



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

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

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
5 of the 7 Targeted Occupations in Health Care in N. Central Texas require an associates degree or less, yet rural LEA's in R10 lack qualified health science teachers. NEED: Entry level high school course work and IHE partnerships for online dual credit	Collaborate with LACOC Chamber of Commerce, ESC 1, Industry partners, and qualified health science teachers to develop an online course in principles of health science to prepare students for dual credit health science courses.
Research demonstrates that school engagement drops with each year of K-12 , peeking at elementary grades, dropping 32% by the time a student reaches high school (ACTE). NEED: K-8 Career Development	Collaborate with all stakeholders in planning to address the career exploration gap for K-8 students in the area of health science; develop online career exploration that expands on the ESC 1 PATHSfinder program; plan for a mobile health science lab
By 2025, 65% of jobs will require education beyond high school, with highest growth in healthcare (TEA). A scan of in-demand jobs in North Central Texas supported this, demonstrating a need for high quality advisement	Planning for the NTXPATHS Project in collaboration with ESC 1 PATHSfinder, and R10 Perkins SSA Schools will increase opportunities for students to earn industry based certifications that prepare them to enter the workforce, meeting regional needs.

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.

During the planning year, we will partner with ESC 1 to incorporate The PATHS project for K-8 Career Exploration in the area of Health Science and Human Services; expand the <https://www.pathscentral.org/> repository to include the addition of community health worker information relevant to health and human services at <https://www.ntxpaths.org/>; research the requirements to develop a mobile health science lab for small, rural schools within our Perkins SSA; develop an online principles of health science course to assist LEA's with providing the foundational knowledge students need to be successful in rigorous academic programs like dual credit health science. Efforts will result in 50% increase in student and teacher level of understanding of high school and post-secondary healthcare programs of study leading to certificates, associates degrees, and bachelors degrees.

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

1. Expand the reach of ESC 1's PATHS central portal of advisement tools, crosswalks, K12 to postsecondary to healthcare by publishing <https://www.ntxpaths.org> website. This will focus on expanding K-8 career exploration to include Allied Health, Community Health, and increased access to the tools needed to complete industry based certifications. A pre/post survey indicates that efforts will result in a 15% increase in teacher understanding of health care pathways. 2. Execute contract with a highly-qualified health science teacher to develop an online principles of health science course that will cover 100% of TEA TEKS and be made available at no cost to R10's 38 Perkins SSA schools and at no-low cost for any other LEA. 3. 50 teachers and 25 counselors from participating campus will be identified to be trained as expert NTXPATHS advisors for student; and, 5) Establish student and educator baselines

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. The NTPATHS steering committee will be convened at least 3 times in the second quarter to assess partnership progress; 2) 400 students will complete PATHways training in conjunction with partners; 100 students will participate in workplace experiences in online NTPATHS portal of advisement tools, crosswalks, high school to postsecondary to healthcare career resources will be completed, and will be accessed by at least 100 educators.

Third-Quarter Benchmark

1. The NTPATHS steering committee will be convened at least 3 additional times in the 3rd quarter to assess partnership progress; 2. 50 teachers and 25 counselors from participating campuses will have completed 3 day NTPATHS Expert Training. 3. 400 students (for a total of 800 students) will complete NTPATHS training in conjunction with partners; 100 (for a total of 200) students will participate in workbased learning experiences; 5) At least 100 educators (for a total of 200) will access materials in the <https://www.ntxpaths.org> portal of advisement tools; 6) Conduct final survey of students and educators tied to initial baseline.

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.

To provide ongoing guidance in implementing the project, the NTPATHS (North Texas Pathways Aligned to / Human Services and Health Science) Steering Committee (SC) will be established. A working group representative from each partner who maintains direct responsibility for the project at their organization will serve on the SC. Facilitated by the Intermediary, and Region 10 ESC in collaboration with the existing PATHWAYS program at ESC 1, the SC will meet monthly to assist with planning, implementation, resources sharing, and evaluation to ensure employment of sustainable programs that are inclusive of federal and non-federal resources. To ensure effective feedback mechanisms and continuous improvement in project operations, the Intermediary and Region 10 ESC Project Coordinator will; 1) work with project and district staff on a daily basis to monitor progress, review benchmarks toward performance measures, and make improvements in project design and delivery; 2) meet with the SC monthly to solicit feedback on project status, operation, budget and evaluation for program improvement and to develop and codify each district's sustainability plan; 3) utilize digital management software to track and monitor project status and assess impact on objectives each month; and 4) review quarterly and annual evaluation results to ensure data is strategically used to provide feedback in efforts to refine and integrate effective program improvements. At these monthly convenings, one focus will be on identifying lack of progress towards smart goals and modifying program plans for sustainability.

