2021-2022 CTE Perkins Reserve
Competitive Grant Application: Due 11:59 p.m. CT, April 13, 2021

TEA — Texas Education Agency

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 | Rockwall ISD

Campus name | Dr. Gene Burton CCA | CDN | Vendor ID 75-6002334 | ESC 10 | DUNS

Address 2301 S John King BLVD | City Rockwall | ZIP 75032 | Phone 469.698.0660

Primary Contact Alison Belliveau | Email alison.belliveau@rockwallisd.org | Phone 469.698.0660

Secondary Contact Mechele Cauley | Email mechele.cauley@rockwallisd.org | Phone 469.698.0660

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions   ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances   ☒ Lobbying Certification
☒ Application-Specific Provisions and Assurances   ☒ ESSA Provisions and Assurances requirements

Authorized Official Name David Carter | Title CFO | Email david.carter@rockwallisd.org

Phone 972.771.0605 | Signature | Date 4/27/2021

Grant Writer Name Megan Shutt | Signature Megan Shutt *Digitally signed by Megan Shutt Date: 2021.04.26 13:52:43 -05'00'* | Date 4/26/2021

☉ 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
Professional Development	Collaboration with our cross-sector partners to provide training focused on academic and technical knowledge necessary to enter the workforce. Partnerships will work together on aligning skills gap for regional in-demand occupations through structured and sequenced WBL continuum.
Industry Based Certifications	2019-2020 TAPR report indicates Rockwall ISD is at 1.8% of graduates earning a IBC, with ESC 10 at 7.2% and State at 10.7%. Increasing IBC's by 1% annually through coherent program of study aligning to workforce and IHE needs. Growing stackable IBC for building talented pipeline in our region.
Equipment to meet the needs of our programs	Small group module equipment to provide hands-on industry recognized skills for college and career readiness. Technology and curriculum to prepare students for real-world experience. Curriculum to improve career exploration and awareness and expansion on WBL intentional activities and experiences.

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.

Bridging the skills gap through work based learning experiences advised by cross-sector partnerships. Increase in industry certifications (with entry and exit paths) attained and increase student enrollment in STEM and Health Science programs of study. Students are prepared to pass industry certifications relevant to our regional employers. According to TWS North Central Texas labor market, STEM/Computer Science and Health Science programs are in high growth and high wage. Implementation beginning 21-22 school year and progressing with the use of grant funds and intermediary assistance of cross-sector partnerships.

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

100% of teachers trained to utilize equipment in all LEA partnerships. Start implementation of equipment and curriculum in classrooms. Work with intermediary to implement partnership meetings, crosswalk, curriculum alignment and cross-sector relationships. Schedules will be solidified with employers for WBL experiences. All teachers have met with employers for WBL and started the process for first student evaluation.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

First semester grades will reflect knowledge and skills growth toward industry certifications readiness. Each skill set will have a check-off list, students will show proficiency (80% or better) using equipment and hands-on knowledge for this benchmark period (Minimum 5 out of 17 total student module choices in Health Science; STEM minimum 5 out of 10 choices). Students WBL will have completed two employer evaluations. Teachers will have completed three employer site visits for WBL courses.

Third-Quarter Benchmark

35% of students enrolled in middle school STEM courses will pre-register to take at least one STEM course in high school. 50% of students in middle school college & career readiness course will pre-register to take at least one CTE course.

Conduct pre-test of industry certification (80% or better pass). Each skill set will have a check off list, students will show proficiency (80% or better) using equipment and hands-on knowledge for this benchmark period (Total of 10 student modules completed in each health science and STEM). Student enrollment in practicum courses increase by 5% in STEM pathways for WBL experiences. Teachers will have completed four to five employer site visits for WBL courses and students will have had three employer evaluations.

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.

Rockwall ISD will use project evaluation data to modify our programs in part by looking at employer-led feedback and guidance, regional job market data, IHE certifications and degree plans, as well as, student success rate in WBL experiences and pass rate of industry based certifications. If progress is not being met at the goal determined by cross-sector partnerships, re-evaluating what area of improvement and program planning needs to occur to meet the goals. Evaluation of passing rate of student certification, which will help teachers re-write curriculum to assist more students being successful in the future.

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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 ReserveProgram 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?

Not Applicable - Focus Area 2

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?

