



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

Authorizing legislation:

Grant period: **Pre-award costs:**

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 |
|---|--|
| According to LMI from Northeast Texas Workforce Solutions, the food service industry is experiencing annual growth of over 22% and the healthcare industry annual growth of over 19%. NEED: High-quality training for future workforce | Create a regional career pathway network for the Northeast Texas area by forming a partnership between school districts, higher education, two co-intermediaries, the local workforce development authority, and business and industry partners. |
| THECB reports only 20% of 8th grade students in 2006 graduated from college by 2017. Not enough students complete the levels of education needed to fill jobs. NEED: Expand opportunity to earn college credit in HS | Provide current teaching staff with support to earn credentials necessary to teach dual credit courses on LEA campus. |
| According to the 2019-20 TAPR, only 1.8% of Atlanta ISD seniors graduated with an industry-based certification. NEED: Increase opportunities for students to earn post-secondary credentials | Expand existing programs of study to include advanced courses leading to more industry certifications and degrees. |

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.

As measured by LEA enrollment and tracking software, for the identified programs of study, Atlanta ISD and the regional workforce partnership, Cass County Career Pathway Network (CCCPN), will:
 Increase the number of instructors qualified to teach dual credit courses by 33% by 6/30/22;
 Increase the number of students enrolled by 50% by 6/30/22;
 Increase the number of students receiving industry certifications by 50% by 6/30/23;
 Increase the number of students participating in work-based learning by 20% by 6/30/24; and
 Increase the number of students entering the associated occupational fields by 20% by 6/30/25.

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

Atlanta ISD (AISD) and Education Service Center 10 (ESC10) will serve as co-intermediaries and will convene the first meeting of the CCCPN to develop the strategic plan and goals. AISD will provide appropriate professional development for CTE teachers and implement strong college and career advising support for students. Planned upgrades on healthcare and culinary departments will begin by outfitting classrooms with industry-standard equipment and supplies. CTE pathways will be designed for scale and sustainability, and analyzed for scope and sequence to ensure that high levels of implementation are achieved. Articulation and dual credit agreements will be put in place. Marketing opportunities to students and stakeholders will begin and more students will be enrolled in the targeted pathways allowing for stackable credentials that are aligned with the regional job market.

For TEA Use Only:

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

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

The co-intermediaries will evaluate first quarter progress and adjust as needed, making changes to ensure program quality. Upgrades of existing classroom equipment and supplies will be completed. Professional development for teachers will be continued to create and deliver curriculum and instruction reflecting the needs of the modern workplace and leading to academic and CTE success for students. Strong college and career advising support will be provided by the CTE Director/Counselor and will include marketing and parental involvement. The second meeting of the regional team will be convened. The team will continue to analyze course offerings and curriculum to ensure that literacy, numeracy, and technology are embedded at high levels of implementation.

Third-Quarter Benchmark

The co-intermediaries will evaluate first and second quarter progress and adjust accordingly, modifying existing strategies as needed to ensure adequate progress is made in each targeted area. Professional development as needed for teachers will continue to assure that teachers are gaining new skills and knowledge in multi-modality presentation and learning. The third meeting of the regional team will be convened, progress will be reviewed, and stakeholder input will be encouraged. Strong college and career advising support will be continued. The intermediaries will ensure that students are provided opportunities for leadership development, competitive events, and community service. The CTE Director/Counselor will continue to establish work-based learning opportunities with a documented training plan that is linked directly to studies.

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.

Continuous program improvement will involve a commitment to improving performance using a team approach. Summative student performance/outcome data will be collected and submitted to TEA and the regional team at the end of each school year. In addition to TEA Performance Measures, progress will be measured based on the following metrics: CCMR achievement increase among all student groups; number of dual credit courses and complete college credit hours earned; percentage of students participating in dual credit; number and percentage of students earning industry-based certifications; number of students enrolled in and participating in career pathways/programs of study; number and percentage of students participating in work-based learning such as job shadowing and internships; number of hours participated in work-based learning experiences; and number and percentage of students entering these occupational fields. If progress is not sufficient, quality indicators will be used to determine needed changes. The CCCPN will review college and career advising objectives and goals at each participating LEA. The staying power of the program in attracting and keeping students, or retention rates, as well as the completion rate, will be evaluated. Working with campus leadership, the CTE Director/Counselor will evaluate methods of marketing the program to students and community stakeholders to ensure everyone involved is familiar with the program and the curriculum and understand how workforce needs are linked. The CTE Director/Counselor will also ensure enrollment in the program is based on the students' interest, advisor's guidance, and labor market needs. Schools will work closely with TC to examine dual credit aspects such as curriculum. The co-intermediaries will be in constant contact with employer-partners to make sure that work based experiences meet the needs of both students and employers. Changes will be made to the program if adjustments are needed after this discovery process in order to ensure that student outcome goals are met. Program completers will be monitored by following their job placement/success, or college advancement.

