



2021-2022 CTE Perkins Reserve

Competitive Grant Application: Due 11:59 p.m. CT, April 13, 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

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Digitally signed by Molly Young
Date: 2021.03.18 12:23:53 -05'00'

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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RFA/SAS #

2021-2022 CTE Perkins Reserve

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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
Address the labor market demand based on LMI for public services employees in the Permian Basin including Firefighters and Law Enforcement Officers. (17% growth in the State)	improve the employee pipeline by increasing access to educational opportunities by launching a dual-credit program in Public Services disciplines in the 21-22 school year.r.
Increase the number of dual-credit credential-earning opportunities provided to students in the Midland Area.	Provide two new options for students in the three-district partnership: Firefighting in 21-22 and Law Enforcement in 22-23
Increase parent/student awareness of in-demand pathways through targeted marketing, meaningful career advising, and community engagement activities.	Provide outreach activities to ~30,000 students and their families in the three partner districts about the new and existing programs of study that lead to 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.

Launch a Regional Dual-Credit Public Services Pathway that includes multiple programs of study for students in the Permian Basin based on planning grant outcomes. A Firefighting/EMT Program will be launched in Fall 21 in collaboration with Midland College with an enrollment of ~ 20 students in year one, with three participating school districts (Midland, Stanton, and Greenwood ISDs) and the engagement of industry partners (City of Midland, Midland County, and the Permian Strategic Partnership), the workforce board (WFS Permian Basin) and civic organizations who will work with Midland College to provide a high-quality Program of Study in Firefighting in 21-22 with a plan to launch a similar Law Enforcement Program in the 22-23 school year. Both programs will lead students to the completion of required industry certifications; at the end of 2-years each has a clear path to a degree.

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

Program Recruitment and Launch w 3 LEAS, IHE, Industry Partners, Other Partners
 Combined Student Enrollment #s equal to 20+ Full staffing for Education organizations
 At least one industry partnership meeting
 At least 5,000 parents engaged through multiple modalities

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Hold at least two industry partnership meetings
Hold at least one cross-sector partnership meeting to review the seven elements and stay on track with performance metrics
Analysis of the enrolled student population (at-risk, eco dis, and other non-traditional students)
Review and revise the recruitment and retainment strategies to improve metrics
At least 5,000 additional parents engaged through multiple modalities

Third-Quarter Benchmark

Student course completion rates for year 1 (more than 95%)
At least 5,000 additional parents engaged through multiple modalities
Feedback and continuous improvement planning
Writing and release of a Program Update report to the cross-sector partnership and other community stakeholders

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 Midland Partnership Intermediaries- Educate Midland and Midland College- will support the evaluation of the program by collecting all of the required performance measures for Focus Area 2 by documenting student engagement, courses, credits, completions and engagements, and then reporting to the broader cross-sector partnership members. We will continually monitor progress on the SMART goals, benchmarks, and other required metrics, report to stakeholders, and provide opportunities for adjustment as needed.

The Intermediary staff is well-versed in program evaluation, data analysis, and using continuous improvement models. Staff will frequently analyze the status of metrics and other data to ensure that the project stays on target. We will pull data quarterly and review with the stakeholder team. When adjustments are needed to meet stated goals then stakeholder input, technical assistance, and other subject-matter expertise will be consulted for solutions. The best options will be implemented to get the project back on track.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.

- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

- 6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.

- 7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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9. Program Requirements

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

N/A

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

The Midland Area Partnership will implement a new, regional dual-credit Public Services Pathway in the 21-22 school year based on collaborative planning efforts undertaken in 20-21. The Pathway will include the continued participation of three school districts- Midland ISD, Greenwood ISD and Stanton ISD, in coordination with Midland College who will provide dual-credit curriculum, instruction and program staffing. Each school district will provide support for the pathway to include, but not be limited to, student recruitment and retention, counseling and advising, scheduling supports, academic supports, transportation and other program related services that students will need to successfully complete the programs of study.

The Firefighting/EMT program has been closely aligned with the City of Midland Fire Department (MFD) and Midland County, as well as supported by the Permian Strategic Partnership and other partners, to reflect regional needs in the Public Services Sector. Additionally, many of the industry sectors require safety personnel on staff with Fire, EMT or Law Enforcement certifications. MFD and Midland County have committed to providing WBL opportunities including job shadowing, mentoring, internships and other experiential learning experiences. A planned Law Enforcement program is anticipated for Fall 2022 launch with similar partners including the Midland Police Department. By combining resources for training at a common, centrally located City-owned site, this program will provide a regional "grow your own" approach.

The Midland Partnership plans to use this implementation model as an example for future programming.