Healthcare Therapeutic program of study consists of multiple Practicum of Health Science I and II courses aimed at specific health care occupations, such as: Emergency Medical Technician, Pharmacy Technician, CCMA, Dental Assistant, and EKG Technician. We also partner with Collin College for dual credit health science programs, such as: Central Sterile Processing Technician, EKG Technician, and Patient Care Technician. Collin College also provides core course dual credit offerings, a student can earn 30 college credits in core courses.
Engineering and Cybersecurity programs of study courses include aerospace, computer science, robotics, and AC/DC electronics. STEM begins in middle school with Investigating Careers in STEM & Robotics courses to help advise students into high school programs of study. Stakeholders will support both health science and STEM pathways through more purposeful internship opportunities (WBL), teacher extern-ships, job shadowing, advisory board meetings, and skills curriculum gap analysis. Stakeholders have hosted work based learning internships/clinical rotations, career events, advisory board members, and a community needs assessment.
The goals are to increase student certifications by 1% annually by growing number of students enrolled in programs meeting coherent sequence, as well as, increasing number of certifications being offered in those programs. North Central Texas industries will benefit from high school students being career ready through completing community college degree programs providing talented pipeline employees to our region.

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9. Program Requirements (Cont.)

3. **Program of Study** (Focus Areas 1 and 2): The applicant must identify -- in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

Stakeholders involved: Wylie ISD, Community ISD, Collin College, Rockwall Economic Development Council, Rockwall Chamber of Commerce, Education Service Center 10. Some employer partners are: Texas Health Presbyterian Hospital-Rockwall, Baylor Scott & White Medical Center- Lake Pointe, Special Products & Manufacturing, Archer Optx.
Regional Labor Market Data as provided by TEA North Central Texas Workforce Area. Career Cluster: Health Science; Program Of Study: Healthcare Therapeutic; Occupational Title: Physician Assistant- growth rate 51%, median annual wage $116,301; Occupational Therapy Assistant- growth rate 37%, median annual wage $72,461; Surgical Technologist- growth rate 35%, median annual wage $49,099; Family and General Practitioners- growth rate 27%, median annual wage $197,409
Career Cluster: STEM; Program of Study: Cybersecurity; Occupational Title:Information Security Analyst- growth rate 58%, median annual wage $98,038
Career Cluster: STEM; Program of Study: Engineering; Occupational Title: Industrial Engineer- growth rate 29%, median annual wage $96,287; Chemical Engineer- growth rate 27%, median annual wage $146,868
In the 2020-2021 Community Needs Assessment the top program of study was health science healthcare therapeutic. Rockwall ISD strategic workforce advisory listed STEM as a top region priority. Creating a pipeline for students to earn industry certifications prior to graduating high school that aligns with local labor market needs and livable wages.

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.

Not Applicable- Focus Area 2

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9. Program Requirements (Cont.)

5. **Intermediary Capacity** (Focus Area 2): The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

Region 10 Education Service Center (ESC 10) is a provider of high quality and innovative education resources and solutions to PK-16 school districts and charter schools with professional development, cooperatives, certification programs, employment services, and a wide range of staff and student supports. ESC 10 manages cooperatives and Shared Service Arrangements (SSA) that includes facilitating and managing large projects with multiple stakeholders across disciplines and programs. For example, the ESC 10 Carl Perkins CTE SSA manages services for 38 member districts: assesses the CTE program needs, identifies resources and services to strengthen the CTE programs in rural areas, collaborates with workforce and university partners to connect CTE students to meaningful career field experiences, provides regular communication through monthly meetings and webinars, and allocates experienced staff to lead and manage complex and robust CTE plans and program evaluation requirements. As part of the SSA services, ESC 10 has the capacity to employ a full-time staff member to manage all CTE Perkins Reserve grant requirements, coordinate work-based learning experiences internships/externships and advanced course work for students and teachers, collect data to evaluate program outcomes, and plan for continuous improvement. This CTE Grant Project Coordinator will also serve as the intermediary partner that will coordinate convening sessions amongst all stakeholders.

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.

High school course of sequence for Healthcare Therapeutic Program of Study:
Medical Terminology (9 grade) Health Science Theory (10 grade), Anatomy & Physiology (11 grade) Pharmacology (11 grade), Disaster Response (11 grade), Practicum in Health Science I or II (11-12 grade) specific sections focused on: Dental Assistant, CCMA, Pharmacy Technician, EMTb, Electrocardiography

Collin College Dual Credit Programs align with Practicum in Health Science I or II (2 high school credits per year, 11 and 12 grade):
Occupational Skills Award (OSA) - Electrocardiography Technician (DSAE 2303, DSAE 1340, DSAE 1315, HPRS 1561 total college credits 12);
Central Sterile Processing Certificate Level 1 (HPRS 1470, HPRS 1370, HPRS 1471, HPRS 1561 total college credits 16);
Patient Care Technician Certificate Level 1 (NURA 1301, NURA 1160, HPRS 1303, DSAE 2303, DSAE 1340, DSAE 1315, HPRS1160, PLAB 1323, HPRS 1191 total college credits 18).

