



## 2021-2022 CTE Perkins Reserve

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

NOGA ID <input style="width: 95%;" type="text"/>	Application stamp-in date and time
<p>TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:</p> <p style="text-align: center;">Competitive grant applications and amendments to <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a></p>	

<b>Authorizing legislation:</b>	Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)
<b>Grant period:</b>	From <input type="text" value="07/01/2021"/> to <input type="text" value="08/31/2022"/>
<b>Pre-award costs:</b>	<b>ARE NOT</b> permitted for this grant
<b>Required attachments:</b>	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 <input style="width: 95%;" type="text" value="Tyler Independent School District"/>					
Campus name	<input type="text" value="NA"/>	CDN	<input type="text" value="212905"/>	Vendor ID	<input type="text" value="1756002675"/>
		ESC	<input type="text" value="07"/>	DUNS	<input type="text" value="079843447"/>
Address	<input type="text" value="1319 Earl Campbell Parkway"/>		City	<input type="text" value="Tyler"/>	ZIP
				<input type="text" value="75701"/>	Phone
	<input type="text" value="903-262-1000"/>				
Primary Contact	<input type="text" value="Gary D. Brown"/>	Email	<input type="text" value="gary.brown@tylerisd.org"/>		Phone
	<input type="text" value="903-262-1026"/>				
Secondary Contact	<input type="text" value="Mary Russell"/>	Email	<input type="text" value="mary.russell@tylerisd.org"/>		Phone
	<input type="text" value="903-262-1096"/>				

#### 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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances  | <input checked="" type="checkbox"/> 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
To secure industry-standard curriculum, instructional resources, and equipment for students to receive training and skills development in the identified programs of study/career pathways to meet projected regional and state labor market demands.	Provided funds will supplement the costs associated with securing industry-standard curriculum, instructional resources, and equipment for students from partner schools to receive training and skills development in the identified programs of study/career pathways.
To increase the number of students enrolled in the identified programs of study/career pathways who are receiving training and skills development to meet the projected regional and state labor market demands.	Provided funds will supplement the cost for the recruitment of students from member schools into the identified programs of study/career pathways through utilization of student field trips, presentations, promotional literature, career exploration programs, and aptitude/interest assessments.
To provide industry-standard professional learning opportunities for instructors to develop and implement aligned curriculum and instruction in the identified programs of study/career pathways.	Provided funds will supplement the costs for identified instructors from partner schools to receive industry-standard, professional learning, including on-the-job training, to develop and implement aligned curriculum and instruction in the identified programs of students/career pathways.

**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.

Members of the Tyler Area Regional Career Pathway Network (TARCPN) will provide well-trained instructors, aligned curriculum, applicable instructional resources, industry-standard equipment, appropriate work-based learning experiences, and relevant student/parent information, to recruit and prepare students from partner schools enrolled in the Manufacturing, Health Science, and Information Technology/Networking Systems programs of study to increase the number of industry-based certifications, certificates, and/or degrees earned during the 2021-2022 school year by at least 10% from the number earned during the 2020-2021 school year.

**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**

July 1, 2021 - October 31, 2021 [Benchmark]

- PEIMS data utilized to determine the number of industry-based certifications, certificates, and/or degrees earned by students from partner schools in the identified programs of study/career pathways during the 2020-2021 school year. (Baseline Data)
- Total number of students from partner schools enrolled in courses aligned with the identified programs of study career pathways.
- Total number of instructors from partner schools who have completed or are registered to receive professional development aligned with the identified programs of study/career pathways.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

November 1, 2021 - January 31, 2022 [Progress Monitoring]

- Total number of students from partner schools enrolled in courses aligned with the identified programs of study career pathways who are making adequate progress toward earning industry-based certifications, certificates, and/or degrees during the 2021-2022 school year. (+20% or more than baseline)
- Total number of instructors from partner schools who have completed professional development and are implementing curriculum and instruction aligned with the identified programs of study/career pathways.