For TEA Use Only:

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

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.

For TEA Use Only:

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

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?

Cass County Career Pathway Network (CCCPN) will be a workforce development partnership comprised of two co-intermediaries, three school districts, one higher education institution, three business/industry partners, and the local workforce development board. ESC10 and AISD will serve as co-intermediaries. A current member of the TRPN, ESC10 has extensive experience with convening regional teams. In this region, there are currently no other established pathway networks and it will be highly benef. The mission of CCCPN is: 1) increased access to industry-standard curriculum, instruction, resources, certifications, degrees, and work-based learning opportunities in identified high-wage, in-demand areas of Culinary Arts, Healthcare Therapeutic and Medical Therapy occupations; 2) industry-standard professional development for teachers; and 3) multiple entry and exit points for students to be employed while continuing their educational growth up to and including stackable credentials and college degrees. These collaborative efforts will support all aspects of existing programs offered and will scale existing career pathways to include advanced/dual credit courses along with work-based learning experiences. The CCCPN will provide input for continuous improvement and support the planned pathways by providing alignment with high wage, in-demand labor market information, links between secondary and postsecondary education, stackable credentials and degrees with value in the labor market, integration of rigorous academic and career-focused learning, strong college and career advising and counseling supports, continuum of work-based learning experiences, and cross-sector partnerships. Specific members of the CCCPN include: Atlanta ISD (as LEA member, fiscal agent, and co-intermediary), ESC10 (as co-intermediary), Bloomburg ISD, McLeod ISD, Texarkana College, Christus Healthcare, Giesler Family Dentistry, Amigo Juan Restaurants, and Workforce Solutions Northeast Texas.

For TEA Use Only:

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

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.

Student interest surveys at all three participating LEAs indicate high interest in Healthcare and Culinary Arts. Regional labor market information provided by the local WFDA, Workforce Solutions Northeast Texas, shows that the following occupations in these fields meet both the high-wage and in-demand criteria:

| SOC | Occupation | Projected Growth | Annual Salary |
|---------|----------------------------|------------------|---------------|
| 31-9091 | Dental Assistant | 23% | \$36,160 |
| 29-1292 | Dental Hygienist | 23% | \$68,902 |
| 29-1122 | Occupational Therapist | 19% | \$97,826 |
| 31-2021 | Physical Therapy Assistant | 18% | \$74,739 |
| 29-1123 | Physical Therapists | 17% | \$83,392 |
| 29-1071 | Physician Assistants | 18% | \$118,677 |
| 11-9051 | Food Service Managers | 22% | \$52,743 |

Programs of study will include: Healthcare Therapeutic - opportunities related to diagnosing and treating illnesses - Dental Assistants/Hygienists and Athletic Trainers. Medical Therapy - focuses on providing therapeutic and diagnostic services leading to Occupational and Physical Therapists/Assistants, and Physician Assistants. Culinary Arts - explores the occupation of Food Service Manager with opportunities relating to planning, directing, and coordinating activities of food and beverage organizations. All of these pathways offer with multiple certificates/licenses with associate, bachelor's, master's, and/or doctorate degrees available along their individual pathways.

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

For TEA Use Only:

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

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.

Atlanta ISD and ESC10 will serve as co-intermediaries for the CCCPN. AISD is uniquely positioned to lead coordinated efforts and convene stakeholders to drive sustainability because district leaders are deeply committed to and ingrained in the work of all stakeholders in this network. AISD has a long history of experience in dual credit academic and workforce staffing, curriculum, and articulation agreements and has worked with Texarkana College in successful partnerships for many years. AISD has a strong college and career advising staff and an experienced school counselor will transition into the role of the CCCPN's CTE/Director Counselor. ESC10 is currently a member of the TPRN, and will guide our partnership by convening network meetings and collaborating with participants to build on the current infrastructure by expanding secondary and postsecondary pathways, work-based learning, and regional labor market alignment to increase the number of students being served. Additionally, the co-intermediaries will develop MOUs between partners and processes to support the goals and vision of the CCCPN. The co-intermediaries will be responsible for the cohesive and seamless implementation of the program, guide the partnership in governance, advise on worked-based learning continua, develop and market student and parent resources, direct students from all three participating schools on college and career opportunities and placement, and structure dual credit articulation agreements.