Medical Terminology I HITT 1305 (3 college credits) - High School Course Medical Terminology .5 credits
Pathophysiology HPRS 2301 (3 college credits)- High School Course Medical Terminology .5 credits

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9. Program Requirements (Cont.)

6. **Crosswalk** (Focus Areas 1 and 2) (Cont.):

High school course of sequence for STEM, Engineering Program of Study:
Engineering Design & Presentation I (9-12 grade), Engineering Design & Presentation II (10-12 grade - UT Austin Dual Enrollment 3 college credits), Scientific Research & Design- Aerospace I (10-12 grade), Engineering Design & Problem Solving - Aerospace II (11-12 grade), Practicum in STEM (11-12 grade).

Collin College offers the following Associate of Science and Certificate Level I focus degrees in Civil Engineering, Electrical Engineering, and Mechanical Engineering.

High school course of sequence for STEM, Cybersecurity:
Foundations of Cybersecurity (9-12 grade), Computer Science I Honors (9-12 grade), AP Computer Science Principles (9-12 grade), AP Computer Science A (10-12 grade), Cybersecurity Capstone (11-12 grades).

Collin College offers the following in Cybersecurity: AAS Degree, Certificate Level I and BAT- Bachelor of Applied Technology in Cybersecurity.

Collin College also offers dual credit core courses for students earning 30 or more college core credits. Courses include: ENGL 1301, ENGL1302, ENGL 2332, ENGL 2333, HIST 1301, HIST 1302, GOVT 2305, ECON 2301, MATH 1314, MATH 1342

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.

Rockwall ISD has partnerships with Rockwall Economic Development Corporation, Rockwall Area Chamber of Commerce, and Collin College. In addition, 30 business partners for health science, and 8 for STEM programs of study. Current employer partnerships provide work based learning experiences set up as internships or job shadow sites. Employers are active in participating in district K-12 career fairs, guest speakers, advisory boards, middle school job shadow, and employer-led student hiring job fairs.
LEA partnerships with Wylie ISD and Community ISD and ESC Region 10 as the intermediary will help strengthen and grow cross-sector partnerships.
These partnerships will strengthen the students foundation by focusing on closing the skills gap by utilizing industry equipment. Cross-sector partnerships will help to align existing programs of study with labor market demands and employer-led needs. Creating high quality work based learning opportunities while advising students through coherent sequence of courses to prepare them for postsecondary careers.

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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?

Currently, funds are allocated through CTE department for all programs. However due to limited funding the required skill-based equipment can't be purchased.

A portion of the grant's budget will be used to educate on newly implemented tools, as teachers will require training for proficiency on new equipment, materials, and curriculum.

CPR certification is required of all healthcare professionals. With the budgeted purchase needs, Health Science focus will be to update the quality of current CPR equipment to comply with updated AHA standards, specifically the use of feedback devices. This will also allow more proficient use of equipment with a 1:2 ratio of student to mannequin use. (Safety measures suggested by AHA and taken due to Covid-19)

Obtaining vital signs is essential for healthcare professionals. Budgeted purchases of instruments will allow students the opportunity to further their proficiency through hands-on learning, yielding improved career readiness for real-world application.

Dental simulators will allow students to practice skills in a safe environment. Purchases made will enable these students to further their aptitude in patient positioning, HVE adaptation, performing dental procedures and proper passing of instruments vital to successful 4-handed dentistry.

Small group modules purchased for the health science program of study will encourage hands-on learning experiences, focusing on career and industry required skills and can be utilized for students to gain knowledge through career exploration.

Sterilization equipment will expand on existing equipment to align with current industry standards and assist in the effort to reuse any durable and nondurable materials when safely applicable.

Additional consumables and small apparatuses purchased with these funds will be used to update/replace non-functioning equipment, furthering the educational and practical experience for accuracy within the pathways of: EKG, DA, Pharmacy Tech, and CCMA. Future funds will be self-sustaining by only needing to purchase the consumables through the use of CTE general funds.