**Third-Quarter Benchmark**

February 1, 2022 - April 30, 2022 [Progress Monitoring]

- Total number of students from partner schools enrolled in courses aligned with the identified programs of study career pathways who have earned or are making adequate progress toward earning industry-based certifications, certificates, and/or degrees during the 2021-2022 school year. (+15% or more than baseline)
- Total number of instructors from partner schools who have completed professional development and are implementing curriculum and instruction aligned with the identified programs of study/career pathways.

**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.

The successful implementation, maintenance, modification, and growth of the Manufacturing, Health Science, and Information Technology/Networking Systems regional programs of study/career pathways will include, but not be limited to, the following evaluation measures:

1. Number of students enrolled in the identified programs of study/career pathways. Modifications may be made as needed at the conclusion of the first semester.
2. Number of certifications, certificates, and degrees earned by students enrolled in the identified programs of study/career pathways. Any needed modifications to the curriculum and/or instructional strategies will be made based on progress monitoring.
3. Number of students participating in work-based learning experiences aligned with the identified programs of study/career pathways. The quantity and quality of these experiences will be monitored and adjusted as needed to ensure progress toward meeting the stated goal.
4. Number of students who ultimately enter occupations in the identified programs of study/career pathways. This summative measure will be used to make future modifications to the identified programs of study/career pathways.

Student performance data will be collected in the four student outcome areas each quarter, as well as throughout the school year, to allow partner and individual LEA's to develop new or modify existing strategies as needed to ensure adequate progress is made in each targeted area to achieve the established goal of 10% growth. Summative student performance/outcomes will be collected through PEIMS, Texas Workforce Commission, IHE, and LEA data sources.

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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 Tyler Area Regional Career Pathway Network is a regional partnership of school districts, public institutions of higher education, business and industry partners, economic development organizations, and an intermediary with the primary objective to assist in filling identified high-wage, in-demand Health Science, Manufacturing, and Information Technology/Networking Systems occupations in our region and throughout the state by providing:

1. student access to industry-standard curriculum, instruction, resources, certifications, degrees, and work-based learning opportunities,
2. industry-standard training/professional development for instructors, and
3. multiple entry and exit and entry points for students to be employed while continuing their educational growth up to, and including, college degrees.

The collaborative efforts of the previously-established regional career pathway network will support all aspects of the current and expanded programs of study. Stakeholders within our region have previously provided and continue to provide valuable access, expertise, input, and resources in the development and refinement of our programs of study/career pathways, with the ultimate benefit to the community of improved employability of local students, filling of high-wage, in-demand occupations, and expansion of the regional economic base.

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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.

**Manufacturing (Existing Program of Study):**

1. Computer Numerically Controlled Machine Tool Programmers [SOC 51-4012] - 13 (33% growth) regional and 247 (34% growth) statewide annual job openings, with a median salary of \$61,865
2. Industrial Machinery Mechanics [SOC 49-9041] - 103 (15% growth) regional and 3,345 (18% growth) statewide annual job openings, with a median salary of \$48,989

**Health Science (Existing Program of Study):**

1. Registered Nurses [SOC 29-1141] - 605 (24% growth) regional and 16,980 (24% growth) statewide annual job openings, with a median salary of \$60,428
2. Licensed Practical and Licensed Vocational Nurses [29-2061] - 290 (13% growth) regional and 6,836 (19% growth) statewide annual job openings, with a median salary of \$44,643

**Information Technology/Networking Systems (Expanded Program of Study):**

1. Computer User Support Specialists [SOC 15-1151] - 75 (17% growth) regional and 5,444 (18% growth) statewide annual job openings, with a median salary of \$42,166
2. Web Developers [15-1134] - 14 (20% growth) regional and 968 (19% growth) statewide annual job openings, with a median salary of \$51,828

**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.

The Tyler Area Business Education Council currently serves as the intermediary for the Tyler Area Regional Career Pathways Network. The Council is a 501c3 organization funded by local businesses, educational institutions, and foundations; and is overseen by the Tyler Area Chamber of Commerce. The mission of the Council is to connect education to economic development in an effort to secure a more educated workforce and a prosperous local economy for the residents of Tyler and Smith County. The Council serves as an organizer of stakeholders and as a partner to businesses, education institutions and workforce development boards in developing new programs, facilities and events to assist area students and families. The Council works diligently to ensure that available education programs and skills training are properly aligned with labor force needs. The council coordinates several workforce development events; and also attends the Texas Regional Pathways Network meetings and convenings hosted by the Texas Education Agency (TEA) and Jobs For the Future (JFF) throughout the year.

