



## 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](mailto: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
Only 13% of rural students are achieving post-secondary outcomes leading to a lack of readiness for high wage/high demand careers and creating an environment of perpetual generational poverty for rural Texas.	The creation of a regional pathway focusing on renewable energy outcomes (wind energy, solar energy) with alignment to dual credit programs with Level I and II certifications and AAS degrees. Through partnerships with IHE, students with AAS degrees can opt to pursue BAAS degrees under the CEN P-20 model.
Wind Turbine Service techs have 108% anticipated growth with \$51,334 average wage. The current job demands for West Texas are tremendous with minimal secondary training programs aligning to IHE options.	Via the CEN network, schools will create a regional pathway specializing in renewable energy training allowing rural students to access state-of-the-art equipment to provide an authentic educational environment for student learning. The P-20 model of CEN will provide age-appropriate training and job exposure.
Small rural schools typically do not have access to adequately trained teachers and appropriate facilities to support a high-quality renewable energy programs of study.	Through intensive teacher training programs supported by the CEN network, member districts can identify local teachers and invest in training to support rigorous classroom and lab-based instruction. Appropriate facilities with well-equipped student labs with trained teachers will support authentic student learning opportunities aligned to secondary and post-secondary instruction.

**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.

By May 2022, 50 students will be identified for future enrollment in renewable energy programs of study in the three partner districts. The program of study will be established in all three partner districts with dedicated classroom and lab space provided for authentic learning opportunities with a locally-developed teacher supported by CEN professional development program. Memorandum of Understandings will be in place for all three partner districts providing multiple exit points for students including (1) OSHA 30 IBC certification, (2) Level I and II certificates from community or technical college IHE partners, (3) AAS degree from community or technical college IHE partner, and (4) alignment to a BS Renewable Energy at Texas Tech or West Texas A&M. CEN, acting as the intermediary, will establish the regional pathway for these PDs with the potential for future replication to other rural West Texas ISDs.

**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**

By the end of the first quarter, the CEN Rural Schools Network will meet the following benchmarks:  
 >>Teacher identified and launch initial training to support student in each partner district (PD), >>Curriculum resources identified and in place for each PD for training, >>Up to 75 students identified for potential interest in renewable energy program in middle school grades >>CEN/industry training plan for PD cohort teachers with summer externships through TWC followed by 10 days of on-site and cohort training during year one with quarterly artifacts (2 days completed in Q1), >> PDs have space identified for renewable energy classroom/lab, >>Collaborative plans launched for virtual reality mobile lab for awareness and exploration options to increase interest in renewable energy POS for recruitment & training purposes, >>intermediary mapping process initiated.

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

By the end of the second quarter, the CEN Rural Schools Network will have the following benchmarks: >>MOUs established between PD and community college/technical college, >> intermediary to host at least three curriculum mapping meetings with stakeholders to develop strong alignment between secondary, post-secondary, and workforce >>online dual credit programs identified and aligned to the secondary courses for expanded access for ISD students >>Procurement of equipment for campus-based instructional resources and lab equipment in each PD identified per IHE partner needs >> 50 6th-8th PD students completed job shadowing in renewable energy field through coordinated support with CEN experts, >> 65 8th students successfully completed OSHA 10 certification across PD >>100% of cohort teachers completed externship and 5 professional development days with one satisfactory artifact as designed by CEN/industry training program based on stakeholder adjustments

**Third-Quarter Benchmark**

The CEN Rural Schools Network will have the following benchmarks: >> 100% of campus-based renewable energy classrooms/labs completed and ready for launch in 22-23 school year with initial set-up for Level 1 classes >> 100% of PD have identified resources with aligned professional development for use complete including the site requirements for OSHA 30 IBC, >> Collaborative VR mobile renewable energy lab with at least two visits to each PD across CEN Network for training/awareness >>100 6th-8th PD students completed job shadowing in renewable energy careers through coordinated support with CEN experts >>100% of cohort teachers completed externship and 3 professional development days with two satisfactory artifacts as designed by CEN/industry training program, >>>50 students enrolled in Renewable energy POS for SY22-23 across the three PDs >>50 students completed Bridge Camp to prepare for dual credit pathway in renewable energy with intentional focus on TSI success.

**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.

Progress monitoring and modification of the program will be possible because (a) the time intervals for benchmarks are programmatically meaningful; and (b) all the benchmarks are quantifiable. The benchmark indicators are designed to produce a strong program of study focused on student outcomes. Evaluation data that will be used to determine adjustments needed in three critical areas: student recruitment, teacher development, and program of study creation/alignment.

>>Program of Study Creation and Alignment: The IHE partners have expressed support for a secondary:post-secondary pathway with multiple exit points for students including IBC, Level I and II certificates, AAS, and BAAS or BS degrees. The need for a defined pathway for students to access the HWHD careers of renewable energy is critical to West Texas. CEN, acting as the intermediary, will facilitate the development of the Program of Study with options for replication with the three PDs & potential expansion to other ISDs across West Texas for launch in 22-23 >>Student Recruitment: Student interest in enrollment in the renewable energy courses across PD will be reviewed quarterly. Interest of students in the program will be monitored to determine if adjustments are needed in program design and promotion including an analysis of race and sex. Awareness and exposure activities targeting elementary and middle school student will be followed with a student and teacher survey to monitor quality and intended outcomes for student understanding.

>>Teacher Development: PD cohort teachers will be monitored for completion of the CEN/Industry-designed training through both professional development hours and the quality of the submitted quarterly artifacts. Teachers determined to need additional training will receive increased support via CEN trainers and/or industry externships. Teachers will record development of skills needed for instruction in a renewable energy pathway via quarterly teacher surveys to inform potential adjustments to instructional planning.

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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?

The CEN efforts focus on a P-20 systems approach resulting in post-secondary credentials for all students. The creation of a Renewable Energy Program of Study across the CEN Partner Districts in West Central Texas Workforce Region will provide access quality to rural students across West Texas.

>>Stakeholder Support: The collaborative led by Collegiate Edu-Nation involves 31 partners representing nine sectors—one Collegiate EduNation convener, one higher education university, two regional community colleges, West Central Workforce Board (TRPN member), 3 Texas A&M AgriLife Extension districts, three economic development corporations, 2 manufacturing organizations, three Cohort ISDs, and consultants/project evaluators. These stakeholders commit to build a regional pathway to address the 108% anticipated growth in renewable energy careers including wind turbine technicians and solar photovoltaic installers.

>>Regional Pathway Goal: The goal for all CEN PDs are for 90% of rural students to graduate with an Associates degree and 100% of PD students graduate with post-secondary credentials. The students in the Renewable Energy POS will have four exit points in the program: an aligned state-level IBC, a Level 1 Renewable Energy-focused certificate, and an AAS or a BAAS degree through the partnerships of the CEN collaborative.

>>Community Benefits: Rural Texas is impacted by generational poverty and students do not access post-secondary options for high wage/high demand careers. Only 13% of rural students currently earn PS credentials leaving over 85% of the rural students limited CCMR access. The educational opportunities provided to rural students through this CEN Network and PD will provide the teacher and student training to access HWHD careers.

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.

>>Program of Study: Energy with Pathway: Renewable Energy with optional TSTC Cert 1 (37 credit hrs leading to potential TTU Renewable Energy BAAS degree 120 total credit hrs/83 remaining hrs to complete)

>>The Renewable Energy pathway can be taught with or without a dual credit option. The TSTC Cert 1 allows for students wishing to earn the full Cert 1 attending classes on the TSTC campus. Currently Roscoe offers this pathway with the 12 hr - 37 hr dual credit component. This would allow for a foundational IHE partnership to be expanded to other PDs and additional IHEs based on the region of the PD.

>>Employer Partners are involved with the RCISD Advisory Board and currently includes all industry and IHE partners in the annual P-TECH Advisory Meeting held annually in the fall and spring. As within the OBM of the PTECH Blueprint, RCISD is currently building specific industry partners for each POS and pathways within. Additional employer partners include Big Country Electric Cooperative, a rural energy provider involved in electrical distribution as well as wind and solar energy.

>>Regional labor data supports the need for the pathway with Wind Turbine Technicians being identified by West Central and South Plains workforce boards as targeted careers with 108% growth. The median wage for this career is \$51,334. An additional renewable energy career path is solar photovoltaic installers with an anticipated 81% growth and a median salary of \$43,957.

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.

Collegiate Edu-Nation (CEN) is a 501(c)(3) non-profit. The CEN Network is a collaborative that comprises public schools, community colleges, universities, Extension county, district, regional offices, regional workforce commissions, regional planning commissions & councils of government, & industries/employers of rural Texas in the nine economic engines which drive this regional ecosystem--trade, transportation, utilities, agriculture, business services, construction, education, energy, health, information and technology, & manufacturing. CEN acts to facilitate collaborations among the partner schools, with their community college partners, and, ultimately, with WTAMU, TTU, Angelo State University, and others. A relatively new collaborator has been the addition of Rural Student Success Initiative, an effort led by Texas A&M Agri-life Extension to support students in completing FASFA applications and post-secondary school applications. >>CEN supports the development of Work-based learning (WBL) experiences: Under CEN guidance, each of the network schools has a STEM advisory committee to guide the local school and its personnel to identify and provide WBL opportunities for students. Examples from Roscoe are Edu-Drone, Edu-Maker, Edu-Vet, Edu-Realty, and Edu-Weld. .>>CEN will use the established collaborative and current staff to provide needed support to establish the regional pathway. The three PDs are currently supported by CEN staff for teacher, campus leader, and board training. CEN expertise will be critical to lead the creation of the renewable energy program of study.