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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 Midland area partnership includes the following LEAs: Midland ISD, Greenwood ISD, and Stanton ISD. Midland College is the IHE, the City of Midland and Midland County are Public Sector Industry Partners, and the Permian Strategic Partnership is an energy-focused partner with 16 member companies contributing to the plan. Workforce Solutions Permian Basin, The Midland Development Corporation (EDC), Priority Midland and the Greater Midland Chamber of Commerce are all committed partners.

This regional partnership has spent the last year planning for the implementation of a Public Services Pathway that includes a dual-credit Firefighting/EMT program with a planned launch in Fall 21, and a Law Enforcement Program that will launch in Fall 22 with the goal to prepare students for in-demand, high skill, and high wage occupations as well as addressing labor shortages in the region. According to statewide Labor Market information, Firefighting is growing at a rate of 17% in the state and has a median annual wage of \$51,243 (2018) and Police Officers have a median wage of \$61,592. Each of the programs- including Firefighting, EMT and Law Enforcement- are part of the TEA Law and Public Service Program of Study. The partnership worked together to create alignment of courses and curriculum with the TEA guidelines as well as "local wisdom" to create robust programs. Currently, The City of Midland alone has a current shortage of ~27 Firefighters and ~50 Law Enforcement Officers.

The Midland Partnership seeks to expand CTE learning opportunities for students in a somewhat isolated region where Energy is the leading industry, but markets are volatile. The Public Services Pathway will provide students with skills that can be used in the Energy Industry, in the Public Services Sector, or in other industries where the skills could transfer.

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.

Educate Midland, a collective impact in education organization, led the Midland Area Partnership as the intermediary during the planning year for two pathways. The existing cross-sector approach of the organization, as well as strong relationships with K-12 and higher ed partners, led to the ability to quickly engage leaders and work through regional challenges that had been barriers to prior success. Educate Midland was already leading efforts for workforce development alignment, educator training and work-based learning experiences and were able to pivot to building regional pathways. This model has been successful based on feedback from grant partners and Educate Midland plans to continue to lead the facilitation, data management/evaluation, counseling/advising alignment, and work-based learning elements of the work.

To add to the systems-level expertise and capacity of the program in the implementation phase, we will include Midland College, our IHE partner, as a co-intermediary. MC will assist with the building of additional partnerships and in identifying opportunities for program sustainability and expansion, as well as assisting with the removal of some funding barriers that were encountered during the planning year.

Educate Midland and Midland College will coordinate all elements of the implementation grant, engage in continuous communication, and provide support to keep things on track and moving forward.

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.

Please see the attached file: "Midland Area Public Services Crosswalks" for additional information

The Dual-Credit Firefighter program that will be implemented in 21-22 is a 2-year program.
 11th grade: Firefighter Certification I, II, III, IV, V
 12th grade: Firefighter Certification VI, VII, EMT Clinicals, EMT Basics
 High School Credential: Emergency Services Program of Study Completer
 Post-secondary certifications: Level 1/Level 2: MC Firefighter and EMT Certifications and IBC: Fire Protection Basic Suppression and EMT. 28 college hours.

The Dual-Credit Law Enforcement Program that will be implemented in 22-23 is a 2-year program:
 11th grade: Business and Professional Communications, Introduction to Criminal Justice, Court Systems and Practices, Introduction to Sociology
 12th grade: Crime in America, Fundamentals of Criminal Law, Correctional Systems and Practices, Police Systems and Practices
 High School Credential: Law Enforcement Program of Study Completer
 Post-secondary certs: Level 1 Cert- MC Criminal Justice, IBC: Non-commissioned security officer. 24 college hrs

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9. Program Requirements (Cont.)

6. Crosswalk (Focus Areas 1 and 2) (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 Midland Area Partnership directly supports the goals of the tri-agency efforts by aligning k-12, post-secondary, and the workforce in new and innovative ways. The design of the new Public Service Pathway includes dual-credit course instruction and experiential learning for students in all three school districts at Harris Field, a training field for Firefighters and Law Enforcement owned by the City of Midland that is centrally located to all districts. This combined location and an MOU between the City and Midland College will allow for the placement of a shared-classroom and the deployment of a robust, regional pathway that serves students in an urban, suburban, and rural school district simultaneously allowing for the scale and adoption of a career pathway that will lead to more equitable access for students and improve lifelong outcomes for Midlanders no matter where they live. The intermediaries, Educate Midland and Midland College, will amplify the community engagement and collective impact infrastructure to keep the program on pace, keep a lens on equity, and focus on data-driven decision-making.

In addition, the Permian Strategic Partnership is a collaboration of 16 energy-focused companies who are working together to solve challenges in the Permian Basin. Representatives from the companies have served on our cross-sector partnership committees and provided input on their need for graduates with emergency services skills. Priority Midland is a group of community stakeholders and taxing entity leaders who are dedicated to improving outcomes in the Greater Midland Area. Each of these partnerships is supporting the implementation and sustainability of the Public Services pathway with thought leadership and other resources.