The Executive Director of the Tyler Area Business Education Council is committed to serving as the intermediary for the expanded Tyler Area Regional Career Pathways Network. With the support of staff provided by this grant, the intermediary will serve as a neutral advocate and liaison to coordinate the strategic planning, design, implementation, evaluation, and sustainability of the programs of study outlined in this grant application.

**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.

Multiple entry and exit points are integrated into the programs of study to ensure students have the opportunity to be employed while continuing to pursue certificates, licenses, and degrees. While in high school students have the opportunity to earn technical dual credit through Tyler Junior College in each identified program of study.

1. Industrial Maintenance Technology (A.A.S.) from TJC: MATH 1314, ENGL 1301, GOVT 2305, SPCH 1321, INMT 1305, CETT 1402, HYDR 1345, WLDG 1307, HYDR 1301, INMT 2301, CBFM 1307, PFPB 2308, HART 1407, ELPT 2305, ELPT 2319, HART 1403, INMT 2303, INMT 2345, INMT 2388, PHIL 2306  
Industrial Technology (B.S.) from UT Tyler: A.A.S. and approximately 60 hours of college credit at UT Tyler.
2. Network Technology (A.A.S.) from TJC: ITSC 1303, ITNW 1325, ITSC 1325, COSC 1301, MATH 1332, ITSC 1321, ITSY 1300, ITCC 1314, ITNW 1358, PSYC 2301, ITCC 1340, ITMT 2373, ITSY 1342, ENGL 1301, SPCH 1315, ITCC 2312, ITMT 2374, EECT 1300, ITSC 2387, PHIL 2306  
Information Technology (B.S.) from UT Tyler: A.A.S. and approximately 60 hours of college credit at UT Tyler.
3. Nursing (A.D.N./A.A.S.) from TJC: MATH 1314, ENGL 1301, GOVT 2305, PSYC 2301, BIOL 2401, BIOL 2402, BIOL 2420, RNSG 1216, RNSG 1128, RNSG 1161, RNSG 1430, RNSG 1125, RNSG 1533, RNSG 1126, RNSG 2362, PSYC 2314, RNSG 1538, RNSG 1137, RNSG 2363, RNSG 2539, RNSG 2138, RNSG 2360  
Nursing (B.S.N.) from UT Tyler: A.D.N./A.A.S. and approximately 60 hours of college credit at UT Tyler.

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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.

Numerous strategic workforce/post-secondary readiness initiatives and partnerships exist within the region that provide a well-established foundation for the success and sustainability of the Tyler Area Regional Career Pathways Network (TARCPN) outlined in this grant application. These entities include, but are not limited to, the following:

1. Achieving the Dream K-12 to Career Regional Professional Learning Community
2. Local school district CTE Executive Advisory Councils
3. Schools United to Provide Enhanced Resources Network (SUPERNet)
4. Tyler Area Business Education Council
5. Tyler Area Partnership 4 Education (TAP4E)
6. Upper East 60x30TX Regional Target Advisory Group

Much of the collaborative work taking place in the previously established cross-sector partnerships overlaps with the current work being done by the Texas Education Agency, Jobs For the Future, and the Tyler Area Regional Pathway Network, which only serves to strengthen the partnerships and increase the efficiency of resource utilization. Regional Cross-sector partners have consistently demonstrated their commitment and willingness to participate in a collaborative decision-making model to ensure students from across the area have access to quality resources, instruction, and work-based learning experiences.

**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 supplement and enhance the identified high wage, in-demand Health Science, Information Technology/Networking Systems, and Manufacturing programs of study/career pathways by:

1. providing supplemental staffing to support the role of the intermediary and the member schools to foster the development of regional cross-sector partnerships and inter-district partnerships,
2. providing supplemental, industry-standard equipment and supplies aligned to the identified programs of study career pathways,
3. promoting increased student and parent awareness of in-demand industries and career pathways options,
4. providing strong college and career advising and counseling supports,
5. providing high-quality, industry-standard training for teachers, and
6. covering allowable travel expenses incurred by students and regional career pathway network partners.

A collaborative decision-making model involving all stakeholders will continue to be utilized to make adjustments to the programs of study/career pathways based on future needs. As the programs of study continue to develop and expand into other areas, local funding, as well as the solicitation of external funding sources, will be utilized to maintain and improve the overall level of quality provided through all aspects of the program. Budgeted funds will be distributed proportionately to stakeholders.

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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 Tyler Area Regional Career Pathway Network is currently in year two of working collaboratively with the following cross-sector partners to identify, develop, and implement programs of study/career pathways to support the high wage, in-demand workforce needs in our region and across the state:

1. Executive Director of The Tyler Area Business Education Council (Intermediary)
2. Tyler Junior College (IHE)
3. The University of Texas at Tyler (IHE)
4. Hood Packaging Corporation (Employer)
5. Trane Technologies (Employer),
6. Christus Trinity Mother Frances Health Systems (Employer)
7. UT Health East Texas (Employer)
8. UT Health Science Center at Tyler (Employer)
9. Chapel Hill ISD (LEA)
10. Hawkins ISD (LEA)
11. Tyler ISD (LEA)
12. Whitehouse ISD (LEA)
13. Winona ISD (LEA)
14. Workforce Solutions East Texas (Regional Workforce Development Agency)
15. Jobs For the Future (Career Pathways Coordinator)

This collaboration has improved alignment between our high school and post-secondary programs to allow for more meaningful work-based learning experiences, as well as multiple entry and exit points for students to be employed while pursuing valued credentials and degrees in the labor market.

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.)

Perkins Reserve Grant funds will be utilized to support the expansion of the Tyler Area Regional Career Pathway Network (TARCPN) in each of the following areas:

- a) Increased student enrollment - Strategic efforts to recruit, retain, and provide quality classroom and work-based learning experiences for students in the existing Health Science and Manufacturing programs of study/career pathways are projected to result in increased student enrollment.
- b) Expanded regional partners - The expansion of our existing programs of study/career pathways to include Instruction Technology/Networking Systems has resulted in the addition of two new industry partners: Genesis Group and Goodwill Industries of East Texas.
- c) Expanded programs of study - Based on stakeholder input and labor market projections TARCPN has identified the need to expand our programs of study/career pathways to include Instruction Technology Networking Systems, which will result in increased student participation in the supported regional programs of study.
  - Computer User Support Specialists [SOC 15-1151] - 17% regional and 18% statewide growth projections, with median salary of \$42,166
  - Web Developers [15-1134] - 20% regional and 19% statewide growth projections, with median salary of \$51,828

This expansion includes alignment between our high school and post-secondary programs.

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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	<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"/>

**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	<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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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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.	Regional Career Pathways Coordinator position	\$69,500
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Intermediary support of Regional Career Pathway Network	\$30,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Health Science supplies and materials aligned with program of study	\$189,950
12.	IT/Networking Systems supplies and materials aligned with program of study	\$189,950
13.	Manufacturing supplies and materials aligned with program of study	\$189,950
14.	College and Career exploration and advising supplies and materials	\$29,864

**Other Operating Costs**

15.	Work-Based Learning Student Field Trips	\$35,000
16.	Allowable travel costs for TRPN partners to attend in-person conferences/workshops	\$12,500
17.		

**Capital Outlay**

18.	Health Science industry-standard equipment	\$49,825
19.	IT/Networking Systems industry-standard equipment	\$49,850
20.	Manufacturing industry-standard equipment	\$49,825

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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**

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Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.