



2021-2022 CTE Perkins Reserve

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

NOGA ID <input style="width: 95%;" type="text"/>	Application stamp-in date and time
<p>TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:</p> <p>Competitive grant applications and amendments to competitivegrants@tea.texas.gov</p>	

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	
<input type="checkbox"/> Focus Area 1	<input checked="" type="checkbox"/> Focus Area 2

Amendment Number
Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): <input style="width: 90%;" type="text" value="N/A"/>

1. Applicant Information									
Name of organization	<input style="width: 98%;" type="text" value="A+ Academy"/>								
Campus name	<input style="width: 20%;" type="text"/>	CDN	<input style="width: 10%;" type="text" value="057829"/>	Vendor ID	<input style="width: 15%;" type="text" value="1752791729"/>	ESC	<input style="width: 5%;" type="text" value="10"/>	DUNS	<input style="width: 10%;" type="text" value="0282427"/>
Address	<input style="width: 30%;" type="text" value="225 Bruton Rd."/>		City	<input style="width: 15%;" type="text" value="Dallas"/>	ZIP	<input style="width: 10%;" type="text" value="75217"/>	Phone	<input style="width: 20%;" type="text" value="214-381-3226"/>	
Primary Contact	<input style="width: 25%;" type="text" value="Dr. Brenton White"/>	Email	<input style="width: 30%;" type="text" value="brenton.white@aplus-cs.org"/>			Phone	<input style="width: 15%;" type="text" value="214-381-3226"/>		
Secondary Contact	<input style="width: 25%;" type="text" value="Miguel Pena"/>	Email	<input style="width: 30%;" type="text" value="miguel.pena@aplus-cs.org"/>			Phone	<input style="width: 15%;" type="text" value="214-381-3226"/>		

2. Certification and Incorporation			
<p>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.</p> <p>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):</p>			
<input checked="" type="checkbox"/> Grant application, guidelines, and instructions <input checked="" type="checkbox"/> General Provisions and Assurances <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances	<input checked="" type="checkbox"/> Debarment and Suspension Certification <input checked="" type="checkbox"/> Lobbying Certification <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements		
Authorized Official Name	<input style="width: 20%;" type="text" value="Dr. Brenton White"/>	Title	<input style="width: 20%;" type="text" value="Superintendent"/>
Phone	<input style="width: 10%;" type="text" value="214-381-3226"/>	Email	<input style="width: 40%;" type="text" value="brenton.white@aplus-cs.org"/>
Signature	<input style="width: 50%;" type="text"/>		Date
Grant Writer Name	<input style="width: 20%;" type="text" value="Miguel Pena"/>	Signature	<input style="width: 30%; text-align: center;"/>
Date			<input style="width: 10%;" type="text" value="4/26/2021"/>
<input checked="" type="radio"/> Grant writer is an employee of the applicant organization. <input type="radio"/> Grant writer is not an employee of the applicant organization.			

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CDN 057829

Vendor ID 1752791729

Amendment # **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
According to the 2019-20 TAPR report, 0% of A+ or Advantage Academy, and only 1.9% of Inspired Vision students graduated with an Industry Based Certification. NEED: CTE POS leading to certifications	Implement a dual credit education and training program at 3 LEA's in collaboration with multiple IHE partners, leading to stackable credentials such as Texas SBOE Educational Aide, an Associate of Arts in Teaching, and ultimately a Bachelors degree in teaching.
Workforce Solutions of Greater Dallas shares that Math, Science & ESL Teachers (251032, 251042) are amongst the targeted occupations for the 19-20 year; 41,310 openings. NEED: Cultivate more qualified teachers	Collaborate with all stakeholders to implement the planned dual credit education and training program to build a pipeline of qualified educators who are already deeply committed to the surrounding labor market area and the community.
According to the Higher Education Coordinating Board, only 20 percent of Texas 8th-grade students in 2006 graduated from college by 2017. NEED: expand dual credit opportunities	Collaborate with Dallas College, University of Texas in Arlington, and Texas A&M Commerce, along with LEAs in the Future Educator Network to expand enrollment in college courses while students are enrolled in High School.

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.

