



## 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 07/01/2021 to 08/31/2022
<b>Pre-award costs:</b>	ARE NOT 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="Palestine ISD"/>			
Campus name <input style="width: 200px;" type="text" value="Palestine High School"/>	CDN <input style="width: 50px;" type="text" value="001907"/>	Vendor ID <input style="width: 100px;" type="text" value="1756002185"/>	ESC <input style="width: 20px;" type="text" value="7"/>
DUNS <input style="width: 100px;" type="text" value="095444048"/>		Address <input style="width: 250px;" type="text" value="1007 E Park Ave"/>	
City <input style="width: 100px;" type="text" value="Palestine"/>		ZIP <input style="width: 50px;" type="text" value="75801"/>	Phone <input style="width: 100px;" type="text" value="903-731-8000"/>
Primary Contact <input style="width: 150px;" type="text" value="Chris Kiser"/>	Email <input style="width: 200px;" type="text" value="ckiser@palestineschools.org"/>	Phone <input style="width: 100px;" type="text" value="903-731-8000"/>	
Secondary Contact <input style="width: 150px;" type="text" value="Brian Howie"/>	Email <input style="width: 200px;" type="text" value="bhowie@palestineschools.org"/>	Phone <input style="width: 100px;" type="text" value="903-731-8005"/>	

**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 <input style="width: 150px;" type="text" value="Chris Kiser"/>	Title <input style="width: 100px;" type="text" value="Ass. Supt."/>	Email <input style="width: 200px;" type="text" value="ckiser@palestineschools.org"/>
Phone <input style="width: 100px;" type="text" value="903-731-8000"/>	Signature <input style="width: 300px;" type="text" value="Chris Kiser"/>	Date <input style="width: 100px;" type="text" value="4/22/21"/>
Grant Writer Name <input style="width: 150px;" type="text" value="Linda Luce"/>	Signature <input style="width: 200px;" type="text" value="Linda Luce"/>	Date <input style="width: 100px;" type="text" value="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
A need to expand career opportunities for students in three rural school districts in two counties. The school districts have an average 60% ED and an 82% in CCMR indicator points and poverty rate is a combined 16.3%.	The three school districts in partnership with Kilgore College and Trinity Valley Community College and business partners will build on an existing program to provide pathways in Health Science.
Each individual school district as a stand-alone program cannot adequately provide a high quality, high need, high growth program due to the cost of the programs in the Health Science pathway.	The fiscal agent (P ISD) will sustain the operating cost of a centrally reached facility with an MOU between the school districts. Kilgore College will serve as dual credit facilitator of the Fire Science Program. Trinity Valley Community College will serve as dual credit facilitator of the Nursing & EMT Programs.
Adequate equipment and facilities for the opportunity to earn certifications in EMT/Paramedic, Fire Science, and other health fields that lead to post secondary degrees and level 2 certifications.	Enhancement of the center with local industry and education partners will allow students the opportunity to earn level II certifications and dual credit towards higher education degrees and certifications.

**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.

The SMART goal is to provide opportunities for 3 rural school districts to combine resources that will allow students to have access to curriculum and state of the art equipment in the Health Science Field. The goal is to increase the number of Industry Based Certifications in Medical Assistants, EKG Technicians, Phlebotomy Technicians, Pharmacy Technicians, Registered Dental Assistants, Emergency Medical Technicians, as well as degree opportunities as Nurses, Paramedics and Firemen/women. The partnership is established and the intent of the grant potential is to expand the opportunities in partnership with Kilgore College, Trinity Valley Community College, Palestine Regional Medical Center and the Palestine Fire Department.

**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**

April 2021: Continue meeting with the Stakeholders committee, principals, and counselors to create schedules, budgets, calendars and class times that meet the needs of all LEAs. Identify needs for instructors and curriculum.  
 May 2021: Complete enrollment of students in Health Science Pathways. Work with ESC Region 7 to create a recruitment and marketing catalog to be utilized on all LEA campuses.  
 June 2021: Finalize MOUs with each LEA. Purchase equipment and curriculum and hire new staff. Establish a contract with intermediary, attend Perkins Reserve Grant Conferences, align bell schedules. Establish a program director and determine needs for organization and professional development.

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

**Second-Quarter Benchmark**

July 2021: Implement professional development plan, organize classroom facilities, train instructors, set meetings with LEA personnel to align curriculum, class rigor, student expectations and avenues for disaggregating data and methods for Industry Based Certification readiness.

August 2021: Welcome students. Hold informational meetings for parents/guardians and community members. Conduct parent and student satisfaction surveys, convene stakeholders meeting and report on progress. Teacher efficacy will be determined by administrator.

September 2021: Adjust student schedules, monitor student progress, determine intervention strategies for struggling students. Meet with staff to determine necessary adjustments if any.

**Third-Quarter Benchmark**

October 2021: Communicate with staff to determine any changes that might be needed or issues that may need to be addressed. Continue to monitor and adjust according to program needs. Continue to be proactive in identifying any problems and challenges. Convene stakeholders meeting and give updated report on program success. Begin discussion of needs for next year.