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9. Program Requirements (Cont.)

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 implementation budget (Focus Area 2) includes funding for the deployment of the Public Services Program in Fall 2021. Start-up staffing costs are addressed at each of the education organizations with a point of contact/ coordinator at each participating school district and a full-time faculty member to lead the dual-credit program. A sustainability plan is in place for each staff position, and additional funds have been raised from various funding sources to supplement the design requirements of this program (i.e., classroom buildings and other training facilities).

Funding is provided for the staffing of intermediary activities and capacity building and will be shared between Educate Midland the new intermediary role at Midland College. It will include, but not be limited to, personnel to facilitate cross-sector partnerships, expand employer partnerships, develop inter-district partnerships (including additional career and technical, advanced academic, advising, financial, and transportation options). Funds are allocated for supplies and materials, additional marketing and outreach services that will inform students and families of available learning opportunities, and for technical assistance and best practice learning opportunities (travel). Lastly, funds for the training- equipment and other supplies needed to successfully deploy the Public Services Program in coordination with the City of Midland and Midland County are included for participating students. Each of the program partners has reviewed and agreed upon the budget.

Currently, there is not another coordinated tri-district dual-credit program in place in the Midland area and we seek to use this as a model for future collaborations. The TRPN planning grant funds were all directly allocated to the intermediary for planning and capacity building (upon prior agreement of all partners). The implementation budget allocates funds or materials to each stakeholder while maintaining the strong role of the intermediaries to guide implementation, evaluation, and continuous improvement. Our experience is that the intermediary function is essential to this kind of model and we seek to continue to build the capacity of the organization and to implement lessons learned.

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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 Public Services Pathway will be the first of its kind in the region. While the school districts in the Midland Area Partnership have current Programs of Study in place for students in their districts, there have been a few occasions where students and resources combine from multiple districts. Students from the neighboring Greenwood ISD participate in dual-credit programming with Midland College, but there has never been a purposefully coordinated tri-district collaboration. The Pathways team has worked through many logistical challenges (including location, transportation, staffing, recruitment, etc.) to move forward with a unique partnership that is anticipated to be a model for many more coordinated services that reach students no matter where they live in the Midland area.

The Midland Partnership also embarked on a planning effort to align our Energy Pathway to Industry needs in the 20-21 school year. While we were able to accomplish the goals of building a strong cross-sector partnership, our efforts were interrupted by COVID and the economic downturn in the Energy sector. We plan to continue our planning work in the Energy pathway in the next year and amplify outcomes with learning from the two simultaneous efforts.

Both of our planning efforts purposefully aligned with the seven components of the TRPN Pathways. While we have addressed all elements, our strengths are in cross-sector partnerships, alignment with LMI, links between secondary and postsecondary and work-based learning. We plan to create a Career Counseling and Advising framework using the Effective Advising Framework model and are eager to continue to build systems to ensure rigorous academics.

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.)

The Public Services Pathway will be a new offering in the 21-22 school year and will be a first of its kind tri-district partnership for the Midland area. It will combine students from three different school districts for dual-credit coursework that leads to a certificate and ultimately as A.A.S or B.A.T degree. The program will be centrally located at a city-owned training site with proximity to all three districts and will increase the number of students participating, increase LEA participation and expand the CTE program offerings available to students. This Pathway and the included Programs of Study (Firefighter, EMT and Law Enforcement in Fall 22) align with the high demand occupation list for the Permian Basin Workforce Board, is supported by local wisdom, and shows a 17% increase statewide in the LWDA data.

The planning year revealed the need to fill workforce shortages in the Permian Basin for public sector organizations such as the City of Midland and Midland County and showed that there is a need for a similar skill set in the oil and gas industry. This pathway is a "grow your own" approach to fill some of the most needed jobs in the greater Midland area- jobs that protect members of the community. Implementation will include participating from three area school districts in a combined setting that will provide both academic and experiential learning opportunities. The Midland Fire Department has signed an MOU with Midland College to provide mentoring and hands on learning experiences for participating students and a robust curriculum and course design is ready for launch.

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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.	Midland College Faculty Member- Public Services Academy	\$85,000
2.	Midland ISD Inter-District Coordinator	\$85,000
3.	Greenwood ISD Program Coordinator	\$60,000
4.	Stanton ISD Program Coordinator	\$60,000
5.		

Professional and Contracted Services

6.	Intermediary Services (staffing and operations)	\$180,000
7.	Technical Assistance- School Models, Technology and Curriculum	\$36,000
8.	Professional Development and Training (Career Counseling/ Advising)	\$25,000
9.	Marketing and Outreach (Family and Student Engagement)	\$65,000
10.		

Supplies and Materials

11.	Printing for marketing program, recruitment, retention, advising activities	\$54,236
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	Training and Supplies Equipment for Public Services Academy	\$200,000
19.		
20.		

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 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"/>

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