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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?

FA 1 The program that we will plan and design with grant funds will develop a comprehensive, dual credit health science program of study that will align with regional labor market needs. Stakeholders will support the planning process by assisting in the development of alignment tools and cross-sector partnerships that adhere to the seven components of a pathway. The Collin College and Navarro College departments of Health Science are excited to collaborate with us to map the degree plan, align college courses for high school credit, and research the components we will need for the mobile health science lab. Hospital industry partners will collaborate with us to provide community health worker training for students and teachers. Texas Instruments will assist our planning process with the educational technology and logistics we will need to ensure our program is successful, and runs smoothly. The goals of developing this pathway and regional network are multi-faceted: 1. Create a comprehensive resource of K-8 career exploration tools and resources to be utilized by LEA's across the ESC 10 service area and beyond; 2. Reach more students in small, rural districts through the development of an online principles of health science course to be administered by a qualified, certified health science teacher during the implementation year (FA 22'); 3. Expand awareness of the field of community health and allied health, and foster collaboration between the health science and human services community; and 4. Research and plan for the development of a mobile health science lab to serve the students across ESC 10 who do not have access to health science lab equipment of work based learning. Throughout the planning process, we will utilize the cross-sector partnership planning tool to guide our efforts.

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.

5 of the 7 Targeted Occupations in Health Care in N. Central Texas requires an associate degree or less, yet partners Presbyterian Hospital Rockwall & Baylor Scott & White report that they currently have over 300 unfilled, full time healthcare related positions. Likewise, Texas Instruments is eager to assist with the development of skills in biotechnology, and science. LMI provided by TEA shows that all occupations within the Health Science Career Cluster are in a high growth category, growth rates up to 41%, and median annual wage as high as \$104,650. The partnerships in the ESC 10 North Texas PATHS Project are an integral piece in the cross-sector planning year. Collin College, Navarro College, and UT Arlington are the tHE partners participating in the planning process. Participating LEA's in this application are Italy, Fannindel, Palmer, Milford, Maypearl, Farmersville, and Community ISD. These LEAS are in the ESC 10 SSA for the CTE Perkins Grant. However, the implementation process will be available for all 38 schools within the ESC 10 Perkins SSA Consortium. The intended outcomes of this program are: 1. Create a comprehensive resource of K-8 career exploration tools and resources to be utilized by LEA's across the ESC 10 service area and beyond; 2. Reach more students in small, rural districts through the development of an online principles of health science course to be administered by a certified health science teacher; 3. Expand awareness of the field of community health and foster collaboration between the health science and human services community; and 4. Research and plan for the development of a mobile health science lab to serve the students across ESC 10 who do not have access to STEM focused health science lab equipment meeting need for critical work-based learning experiences. Intermediaries are committed to providing support the project.

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.

Intermediaries ESC 1, 10, and the Lavon Area Chamber of Commerce (LACOC) are forming a collaborative network. The LACOC serves 4 communities in a small, rural area of South East Collin County: Lavon, Josephine, Copeville, and Nevada. The capacity of the LACOC to assist with making connections within the local workforce and community will be a asset as we enter into a planning year. The business people of the LACOC promote and protect the interests of its members and are deeply connected to the needs of the community. Additionally, the LACOC provides educational opportunities within the community and maintains the relationships that will be integral to the support in developing a community health worker program of study and a health professions program of study. The LACOC understands how a project of this magnitude could be a life-changer for a small community and its students. Therefore, the organization is prepared to expand it's staff to provide a part-time that will be responsible for convening the cross-sector partnerships during the planning year. The ESC 10 NTPATHS project considers this individual an essential piece to providing the collaborative insight needed for connecting teachers, students, and IHE partners with industry partners from across the ESC 10 Perkins SSA group. The LACOC is prepared to collect data, evaluate program outcomes, and assist with the resource website to share program evaluations and a plan for continuous improvement. ESC 10 is prepared to support intermediaries financially in order to expand capacity for this project.

