



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: 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: Hays Consolidated Independent School District /Greater San Marcos Partnership

Campus name: Hays CISD CDN: 105906 Vendor ID: 1741587518 ESC: 13 DUNS: 100672930

Address: 21003 I-35 City: Kyle ZIP: 78640 Phone: 512-268-1888

Primary Contact: Ryan Merritt Email: ryan.merritt@hayscisd.net Phone: 512-268-2141

Secondary Contact: Suzi Mitchell Email: suzi.mitchell@hayscisd.net Phone: 512-268-2141

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: Mary Noble Title: ~~DOA~~ ~~DAO~~ Email: mary.noble@hayscisd.net

Phone: 512-268-2141 Signature: *Mary Noble* Date: 4/21/21

Grant Writer Name: Ryan Merritt Signature: *Ryan Merritt* Date: 4/22/21

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
The TEA Perkins V Data from the baseline year (2018 graduates) and the following year (2019 graduates) shows areas of misalignment when comparing programs of study completer to regional in-demand, high skill, and high wage occupations	During the analysis it was found that two missing programs of study from our LEAs' offerings include Electrical and Plumbing & Pipefitting. The plan is to use our regional partners to design and develop a regional plan to implement these programs of study in a way that places emphasis on employer input.
LMI shows plumbers and pipefitters (SOC 47-2152) are in-demand and high wage occupations with a growth rate of 41% and a median wage of \$47,237. Only 35 Texas 2018 graduates completed this program of study	Our partnering LEAs plan to address the plumber shortage. It was surprising to see only 35 students in Texas completed a plumbing program of study from the 2018 graduating cohort. Staffing is a major barrier for offering this program and we plan to solve this problem as a regional team by combining resources.
LMI shows Electricians (SOC 47-2111) and Electrical Power-Line Installers (SOC 49-9051) are in-demand and high wage occupations. Growth rate of 37% & 33% and a median wage of \$53,369 & \$58,039. Only 159 Texas 2018 graduates completed this program of study	Our plan is to design an innovative Electrical Trades program that prepares students for multiple career paths within Electrical Trades. The two identified occupations are different, but they share common knowledge and skills needed for success. The plan will allow students to select their focus area of electrician or lineworker at the capstone course level.

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.

This regional partnership led by the Greater San Marcos Partnership and Workforce Solutions Rural Capital Area, including Hays CISD, Lockhart ISD, San Marcos CISD and Austin Community College along with industry partners and other stakeholders will design and develop an implementation plan that will include the identification of required curriculum, equipment, and resources needed for a Skilled Trades Pathway that will include an Electrical Trades program of study and a Plumbing & Pipefitting program of study aligned with postsecondary opportunities by June 2022.

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

The documentation and tracking of the following measures will be used to evaluate progress for the first-quarter:

- Solidifying the partnership by clearly identifying the roles and responsibility of each partner with emphasis placed on the intermediary to coordinate activities and to engage the regional workforce development network
- Further validate labor market information using "local wisdom" to ensure students are being prepared with the skills needed to successfully enter the labor market with an in-demand, high skill, and high wage occupation
- Determine the vertical alignment between secondary and postsecondary CTE programs with entry and exit points
- Further iterate on the secondary to postsecondary crosswalks to create articulation and dual credit MOUs

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

The documentation and tracking of the following measures will be used to evaluate progress for the second-quarter:

- Create list of credentials and degree of value to include industry-based certifications, level 1 & level 2 certificates, pre-apprenticeships and apprenticeships in Electrical Trades and Plumbing & Pipefitting
- Identify available curriculum, equipment, and resources needed in order to provide a rigorous academic and career-focused learning opportunity for students to prepare them for credentialing and postsecondary success
- Create a continuum of WBL experiences for students in both programs that includes guest speakers, job shadowing opportunities, business supported classroom/lab projects, and internships
- Determine the available site location for classroom and lab-based instruction

Third-Quarter Benchmark

The documentation and tracking of the following measures will be used to evaluate progress for the third-quarter:

- Plan for the implementation of the TEA Effective Advising Framework including key components such as career advising & assessments, academic advising & postsecondary entry assessments, WBL advising, dual credit, and advanced academics opportunities.
- Create a marketing campaign to create awareness for all stakeholders of the new programs of study including:
 - Program marketing videos
 - Social Media posts
 - Information Sessions

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.

This regional partnership will use the SMART goals, three quarterly benchmarks, and data collection on the following performance measures to make any necessary modifications to the program:

Evaluation Metric 1: Milestone accomplishments related to intermediary development and capacity building

Data Usage: Keep track of the numbers of partner meetings and progress toward the quarterly benchmark to stay on the timeline to meet the SMART goal.

Evaluation Metric 2: Demonstration of engagement with existing regional cross-sector partnerships that have provided input on identified program(s) of study

Data Usage: Keep attendance at each meeting and track outcomes toward the quarterly benchmark to measure the level of engagement of the regional partnership. If the project is falling behind on the timeline it will be determined if the cause is lack of engagement or challenges with deliverables that were more time consuming than first thought. The project plan will be modified as needed keeping in mind the critical path of the overall project. The regional team will provide flexible engagement opportunities if meeting times become a challenge such as, but not limited to, virtual meetings, individual follow-ups, and the collection of written input.

Evaluation Metric 3: Crosswalk of secondary CTE course offerings with postsecondary program(s) and regional high-wage, in-demand industries.

Data Usage: We are relying on a strong partnership with Austin Community College and other trade associations to deliver on this metric. It is possible that existing postsecondary programs may change over time and we will need to monitor degree plans and programs and make the necessary modifications needed to maintain secondary to postsecondary alignment.

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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.

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?

This regional partnership plans to design and develop an Electrical Trades program and a Plumbing & Pipefitting program in order to prepare students for in-demand, high skill, and high wage occupations as well as address labor shortages in the region. The recent winter storm across Texas placed additional emphasis on the importance of skilled trade programs in the identified areas. Recent feedback from local electrical trades associations and power utility representatives have identified a need for both electricians and electrical lineworkers. Local trades associations and employers have also identified plumbing as a regional need. The two programs are also supported by Workforce Solutions Rural Capital which recognizes the occupations are in-demand and have strong wage data. The employer partners will provide input to the curriculum, equipment, and resource needs of each program as well as support the development of work-based learning opportunities for students to apply what they are learning in the classroom to a real world application. Austin Community College will support the partnership by assisting with the development of the secondary to postsecondary crosswalks and to establish articulation and dual credit agreement with the participating LEAs. The Greater San Marcos Partnership will serve as the intermediary to lead the cross-sector partnership efforts and work to develop strong sustaining partnership throughout the regional workforce development network.

The approach will benefit the regional workforce development efforts by sharing resources including training sites, equipment, and resources. Staffing is often a barrier to implementing these programs and the regional approach will help by sharing instructors in order to serve students in the most efficient and effective manner. The regional approach will also create synergy amongst the partners and eliminate the need to duplicate efforts three times by the LEA partners.

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?

N/A

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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.

The TEA approved statewide programs of study included in the application are Electrical and Plumbing & Pipefitting. These program of study were identified during the LEA's comprehensive local needs assessment process that involved analyzing Perkins V data comparing concentrator and completer data from the 2018 graduating cohort compared to regional in-demand and high wage occupations. Electrical and plumbing were two gap areas. It is also important to note that across the entire State of Texas these two programs of study produce a small number of CTE completers. The 2018 graduating cohort had less than 200 students statewide complete one of the two programs of study (35 students completed Plumbing & Pipefitting and 159 students completed an Electrical program of study). This data highlights the need to better align the education pipeline with the workforce pipeline in these career areas. Regional LMI shows plumbers and pipefitters (SOC 47-2152) are in-demand and high wage occupations with a growth rate of 41% and a median wage of \$47,237. Regional LMI shows Electricians (SOC 47-2111) and Electrical Power-Line Installers (SOC 49-9051) are in-demand and high wage occupations with a growth rate of 37% & 33% and a median wage of \$53,369 & \$58,039. Our plan is to design an innovative Electrical Trades program and Plumbing Program that prepares students for multiple career paths within skilled trades. The two identified electrical occupations are different, but they share common knowledge and skills needed for success. The plan will allow students to select their focus area of electrician or lineworker at the capstone course level. The goal is to provide students with the skills needed to be successful in their postsecondary pursuits and provide them a clear road map to the credentials needed for each occupation whether that includes industry-based certifications, apprenticeships, or associates degrees.

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.

The Greater San Marcos Partnership (GSMP), in collaboration with Workforce Solutions Rural Capital Area, will serve as the intermediary. GSMP is the regional economic development corporation and represents the southern portion of the Austin MSA, which includes Hays and Caldwell Counties and the cities of San Marcos, Buda, Dripping Springs, Kyle, Lockhart, Luling, and Wimberley. GSMP has a history of convening stakeholders across the region to support multiple school districts and industry workforce development initiatives.