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.

The outlined high school coursework and postsecondary crosswalk below provides multiple entry and exit points for students to be employed while continuing to pursue stackable credentials and degrees:

1. Culinary Arts: High School - Principles of Hospitality -> Intro to Culinary Arts -> Culinary Arts (2 credits) -> Advanced Culinary Arts (dual credit - 2 credits) -> Certification: ServSafe Food Handler

Postsecondary Crosswalk: Texarkana College - CHEF1401/HAMG1221/CHEF1305/LEAD1100/CHEF1310/CHEF2301/CHEF1214/PSTR1301/STO1221/CHEF1480/CHEF1345/IFWA2346/DITA1300/18 hrs core -> AAS -> Certification: ServSafe Managerial.

Example higher pathway - Texas Women's University - BAS Culinary Science/Food Service Management.

2. Healthcare Therapeutic & Medical Therapy: High School - Principles of Healthcare -> Medical Terminology -> Anatomy & Physiology -> Health Science/Dental Practicum -> CNA (dual credit - 2 credits) -> Pharmacology or Athletic Training -> Certifications: CNA/Pharmacy Technician/Dental Assistant.

Postsecondary Crosswalk: Texarkana College - Vocational Nursing: BIOL2301/2302, VSNG1400/1402/1461/1509/2410/2462/1330/1334/1219/2463 -> AD Nursing -> Certifications: LVN/EMT/Phlebotomy/Physical Therapy Asst.

Example higher pathway - Texas Women's University - BS, MS and PhD Nursing/Dental Hygiene/OT/PT.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____

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.

Workforce Solutions Northeast Texas plays an active role in the Tri-Agency initiative, including the 60x30TX strategic plan, and has participated in Data Fellows training with the Texas Higher Education Coordinating Board and in the Tri-Agency Summit. The local WFDA board brings together workforce partners such as community colleges, economic development organizations, employers, school districts, and the local education service center. These efforts have resulted in positive outcomes that are aligned with the goals of 60x30TX, specifically, the effort to increase the percentage of Texans with a degree or certificate by 2030. These efforts have helped the Northeast Texas area achieve significant outcomes, including a 9% increase in residents with associates degrees and a 10% increase in residents with bachelor's degrees in the last two years. In addition, there has been a higher success rate in youth earning work-based credentials in recent years. Workforce Solutions Northeast Texas will strengthen the network by making workforce data accessible and useful to all stakeholders and decision-makers with integrated data systems and research and development efforts. The Upper East Texas regional strategies to implement a large-scale public information campaign with initiatives starting in grades 5 - 8, and for 50% of high school students to earn at least six credit hours of college-level course credit directly linked to a declared career pathway before completing high school will be priorities. ESC10 brings strong leadership and experience to the partnership, and serves on the North Central Texas InterLink alliance, which develops information on the future of the workforce. Partner schools, Bloomburg ISD and McLeod ISD, are neighboring districts that have been joining with AISD on a shared service cooperatives for special education and alternative education for many years. A long tradition of cooperation and trust exists among these three districts and they work well together to achieve student outcomes.

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?

Salaries and benefits for a CTE Director/Counselor will increase the capacity of AISD acting as co-intermediary by providing leadership and staff support for the cross-sector partnership. Strong advising for students and parents to learn about a range of college and career options through a sequence of developmentally appropriate activities will be a priority of the CTE Director/Counselor. Two teachers will be added to the AISD staff, one for Culinary Arts and one for Healthcare. Co-intermediary support from ESC10 is included in contracted services, as well as professional development for teachers to receive the most up to date and appropriate training. Equipment and supplies to support the instructional plan at a level to assure quality education will be representative of the grade and type used by business and industry, meeting or exceeding all safety standards. Travel for grant staff to attend professional development will ensure that staff meet training and certification requirements is included, as well as for the CTE Director/Counselor to attend required TEA/JFF meetings and trainings. Funds will not be passed to partner districts, but will remain with AISD as fiscal agent. Partner schools will not be required to pay tuition, but only for student books, materials and transportation for enrolled students in these courses of study. AISD has a strong background in instructional and financial leadership and has the capacity to lead this initiative. Serving as fiscal agent for many years for similar large programs - an after-school grant, a special education cooperative, and a DAEP arrangement - AISD is well positioned to successfully lead. Adjustments will be made to meet future needs by planning for sustainability, amending the grant as allowed by grant guidelines, and by subsidizing the budget locally if needed.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____

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?