The STEM Budget will be used to purchase small group modules for the middle school Careers in STEM and Robotics classes. These modules will pr Budget needs for middle school innovative careers in STEM and Robotics: small group modules that are hands on learning experiences focusing on career and industry required skills. Helps to advise students on career pathways early on with an emphasis on endorsement and program of study completer.

Wylie ISD will be obtaining two EKG machines, with Rockwall ISD providing teacher mentorship in training and curriculum use of EKG equipment.

Community ISD getting training on small group modules in conjunction with Rockwall ISD.

Each of the elements listed above will improve student confidence and mastery, making them adept in their field of study, while improving the success of certification exam pass rates.

Finally, 10% of the implementation budget is dedicated to the financial support of the intermediary, Region 10 ESC. The strength of the intermediary is a critical piece of a successful implementation year.

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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?

Rockwall ISD has strong partnerships with Rockwall Chamber of Commerce, Rockwall Economic Development Corporation, ESC 10, Texas Workforce Commission for North Central Texas, and Collin College. We maintain meetings through the year to assess needs of the community, provide tours to incoming businesses, advisory boards, collaborate to host a student job fair and job board. All partners work together in placing students for WBL experiences for job shadow and internships.

Our current partnerships align with the seven TRPNs components through 8th grade career interest inventory, yearly course request meetings, college fairs and advising, 4 year plans, and career curriculum with local industry guest speakers. We provide certifications based on local labor market data, such as: EMTb, CCMA, Dental Assistant, Pharmacy Technician, EKG, CSP, PCT, Solidworks, NIMS Certifications, and OSHA 10. We have crosswalks with Collin College for both health science dual credit programs that lead to a minimum of a college certificate, as well as, 30 core college credits. We use Interlink, Texas Workforce Commission North Central Texas, Rockwall Chamber of Commerce and Rockwall Economic Development Corporation for labor market data. In addition, Collin College reports on student clearing house providing post secondary degree data. All students in both career clusters have the opportunity to take dual credit and Advanced Placement courses, along with a coherent CTE program of study.

Both of the career clusters provide WBL opportunities through job shadow and/or internships.

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 equipment and curriculum purchased through the grant will assist in student recruitment into STEM and Health Science programs of study through hands-on learning experiences and career exploration modules. Cross-sector partnerships enhanced by the grant will allow for more K-12 opportunities for career events and advising students into the programs of study in the Health Care and STEM fields. Healthcare Therapeutic, Engineering, and Cybersecurity programs of study all have a coherent sequence of courses aimed at program completer, in addition to, industry certifications that are included on the CCMR accountability. Employer-led work based learning experiences and partnership meetings help continuous improvement with closing the skills gap in our local high demand occupations. Having over 38 business partnerships involved already in WBL experiences for our students will help foster growth through the use of the grant to expand and deepen those partnerships. TWS North Central Texas top occupations for 2020 are in line with the programs of study listed in this grant. Regional Labor Market Data as provided by TEA North Central Texas Workforce Area: Industrial Engineer- growth rate 29% for STEM, and Physician Assistant- growth rate 51% for Health Science, and Information Security Analyst- growth rate 58% for Cybersecurity. Partnerships with Collin College help bridge the postsecondary gap for students entering into Collin College's BAT Cybersecurity degree, Nursing AAS or BSN degrees through dual credit opportunities.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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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

#	Description	Amount
1.	3.525% of Total Rockwall ISD Bookkeeper/Accounting	$26,017
2.		
3.		
4.		
5.		

Professional and Contracted Services

#	Description	Amount
6.	ESC Region 10 10% of Total	$73,807
7.	Paxton Patterson Training	$14,000
8.	Community ISD Paxton Patterson Training	$2,800
9.	Curriculum Writing	$2,800
10.		

Supplies and Materials

#	Description	Amount
11.	Middle School Paxton Patterson	$382,761
12.	Health Science	$49,007
13.	Paxton Patterson Health Science	$71,547
14.	Patterson Dental	$35,741

Other Operating Costs

#	Description	Amount
15.		
16.		
17.		

Capital Outlay

#	Description	Amount
18.	Wylie ISD EKG Equipment	$3,655
19.	Patterson Dental	$145,833
20.	FAA Flight Simulator	$29,924

Direct and indirect administrative costs: $99,824

TOTAL GRANT AWARD REQUESTED: $837,892

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CDN ☐ Vendor ID 75-6002334 Amendment # ☐

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .