



## 2021-2022 CTE Perkins Reserve

### Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID <input style="width: 90%;" type="text"/>	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 <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a>	

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

#### Focus Area Selection

- Focus Area 1
- Focus Area 2

#### Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

#### 1. Applicant Information

Name of organization <input style="width: 95%;" type="text" value="Region 10 ESC"/>					
Campus name <input style="width: 200px;" type="text"/>	CDN <input style="width: 50px;" type="text" value="057950"/>	Vendor ID <input style="width: 100px;" type="text" value="1751249185"/>	ESC <input style="width: 30px;" type="text" value="10"/>	DUNS <input style="width: 100px;" type="text" value="074875592"/>	
Address <input style="width: 300px;" type="text" value="400 E. Spring Valley"/>	City <input style="width: 100px;" type="text" value="Richardson"/>	ZIP <input style="width: 60px;" type="text" value="75081"/>	Phone <input style="width: 100px;" type="text" value="972-348-1700"/>		
Primary Contact <input style="width: 150px;" type="text" value="Ligia Curtis"/>	Email <input style="width: 250px;" type="text" value="ligia.curtis@region10.org"/>	Phone <input style="width: 100px;" type="text" value="972-348-1370"/>			
Secondary Contact <input style="width: 150px;" type="text" value="Chris Grey"/>	Email <input style="width: 250px;" type="text" value="chris.grey@region10.org"/>	Phone <input style="width: 100px;" type="text" value="972-348-1522"/>			

#### 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
In N. Central Texas, there are currently 14,557 positions open for software developers. By 2025, the number of positions will grow by 21.5%. (Workforce Solutions of N. Central Texas)	In collaboration with IHE partners, industry partners - Texas Instruments, CypherLearning, and McAfee Inc., along with 8 LEAs, work will collaborate to plan the STRONG ARM of Technology Computer Science Network focusing on Programming and Software Development (STEM), and Advanced Manufacturing and Machinery Mechanics (Manufacturing)
Due to the high number of openings in high wage computer science careers, hiring a qualified teacher is challenging for small, rural school districts in ESC 10; it is difficult to provide hands-on work-based learning.	Contract with a qualified computer science teacher or industry partner to design a fundamentals of computer science and principles of engineering course to offer in the Fall of 22'; collaborate to plan for a mobile STEM lab to enable hands on work based learning experiences all students.
According to the National Assessment of Educational Progress, the percentage of U.S. high school students taking STEM courses has increased over the last 20 years across all STEM disciplines, EXCEPT for Computer Science, where it dropped from 25% to 19%.	Provide a repository of K-8 career development resources and experiences at no cost to small school districts. Efforts will be focused on engaging young students in the areas of Programming and Software Development, and Advanced Manufacturing and Machinery Mechanics at an early age to reinforce and expand enrollment during high school and post-secondary education.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The STRONG ARM of Technology Computer Science Network(<http://StrongArmCS.org>) will convene ESC 10, LEAs (Ennis, Red Oak, Fannindel, Maypearl, Milford, Palmer, Italy, and Community), IHE partners -Navarro College and Texas State Technical College, and Intermediary LACOC to plan a Dual Credit Programming/Software Development and Advanced Manufacturing POS for enrollment in the Fall of 22'. The StrongArmCS Network will add cohorts including a min. of 15 students per LEA annually; estimated 90 students per cohort; 100% students who enroll in the StrongArmCS program will meet college TSIA college readiness standards no later than the end of the 1st year in the program; ESC 10 will expand the StrongArmCS Repository to include essential K-8 career exploration for teachers and students - reach of a minimum of 25 teachers and 750 students in the 21-22 school year.

**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. No later than September 1, 2021, all StrongArmCS Network stakeholders will begin the planning process for the two dual credit POS; 2. Intermediary, LACOC, will collaborate with all stakeholders to schedule monthly steering committee meetings. 3. LEA's have identified the feeder middle school campuses, and middle school campuses within their district with enrollment that includes targeted populations of students (traditionally underserved students including ELL, economically disadvantaged, and at-risk). Each of these campuses will be provided with the Xello Career Readiness program. Xello builds self-knowledge, personalized plans, and critical life skills. This program will be one tool provided through the award of this grant to assist campuses in building awareness of the opportunities provided through the StrongArmCS program.

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

1. Intermediary will schedule bi-monthly meetings of all stakeholders to provide updates and information pertaining to measurable progress toward meeting the process and implementation goals defined for the grant. Meetings will be posted on StrongArmCS.org. 2. All LEA and IHE WIRED teachers and teachers at middle school campuses will be provided with login access to StrongArmCS.org. Intermediary will continue to expand the resources available on the website. 3. Potential StrongArmCS students will begin soft skills training and build their portfolio through CareerPrepped.com, furnished by Region 10 ESC in collaboration with the Association for Career & Technical Education (ACTE) 4. Program expansion and marketing efforts will be implemented by the end of the 2nd quarter expanding access to the StrongArmCS.org website for additional ESC 10 STEM teachers. 5. Intermediary will plan an informational session for any LEA interested in joining the STRONGArmCS Program.

**Third-Quarter Benchmark**

By the conclusion of the third-quarter of the grant: 1. 2022 Students will be selected for enrollment and take the TSIA test. 2. Students unable to meet TSIA criteria will enroll in EdReady tutorials. All students in the first cohort will apply for admission with Navarro College and/or TSTC. 3. In collaboration with all stakeholders, intermediary will plan for and offer options to LEAs for work-based learning experiences for students. 4. In collaboration with all stakeholders, LEAs, Texas Instruments, CypherLearning, and McAfee Inc., and other industry partners will plan for "The STRONG ARM of Technology Summer Bridge Program" for students in the 1st and 2nd cohort. This program will span a minimum of 4 days in the Summer of '22' with a focus on WBL experiences for StrongArmCS students with industry partners. Students will engage in experiences such as job site visits, guest speakers, college tours, hands-on demonstrations, and student support around meeting TSIA criteria.

**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.

Throughout the course of the planning year, LEAs will engage in cross-sector partnership planning. Utilizing the Cross Sector Partnership Assessment Tool from the Texas Regional Pathway Network and JFF throughout the planning process will ensure that efforts result in a high-quality STEM and Manufacturing Pathway which is critical to the economic success of our region. Regular evaluation of the planning process will be completed by intermediary with reports shared at steering committee meetings. The StrongArmCS.org repository will publish results from evaluations as well as meeting minutes, agendas, and the planning calendar. In the event that this evaluation data does not show progress towards the summative SMART goals, the planning will be modified to increase odds of meeting the goals. PROGRAM SUSTAINABILITY: One aspect of program sustainability is qualified teaching staff. Stakeholders will collaborate to develop a professional development training plan for LEA teaching staff to assist them in meeting IHE credentials to become an embedded dual credit faculty employed by their respective LEA. LEA's will complete formative needs assessment during the grant period. As needs arise, the program will be modified to promote sustainability, and ultimately, student success.

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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?

Why StrongArmCS? The science and technology behind the automated computer systems that power our regional industries need mad math and science skills. When an individual brings these skills to the table, they will serve as the brains behind many of our state's automotive manufacturing, electronics, semiconductors, metals, plastics and other industries. Opportunities even exist to apply this technology in the medical field. As the technology expands and evolves, the demand for skilled, qualified professionals will also increase. And, this is especially true in Texas, which is the No. 2 employer of electro-mechanical technicians in the nation. Educators have begun to realize that if we are unable to develop highly-trained STEM and Manufacturing professionals, many of us could have to learn to live without cell phones, cars, and even soft drink bottles! Hence, StrongArmCS! **PROGRAM OVERVIEW AND MISSION:** All members of the StrongArmCS Pathways Network aim to prepare students for high demand and high-wage technology careers by creating STEM and Manufacturing focused Programs of Study, in which students: 1. receive high school and dual credits; 2. achieve an industry-based certification; 3. have a clear path to a higher education degree.

**NEEDS:** 1. Funding for facilities and equipment 2. Recruit qualified teachers 3. Develop marketing campaign to inform parents and students about high-wage jobs in the STEM and Manufacturing sector 4. Develop a work based learning connection with employers. StrongArmCS will develop a structured process in which LEA's will 1. Share the costs of equipment, facilities, and an instructor 2. Create a student and parent information portal and educator resource center online that will provide open access anyone who needs it 3. Provide teacher training that qualifies them to instruct students in high-wage, high need careers 4. Collaborate with industry to develop online courses that are engaging, exciting, and meet the needs of small, rural schools 5. Commence planning for a Mobile STEM lab. The collaborative effort behind StrongArmCS will benefit our local workforce and provide a model for other districts