November 2021: Consider Spring enrollment needs. Identify areas for growth, progress monitor for scheduling adjustments, instructors, and curriculum. Attend winter Perkins Reserve conference with stakeholders.

Communicate with Kilgore College and Trinity Valley Community College. Manage enrollment in Spring internships.

December 2021: Discuss successes and identify areas needing improvement and growth for Spring Semester.

**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 primary goal is to give students the opportunities to earn industry-based certifications in the Health Science field and to increase enrollment in the dual credit classes which will lead to post-secondary certification and degrees. Attainment of Industry Based Certification is currently documented in our SIS and monitored yearly. We will continue this method of tracking and additionally use student surveys and feedback from our instructors on a regular basis to determine program needs, growth opportunities, and increase enrollment and success of our at-risk student population. The CTE Director will continuously monitor student success, passing rates, and collaborate with instructors to determine readiness for Industry Based Certification exams. The intermediary will work with all stakeholders and campus administration to ensure rigor of each program meets industry-based standards. The center will be fluid and flexible and willing to make any necessary changes in order to ensure success of the programs. The CTE Director and intermediary will meet regularly with principals, counselors, and staff from all LEAs to discuss goals and objectives. The goal of each meeting is to determine student needs and do whatever is necessary, including but not limited to, hiring additional staff and part time tutors, create on the job experiences, and meet with higher ed staff, parents, and business partners to meet the needs of each student. We will continuously monitor grades, attendance and discipline records. If a student is not being successful, we will use all means necessary to determine the method of intervention for the student, whether it be counseling, mentorship, and/or tutorials.

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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?

Palestine, Neches, and Oakwood ISD have previously established a partnership to allow students to share in CTE opportunities. Palestine ISD has made facility improvements so that out of district students can participate in our Health Science pathway, where otherwise they would not have the opportunity. The grant will allow for additional expansion and growth. The districts will instruct students on their home campus their freshman and sophomore years. The districts will transport students to Palestine ISD's CTE Center their junior and senior years where they will share the equipment and facilities in one central location. Funds will be allocated to each district to cover costs of implementing lower-level classes, but majority of the funds will be allocated to Palestine ISD's CTE Center. Each district will support the pathway by recruiting students for the Programs of Study. An MOU will allow for sustainability long-term. Counselors will be trained in marketing and the recruitment process. Collaboration across districts will ensure uniformity and a high standard in the program. Kilgore College and Trinity Valley CC will provide instructors and higher education curriculum and will act as the dual credit facilitator for all campuses. Business and Industry partners will provide internship opportunities. All districts are in areas where the medical profession is in high demand. Providing students with the certification opportunities in the Health Science Pathway will allow students to stay in this area, thus supporting the economic outlook of each town. This grant will allow Palestine ISD to maximize the potential of its current CTE Center and provide students with a state of the art training facility.

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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.

Stakeholders: Palestine ISD; Oakwood ISD; Neches ISD; Kilgore College; Trinity Valley Community College, Texas Workforce Commission - East Texas Area; Palestine Regional Medical Center; Palestine Fire Department; Region 7 Education Service Center,  
High Wage In-Demand Occupations:  
Health Occupations such as Medical Assistant, EKG, EMT, Paramedic, Fireman, Dental Assitant, Registered Nurse, Licensed Vocational Nurse.  
Labor Market Data: (verified by TWC) -  
Registered Nurse=Annual Income - \$61, 685; GAP analysis (-537)  
Fire Fighter - Annual Income - \$50,728; GAP analysis (-20)  
EMT/Paramedic - Annual Income - \$35,000 GAP (-20)  
Palestine ISD, in partnrsHIP with Neches ISD and Oakwood ISD currently offers a strong Health Science Program of Study where students earn industry based certifications in EKG, Pharmacy Tech, CNA, and RDA. Students are graduating with entry level certifications and meeting the need for the demand. However, the median wage for these certifications is on average \$32,000 anually. In order to align our programs with the high-wage, in-demand labor market, we need to expand our programs to span secondary and post secondary education in areas to include licensed vocational nurse, registered nurse and Firefighters. This grant will allow us to do this.

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.

Region 7 will serve as the intermediary for this grant. Region 7 has decades of experience in providing Professional Development to administrators and instructors. Region VII is also the conservator of DMAC which is a premier data disaggregation software used throughout the state. The current CTE specialist at region VII has several years ' experience in convening cross sector stakeholders to support regional education in the manufacturing and construction industry, has successfully implemented prior Perkins Reserve and JET Grants, while working with entities such as Morton Salt, Sanderson Farms, local Ford dealerships and area clinics. He maintains relationships with CTE Foundations and will direct his experience to make this grant successful. The specialist has successfully met with departments, chairs, and deans of several community college such as TJC and Kilgore College, along with extensive knowledge with the University of Texas at Tyler.