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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.

FA 1: The Health Science A.S. program from Navarro College includes a curriculum designed to serve as the first 2 years of academic studies for students who plan to pursue a bachelor's degree in health service, allied health, general health sciences or respiratory care at a senior college or university. Likewise, Collin College offers a wide range of health science programs of study like Health Information Management, a Vocational Nursing Level II Certificate, and a Bachelors of Science in Nursing. Although final course sequence will be determined during the planning year, a majority of dual credit health science students can expect to enroll in courses such as BIOL 2401 - Anatomy & Physiology, BIOL 2420 Microbiology, PSYC 2301 General Psychology, and ENGL 1301 Composition I, just to name a few.
NTXPATHS is dedicated to the development of a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the human services or health science program of study to complete a certificate, at a minimum, or receive an associate degree from Collin College or Navarro College within two-years of graduating from high school.
Collin College offers a Bachelors of Science in Nursing for students who desire a 4 year degree. Additionally, University of Texas at Arlington will participate in the planning process to finalize the course map.

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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.

FA 1 Intermediary, Lavon Area Chamber of Commerce and ESC 10, have regional partnerships and/or initiatives that are aligned to Tri-Agency efforts that are already in place and provide an advantage in implementing the Electrical Program of Study. These include: Dallas College, Membership in the P-16 Council, Metroplex Higher Education Regional Council, and the Lavon Workforce Investment Board. Strengthen Foundation of Cross-Sector Work: The North Texas PATHS Project Partnerships have been utilized to strengthen the foundation of the program to engage in the planning activity of backwards mapping the 4 year crosswalk aligning high school to college dual credit courses, and compile a list of knowledge and skills that industry partners explain are a necessity in the future success of the engineering industry. Furthermore, our work with Collin College and Navarro College throughout the course of the planning year will result in the opportunity for students to earn college credit while enrolled in high school resulting in opportunities for multiple exit points such as a level I or II certificate, associates degree, and opportunity to transfer to a 4-year university through the resulting 4-year articulation agreement with University of Texas at Arlington. One of the most significant parts of the vision of the regional pathway approach in the NTXPATHS Project includes the goal of removing all barriers for students, schools, and teachers. Finally, we plan to utilize partnerships to assist teachers in becoming credentialed to offer dual credit health science programs on their own campus as an embedded dual credit teacher. The University of Texas at Arlington will be essential in assisting us with maximizing grant funds in order to provide this opportunity for teachers.

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?

FA 1 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 member schools in the implementation of the outlined programs; 2. contracting with a qualified, Texas SBOE certified health science teacher to develop online courses for Principles of Health Science and Medical Terminology that can be offered to LEAs in need in Region 10; 3. promoting increased student enrollment and participation; 4. providing high-quality, industry-standard training for teachers, 5. assisting teachers to become credentialed as a dual credit teacher; and, 6. covering allowable travel and convening expenses incurred by students and grant team partners. A collaborative decision making model will be utilized to make adjustments to the programs of study as dictated by future needs. As the programs of study develop and expand into other areas, local funding, as well as the solicitation of external funding sources, will be utilized to maintain and improve the overall level of quality provided via all aspects of the program. LMI provided by TEA shows that all occupations within the Health Science Career Cluster are in a high growth category, growth rates up to 41%, and median annual wage as high as \$104,650. All of the LEAs that are a part of this application are members of the ESC 10 SSA, meaning that their annual Perkins allocation is less than \$15,000. The goal of this project is to develop a program and resources that will service a large number of students statewide. Strong industry partners will ensure that we increase intermediary capacity and plan for sustainability.

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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.	CTE Grant Project Coordination	\$30,167
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Intermediary Contracts	\$20,000
7.	NTXPATHS Website Costs	\$1,500
8.	Subcontract Health Science Teacher	\$25,000
9.		
10.		

Supplies and Materials

11.	Health Science Labs	\$80,000
12.		
13.		
14.		

Other Operating Costs

15.	Health Science Labs	\$25,000
16.	TRPN Convening	\$4,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$14,333
TOTAL GRANT AWARD REQUESTED: \$200,000

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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"/>	
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