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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.

The current program of study plans reflects the guidance for TEA within the renewable energy pathway:

- >>Principles of Applied Engineering/8th Grade PEIMS#13036200/1 credit
- >>AC/DC Electronics/9th Grade PEIMS#13036800/1credit
- TSTC DC/CETT 1303/CETT 1305 (TSI Complete)
- >>Environmental Sustainability/10th Grade PEIMS#N13003746
- TSTC DC/ WIND 1300 (OSHA 30 IBC Complete)
- >>Digital Electronics/11th Grade PEIMS#13037200/1 credit
- Completion of 12 or more TSTC Wind DC hrs.

During the planning year, additional post-secondary options will be developed with alignment to AAS degrees from the TSTC program with potential transfer options to West Texas A&M for a BAAS degree. CEN is currently working with TTU to provide a pathway for rural students to enter into the renewable energy programs. The planning year will be used to continue to map curriculum options for dual credit courses for students to access in their rural districts. Once the full crosswalk is developed, the opportunities to replicate the access to other rural districts will be invaluable to provide college & career access to rural students while meeting the workforce demand.

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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.

As the intermediary, CEN has established partnerships to support the work of a regional renewable energy pathway:  
 >>Cisco College/TSTC: Through the established crosswalk and MOUs, CEN supports partner districts in the alignment of high school curriculum with post-secondary course work through community or technical college programs. Courses are offered in an embedded or online environment and allows rural students to access post-secondary credentials prior to high school graduation leading to a Level I, Level II, and an AAS degree. >>West Texas A&M: Through the CEN partnership network, students may opt to earn a BAAS >>West Central Workforce Board: Through the work of CEN, a Tri-Agency alignment between public education, IHE, and TWC is critical to the efforts of the P-20 system model. Identification of HWHD needs and coordination between industry and education is a vital function in the partnership.>>Big County Electical Cooperative: Enery leaders from the region work with CEN schools to provide authentic learning opportunities for all students while informing education decisions through regular advisory meetings. >>Extension county, district, and regional offices: The CEN model focuses on life-long learning for all students. The research support from Extension Services develops college-going mindsets along with the 4C's of future-ready learning. >>CEN rural ISD's in West Central Workforce Region: Roscoe (program model), Hamlin, and Floydada ISDs members of CEN Cohorts 1 and 2 and have successfully navigated the implementation of the framework for a CEN partner district. Due to the foundation of work already completed, the districts are prepared to effectively scale the implementation of a regional renewable energy pathway for students. >>RSSI Network: The Rural Schools Success Initiative provides support through Texas A&M AgriLife Extension for removal of college-going barriers for rural students (FAFSA completion, college application support).

**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 planned budget supports efforts to achieve the overall SMART goal as listed:  
 >>Intermediary expertise to develop a regional pathway across two workforce regions, three ISDs, Community/ Technical College, area energy employers, and two university level partners with a duplicable crosswalk for rural >>Increase in student enrollment in renewable energy POS: awareness and exploration activities (mobile virtual reality lab) to encourage younger students to consider options in the renewable energy environment.  
 >>Student academic preparation for future college success: expansion of a Bridge program to increase student math and reading skills to allow earlier access to dual credit coursework.  
 >>District-level trained Renewable Energy Instructors: Stipends and supplies to support a grow your own program targeting teachers' development of the needs skills and expertise to provide instruction and hands-on learning opportunities for students using modern tools, equipment, and machinery  
 >>Student and Teacher access to industry-aligned training center: Funds are allocated in the budgetary plans to move past the traditional CTE "shop" to create a modern learning environment designed to support cross-curricular learning while allowing students access to technology and machinery needed in future energy careers. These "Edu-spaces" will provide access to WBL as a student-based enterprise working with public.  
 >>P-20 implementation of a P-TECH model: Via CEN support, districts can create a P-TECH pathway with multiple exit points for students preparing them for both college and career success including funding for POS 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" value="1,760"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,760"/>
4. Total current-year grant allocation	<input type="text" value="200,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="15,000"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="185,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="105"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

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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.	PD Career Counselor Stipend	\$3,000
2.	Externship and Training Stipends	\$12,000
3.	Summer Planning Stipends	\$6,000
4.		
5.		

**Professional and Contracted Services**

6.	Intermediary Network Model Implementation & Pathway Mapping	\$42,000
7.	Intermediary Teacher Professional Development Services	\$16,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Lab Consumables-Training	\$5,000
12.	Instructional Resources (Including teacher professional development and Summer Bridge)	\$39,000
13.	Virtual Reality software access-Training	\$10,000
14.		

**Other Operating Costs**

15.	Cohort Teacher Training Travel	\$2,000
16.		
17.		

**Capital Outlay**

18.	Campus-Based classroom and initial equipment for training	\$50,000
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](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

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