**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.

District level classes: Health Science; Principles of Health Science; Human Growth and Development/ Medical Terminology; Pathophysiology  
 Center Level Courses; Health Science Theory; Practicum in Health Science  
 Dual Credit Courses taken concurrently at Center level: EMT Basic; Anatomy and Physiology, I & 2  
 Firefighter Certification I – VII; CHEM 1405; ENG 1301  
 Industry Based Certification at Center Level: Medical Assistant; EKG Tech; Pharmacy Tech;Registered Dental Assistant; Certified Nurse Assistant  
 Industry Based Certification Level I at Trinity Valley Community College: EMT Basic/Paramedic  
 Post Secondary Certification/ Degree TVCC: Licensed Vocational Nurse; ADN Registered Nurse  
 Post Secondary Degree Kilgore College: Fire Protection

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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.

Palestine ISD has partnered with Palestine Regional Medical Center to offer internship and clinical hour opportunities for students in the EMT/Paramedic Program. In a student's junior year, they will complete 40 hours on an ambulance with licensed personnel and 30 hours in the emergency room. Students will earn 12 hours of dual credit upon successful completion of semester one and semester two of their junior year through Trinity Valley Community College. Palestine ISD has also partnered with the City of Palestine's Fire Department. The fire Department has a training facility where students can train alongside certified firemen gaining real life field training skills. In the student's senior year, they enroll in Fire Fighter dual credit courses through Kilgore College. Upon successful completion of semester one and two, students will earn a certification in Fire Fighter I-VII. Upon high school graduation, students can continue to pursue their degree through Kilgore College's Fire Academy where they can earn an Associate of Applied Science degree in Fire Protection.

Students who enter the dual credit nursing program at PISD will take their prerequisite courses: BIOL 2404 & PSYC 2314 their senior year and will meet with the college and career counselor to make the special application for the TVCC program for high school students. Students in the dual credit ADN program will take BIOL 2401, PSYC 2301, ENGL 1301 and ARTS 1301 semester 1 of their senior year and take BIOL 2402, BIOL 2420, and PSYC 2314 semester 2 of their senior year and will meet with the college and career counselor to make special application for the TVCC program for high school students.

**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 support and enhance the identified Health Science programs of study by 1. providing supplemental staffing to support the role of the intermediary and the partnering schools in the implementation of lower level courses for the programs. 2. providing supplemental industry-standard equipment and supplies to be utilized by the students, 3. promoting increased student enrollment and participation, 4. providing high-standard industry quality training for teachers, and 5. covering allowable travel expenses incurred by students and grant team partners. LEA's administrators will work collaboratively to determine program needs and will make adjustments as necessary to promote growth of the programs and allow for growth and future needs. As the programs of study develop and grow and allow us to expand into other areas, local funding will be utilized to sustain and improve the overall level of quality in all programs of study.

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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 curret alignment of these programs within the region with the TRPN seven components are:

1. Cross Sector Partnerships- Emerging
2. Alignment with Labor Market Demand-Scaling
3. Integration of Rigorous Core Academics and Career- Focused Learning- Scaling
4. College and Career Information and Advising- Emerging
5. Links Between Secondary and Post-Secondary Education- Scaling
6. Credentials with Value in the Labor Market- Scaling
7. Continuum of Work-Based Learning Experiences – Emerging

Palestine ISD, in partenrship with Neches ISD and Oakwood ISD currently offers a strong Health Science Program of Study where students earn industry based certifications in EKG, Pharmacy Tech, CNA, and RDA. The East Texas Labor Market places each of these programs in the high growth category. Students are graduating with entry level certifications and meeting the need for the demand. However, the median wage for these certifications is on average \$32,000 anually. In order to align our programs with the high-wage, in-demand labor market, we need to expand our programs to span secondary and post secondary education in areas to include licensed vocational nurse, registered nurse and Firefighters.

**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 1. create a marketing catalog to be distributed at the participating districts as well as at lhealth care facilities in the region. 2. train counselors on the recruitment process and showcase programs of study, 3. work with ESC 7 in promoting the existing programs and researching methods to expand to new programs of study, and 4. work with Trinity valley community college and Kilgore College to expand program offerings to provide students the resources and opportunities to graduate high school with all prerequisites to apply to the Licensed Vocational Nursing Program, Associate Degree Nursing Program and FireFighter Protection Degree Program. These programs of Study are in high demand with the occupation outlook for: Registered Nurses : High Growth and High wage category with a median annual wage of \$60,428 and growth rate of 24%; Licensed Vocational Nurse : High Growth/High Wage category with a median annual wage of \$44,643 and growth rate of 13%; Firefighter: Gigh Growth/High Wage Category with a median annual wage of \$49,023 and growth rate of 20% (East Texas Workforce Development Area (8) Labor Market Information, 2016-2026). Expanding our current programs will allow students to take the required courses for LVN: Biol 2404 & PSYC 2314; ADN: BIOL 2401 & BIOL 2402, & PSYC 2301.

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	ESC 7 Intermediary Agreement - Part time Service contract ESC 7	85,000
7.	Professional Development	20,000
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	Curriculum	30,000
12.	Supplies	60,000
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	Student travel/field trips/conferences	5,000
16.	Perkins Reserve Conferences	10,000
17.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

18.	Fire Science Equipment/simulator	100,000
19.	EMT/Paramedic Ambulatory Equipment/simulator	50,000
20.	Clinical Nursing Equipment - hospital beds/simulator	100,000

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

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.