**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.

StrongArm CS Application Network: The Region 10 Education Service Center; LEAs: Italy, Ennis, Red Oak, Maypearl, Milford, Palmer, Fannindel and CISD; IHE Partners: Navarro College, Texas State Technical College, The University of North Texas, and Texas A&M Commerce; Industry Partners: McAfee Inc., Texas Instruments, , and Walker Engineering; Intermediary: Region 10 ESC and The Lavon Area Chamber of Commerce (LACOC). Local Workforce Development Board - Workforce Solutions of North Central Texas. The TEA CTE Programs of Study included in the first year of the StrongArmCS Program are: Software Programming and Development (STEM), and Advanced Manufacturing (Manufacturing). Both POS will be aligned with dual credit courses leading to a series of stackable credentials such as a Level 1 or Level 2 certificate, multiple industry based certifications, and ultimately an Associates degree prior to graduating from high school. There are a wide range of high-wage, high-demand occupations. In fact, the job market increases daily. We are in fact, preparing students for current careers, and careers that will be in demand in future years. According to LMI from TEA, in the North Central Texas Workforce Development Area, the growth rate for Programming and Software Development Technicians (15-1133). from 2016-2026 is 24%; median annual wage is \$97,310; and, the growth rate for Advanced Manufacturing (17-3023) is 23%; median annual wage is \$62,284. The intended educational outcome includes: an Associates degree aligned with a high school diploma and followed by transfer to a university where students may earn an undergraduate and possibly, a graduate degree. The intended career outcomes are to develop the next generation of leaders in the technical industry.

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: The Lavon Area Chamber of Commerce (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 in making connections within the local workforce and community will be a asset as we enter into a planning year. The business community 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 STEM and Manufacturing 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 Industry Partnership Coordinator that will be responsible for convening the cross-sector partnerships during the planning year. ESC 10 understands the power of a cross sector collaboration group for the planning year. Thus, ESC 10 is excited to enter into a planning year with co-intermediary, LACOC. 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.

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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.

Coursework includes: A.S. Computer Information Technology - Engineering and Scientific Emphasis from Navarro College includes courses such as COSC 1336 Programming Fundamentals, COSC 1301 Introduction to Computing, COSC 1337 Programming Fundamentals II, COSC 2336 Programming Fundamentals III, MATH 2413 Calculus I, and COSC 2325 Computer Organization along with core academic courses that lead to the A.S. degree.

Alternatively, the AAS in Robotics Technology from Texas State Technical College includes such courses as: CETT 1303 DC Circuits, DFTG 1309 Drafting, RBTC 1343 Robotics Fundamentals, and CETT 1305 AC Circuits, with core academic courses that lead to the AAS degree. IHE Partners, University of North Texas and Texas A&M University Commerce are providing guidance to assist the network in developing an articulation and transfer plan that will lead to options for a 4-year degree, and/or a graduate degree in a range of disciplines. Recent input from our IHE experts suggest that the planning process will be an ever-changing, dynamic process as we are preparing students for current and future career options. Both the Programs of Study will include multiple entry and exit points, industry based certifications, certificates, and a comprehensive degree plan and job placement assistance. Information relating to the Dual Credit Programs of Study, Certificates, Certifications, Associates, Bachelors, and Masters Degree options, as well as Labor Market Information and Evaluations will be available on the StrongArmCS.org website with open access.

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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 Intermediaries: 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 StrongArmCS Programs of Study. These include: Navarro College, Texas State Technical College, University of North Texas, and Texas A&M Commerce; Membership in the P-16 Council, Metroplex Higher Education Regional Council, and the Lavon Workforce Investment Board. **STRENGTHEN FOUNDATION of CROSS-SECTOR WORK:** The STRONG ARM Computer Science Technology Program will use The Texas Regional Pathway Network Cross-Sector Regional Collaboration Tool to strengthen the foundation of the program. This will assist 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 STEM and Manufacturing industry. Furthermore, our work with Navarro College, TSTC, UNT, and TAMUC 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 North Texas and Texas A&M University Commerce. One of the most significant aspects of the vision of the regional pathway approach in the StrongArmCS Program 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 STEM or Manufacturing Programs of Study on their own campus as an embedded dual credit teacher.

**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 STEM & Manufacturing 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 teacher or industry partner to develop online, entry-level, high school courses 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 the Intermediary, Students and Network Partners. It is very important to ESC 10 that we help build the capacity of our Intermediary during this planning year in order to excel in reaching the small, rural areas that are often overlooked. 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. Currently, LEAs are attempting to meet the needs of their students using state and federal CTE funding and local funds. Most 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 ultimately serve a large number of students statewide. A strong Intermediary and Industry Partners will ensure that we increase Intermediary capacity and develop a 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		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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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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	\$30,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Intermediary Contracts	\$20,000
7.	Resource Portal	\$4,667
8.	Curriculum Development	\$16,000
9.		
10.		

**Supplies and Materials**

11.	STEM/Manufacturing Lab	\$75,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Teacher Training	\$30,000
16.	TRPN Convenings	\$10,000
17.		

**Capital Outlay**

18.		
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
<input type="text"/>	
<input type="text"/>	
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**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.