The GSMP will lead the effort to develop a project plan that will identify goals, objectives, and milestones with support from WFS Rural Capital staff and task-forces. The plan will include the SMART goal identified in Section 5 and the quarterly benchmarks identified in Section 6 of this application. The roles and deliverables of each of the partners will be clearly communicated and the GSMP will monitor the progress to ensure all requirements of the grant are met. The goals and outcomes of this grant are in alignment with the Vision 2025 GSMP plan. A combination of existing staff and paid consultants will ensure adequate project management and facilitation of the cross-sector partnership meetings.

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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.

N/A

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.

Plumbing & Pipefitting

High School Course Sequence: 1) Principles of Construction (1 credit); 2) Plumbing Technology I (1 credit); 3) Plumbing Technology II with Lab (2 credits); 4) Practicum in Construction (2 credits)

Austin Community College Courses: 1) CNBT 1001 Intro to the Construction Industry; PFPB 1013 Intro to the Plumbing Trade; 3) PFPB 2009 Residential Construction Plumbing I

Electrical

High School Course Sequence: 1) Principles of Construction (1 credit); 2) Electrical Technology I (1 credit); 3) Electrical Technology II (2 credits); 4) Practicum in Construction (2 credits)

Austin Community College Courses: 1) CBNT 1001 Intro to the Construction Industry; 2) ELPT 1021 INtro to Electrical Safety and Tools; 3) ELPT 1001 Electrical Code; 4) ELPT 1029 Residential Wiring

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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.

The Greater San Marcos Partnership and Workforce Solutions Rural Capital Area currently have initiatives designed to align education and workforce development systems by bringing together stakeholders to provide solutions for Tri-Agency efforts such as expanding industry-based certifications, pre-apprenticeships, apprenticeships, and work-based learning opportunities for students. Two examples include the Workforce Solutions Rural Capital Area Youth Engagement Committee and the Greater San Marcos Manufacturing Association meetings. These two entities are also supporting the 2021 High School Job & Internship Fair taking place in May that provides the opportunity for graduating seniors and current high school students seeking internships to engage with local employers. Hays CISD, San Marcos CISD, and Lockhart ISD are partnering on this event which will allow multiple partners (Workforce Board, Economic Development Corporation, and three LEAs) included in this grant application to work on a project together prior to the work of this planning grant. Austin Community College (ACC) is a close partner of the previously mentioned organizations. ACC also participates in the activities mentioned above and serves on the school district's advisory committees. We are looking to build and strengthen these established partnerships and align our work to provide our students with positive outcomes and add to the talent pool of workers in Texas.

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?

Shared costs were budgeted for the Intermediary to ensure that high quality cross-sector working committees produce deliverables on time. Funds were budgeted for marketing resources (materials, video, podcasts, recruitment activities) that will benefit the entire partnership. Administrative costs were provided to the LEA fiscal agent. The remaining funds were allocated to each LEA and the IHE to support staffing, supplies, contracts, travel, and other activities related to the grant. During the planning process, it is anticipated that site visits will be necessary to tour best-practice programs around the State as well as employer job sites. The budget that was developed is intended to allow for the regional partnerships to plan the Pathways, and in the following year implement CTE programs of study currently unavailable to students in the partnering LEAs.

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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?

N/A

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.)

N/A

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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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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.	Hays CISD - CTE Partner Representative	\$7,500
2.	Lockhart ISD - CTE Partner Representative	\$7,500
3.	San Marcos CISD - CTE Partner Representative	\$7,500
4.	Austin Community College - CTE Partner Representative	\$7,500
5.		

Professional and Contracted Services

6.	Greater San Marcos Partnership - Primary Intermediary	\$30,000
7.	Workforce Solutions Rural Capital Area - Supporting Intermediary Role	\$25,000
8.	Marketing Materials, Podcast, and Videos	\$22,500
9.		
10.		

Supplies and Materials

11.	Hays CISD Supplies and Materials	\$15,000
12.	Lockhart ISD Supplies and Materials	\$15,000
13.	San Marcos Supplies and Materials	\$15,000
14.	Austin Community College Supplies and Materials	\$15,000

Other Operating Costs

15.	Hays CISD Travel	\$2,500
16.	Lockhart ISD Travel	\$2,500
17.	San Marcos ISD Travel	\$2,500

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$8,750

TOTAL GRANT AWARD REQUESTED: \$183,750

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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 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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