Workforce Solutions Northeast Texas currently works toward the goals of the Tri-Agency Commission, including the 60x30TX overarching goal that 60 percent of young adults in Texas will hold some type of postsecondary credential by 2030. AISD and TC have been in partnership with Workforce Solutions Northeast Texas for many years with the shared goal of increasing student enrollment in high-quality college and career pathways with alignment to high wage, in-demand occupations. AISD and TC have jointly developed several pathways and college crosswalks for the programs of study included in the grant as well as HVAC, automotive technology, construction technology, cosmetology, industrial maintenance, electrical technology, and welding. These programs are currently offered to students at participating high schools; however, the time needed for transportation is an issue to due a long commute (45 minutes or more each way) which causes scheduling issues and timing constraints for students. The Perkins Reserve grant will eliminate the scheduling conflicts caused by the commuting time in the healthcare and culinary programs of study by offering higher level and advanced courses on the AISD campus. In order to help meet the 60x30TX goal of lowering overall student debt, AISD pays dual credit tuition for all students enrolled in workforce programs and Texarkana College offers many scholarship opportunities as well. Strong college and career advising and counseling supports are offered and will increase with this grant and the addition of a CTE Director/Counselor. Emphasis is placed on programs offering credentials and degrees with value in the labor market and students are steered toward those. The current partnership between AISD and TC focuses on integration of rigorous academics and career-focused learning. This grant will enable the partnership to complete all of the seven components of high-quality college and career pathways by establishing the regional team, the CCCPN, with cross-sector partnerships, expanding to include more dual credit courses, offering additional entry and exit points, creating Level 4 practicums with work-based learning experiences, and adding stackable credentials and degrees with labor market value.

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 provide teaching staff to expand existing programs, materials and equipment for classrooms, and professional development for staff. Teachers will need professional development in order to be fully certified for dual credit. Currently, AISD has both Culinary Arts and Healthcare Level 1 and 2, and does not offer any Level 3 or 4 courses or work experience. AISD transports two students currently to TC for Culinary Level 3, which is 35 miles away. Partner districts Bloomburg ISD and McLeod ISD do not offer either of these programs. Bloomburg ISD transports three students to TC for Level 1 Culinary, which is 40 miles away. This grant would enable AISD to expand offerings to Levels 3 and 4 for both Culinary and Healthcare and the partner districts would transport students to the Atlanta ISD campus. Travel time would be nearly eliminated as Bloomburg is only 5 miles from Atlanta and McLeod is only 12 miles. This would increase Level 1 and 2 enrollment in Culinary by 30% each and Healthcare by 79% each. Levels 3 and 4 would be increased by 30% for Culinary and 60% for Healthcare. This is an overall average of 50% increase in enrollment in these fields within two years.

According to the local WFDA, labor market alignment will be accomplished by this program. Workforce Solutions projects a 22% increase in Food Service Manager jobs in this area and an average of 19% increase is projected for the Healthcare jobs of Dental Assistants and Dental Hygienists, Occupational and Physical Therapists, Physical Therapy Assistants and Physicians Assistants combined.

For TEA Use Only:

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

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

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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. | CTE Director/Counselor (.5 FTE) | \$42,500 |
| 2. | Culinary Teacher (1.0 FTE) | \$56,000 |
| 3. | Healthcare Teacher (1.0 FTE) | \$56,000 |
| 4. | Employee benefits (11%) | \$16,995 |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|---|----------|
| 6. | Professional development for CTE teachers | \$15,000 |
| 7. | Co-intermediary Support - ESC10 | \$10,000 |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|-----------|
| 11. | Classroom supplies and small equipment | \$148,784 |
| 12. | Technology and networking for classrooms | \$28,130 |
| 13. | Technology for new staff - Teachers (2) and CTE Director/Counselor (1) | \$22,501 |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|---------|
| 15. | Travel for CTE Director/Counselor to attend trainings and TEA/JFF meetings | \$3,125 |
| 16. | Travel for CTE Teachers to attend professional development | \$6,250 |
| 17. | | |

Capital Outlay

| | | |
|-----|--|-----------|
| 18. | Classroom equipment required to be capitalized | \$176,707 |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs: \$27,243

TOTAL GRANT AWARD REQUESTED: \$609,235

For TEA Use Only:
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 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"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.