEs, implementing the recommendations of the Jobs for the Future, we have been able to double the number of business and industry partners who support work-based learning and curriculum alignment, as well as recruit industry professionals as teachers. The efforts have resulted in increases in industry-based certifications, dual credit recruitment and enrollment, and career-specific advising and work-based learning. Our current pathways work began with the welding, pipefitting, and electrical programs of study. These programs, which provide multiple entry and exit points, are aligned to workforce skills, industry certifications, and postsecondary certificates and degrees. The partnership allowed us to progress from planning to emerging or scaling on the Cross Sector Partnership Assessment Tool. In our second year of implementation, we expanded to include health science programs and additional cross-sector partners. The Gulf Coast Pipeline Project will implement the seven components of a pathway to accelerate progress and expand opportunities in culinary arts and automotive programs while continuing the work in health science. By the end of the grants' term, the Gulf Coast Pipeline Project's goal is to reach the scaling indicator for each of the seven components, especially components 4-6: integration of rigorous academics and career-focused learning; strong college and career advising and counseling supports; and a continuum of work-based learning experiences.

10. **Use of Funds** (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

Grant funds will be used to expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations as identified by the local regional workforce board. The following programs of study, occupations, median wages, and percent growth were identified: A) Healthcare Informatics, Medical Records Technician, \$45,800, 22.5%; B) Healthcare Therapeutic, Pharmacy Technician, \$35,400, 18.5%; C) Nursing Science, Registered Nurse, \$79,700, 22.9%; D) Culinary Arts; Chefs; \$40,953; 24%; E) Automotive; First Line Mechanics and Supervisors; \$67,503; 17%. Specifically, grant funds will be used to accomplish the following: provide intermediary support to foster regional cross-sector partnerships and regional partnership agreements; develop academic advising; implement the cross-sector partnership rubric with fidelity, improve curriculum, align equipment and instructional resources to workforce; increase enrollment in advanced courses and postsecondary education; purchase equipment and instructional resources aligned to labor market information; improve work-based learning; and expand resources and information available to parents and students.

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**10. 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	

**11. 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.

**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.

**Equitable Services Calculation**

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

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**12. 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**

1.	Extra-duty pay	\$5,000
2.	Administrative Assistant	\$25,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Training workshop and conferences to support program development	\$25,000
7.	Contract/agreement for intermediary support	\$20,000
8.	Contract for program evaluator/data analysis	\$20,000
9.	Contractual services to support program pathways	\$75,000
10.	Multi-media training program for culinary arts	\$8,000

**Supplies and Materials**

11.	Instructional materials/equipment: Culinary Arts, Automotive, Health Science, & Construction	\$265,000
12.	Technology devices and software to support identified programs	\$25,000
13.		
14.		

**Other Operating Costs**

15.	Cost associated with travel to conferences	\$20,000
16.	Cost for student certification exams	\$7,500
17.	Cost for student tuition	\$20,000

**Capital Outlay**

18.	Equipment to support Health Science course such as anatomage table convertible, etc.	\$165,000
19.	Equipment for Automotive/Construction: engine trainer system, ESP analyzer, trailer, truck, etc	\$176,000
20.	Equipment to support Culinary Arts such as industrial mixer, meat chopper, oven, etc.	\$39,485

Direct and indirect administrative costs:   
**TOTAL GRANT AWARD REQUESTED:**

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**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 emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

**Section Being Negotiated or Amended      Negotiated Change or Amendment**

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