IMPLEMENTATION: A + Academy, Inspired Vision Academy, and Advantage Academy will implement the FUTURE TEACH TEXAS Program in the Fall of 21'. Expanded marketing and recruitment efforts will focus on underserved populations and students in middle school through 10th grade. Intermediary, Region 10, will make career exploration tools available to LEA's through the repository located at <http://futureteachtx.org>. EK-12 career exploration and development will result in 50% increase in student and teacher level of understanding of high school and post-secondary educator and training programs of study leading to certificates, associates degrees, and bachelors degrees.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. No later than September 1, 2021, all FutureTeachTX Network stakeholders will begin the implementation and expansion process 2. Intermediary, ESC 10 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 FutureTeachTX program.

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

1. Expand the reach of ESC 10's FutureTeachTX.org program, crosswalks, K12 to postsecondary by inviting other LEA's to join the network. Informational sessions will be held by the end of the second quarter. Expand student recruiting efforts in collaboration with IHE partners, and encourage attendance in ESC 10's Education Summit in collaboration with University of Texas at Arlington. (<https://pathwayssummit.uta.edu>). Administer the TSIA to incoming FutureTeachTX students. Record data. Enroll students unable to meet college ready criteria into the EdReady program through NROC. Benchmark LEA efforts to qualify staff to teach dual credit education and training courses on their own

Third-Quarter Benchmark

Finalize list of new students. Finalize planning for the FutureTeachTX Summer Bridge program. Assist new dual credit students with their IHE Applications that will allow them to enroll in next college classes. Finalize the list of work based learning opportunities for students.
Hold informational session pertaining to the Texas SBOE Educational Aide certification.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

To provide ongoing guidance in implementing the project, the FutureTeachTX.org Steering Committee (SC) will be convened regularly to benchmark progress and modify plans as needed. A working group representative from each partner who maintains direct responsibility for the project at their organization will serve on the SC. Facilitated by the Intermediary, ESC 10, the SC will meet monthly to assist with planning, implementation, resources sharing, and evaluation to ensure employment of sustainable programs that are inclusive of federal and non-federal resources.

To ensure effective feedback mechanisms and continuous improvement in project operations, the Intermediary will;
1) work with project and district staff on a daily basis to monitor progress, review benchmarks toward performance measures, and make improvements in project design and delivery; 2) meet with the SC monthly to solicit feedback on project status, operation, budget and evaluation for program improvement and to develop and codify each district's sustainability plan; 3) utilize digital management software to track and monitor project status and assess impact on objectives each month; and 4) review quarterly and annual evaluation results to ensure data is strategically used to provide feedback in efforts to refine and integrate effective program improvements.

At these monthly convenings, one focus will be on identifying lack of progress towards smart goals and modifying program plans for sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- 7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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Amendment #

9. Program Requirements

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

N/A

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

Why FutureTeachTX? Being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning; he is the one in charge of making/helping students learn and benefit or suffer from the quality of his teaching. Given this, the teacher and the quality of his teaching are always under discussion and receive prevalent importance in education. Nowadays, the Algerian educational institutions, like any other educational institutions around the world, is at risk when it comes to the fact that we may encounter a situation whereby our educational systems fail to educate and form excellent learners. As a result of such concerns, we have collaborated to develop FutureTeachTX!

MISSION: All members of the FutureTeachTX Pathways Network aim to prepare students for high demand careers in education through:

1. college courses aligned with high school courses for dual credit; 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 the wide range of options for careers in education 4. Develop a work based learning connection with employers. FutureTeachTX will develop a structured process in which LEA's will 1.

Sexpand the number of schools in the network; 2. Expand the 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 staff to teach dual credit courses.

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.

IHE Partners: Dallas College, Texas A&M Commerce; University of Texas at Arlington. LEA Partners: A + Academy, Inspired Vision Academy, Advantage Academy. Intermediary: Region 10 Education Service Center. Employer Partners: All LEA's, Texas Instruments, ShermCo. All stakeholders are committed to the implementation of FutureTeachTX, and expanding awareness of exciting career options in the education sector. Workforce Solutions of Greater Dallas shares that Math, Science & ESL Teachers (251032, 251042) are amongst the targeted occupations for the 19-20 year. There are currently 41,310 openings with a median annual wage of over \$45,000 annually. The annual wage is expected to grow a minimum of 18%; \$56,720.00. Educational Assistant employment is projected to grow 4 percent from 2018 to 2028 with a medium salary of \$27,920. There is no denying the need for educators in all sectors of 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.

N/A

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9. Program Requirements (Cont.)

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

The mission of Region 10 is to be a trusted, student-focused partner that serves the learning community through responsive, innovative educational solutions. ESC 10 is one of 20 regional service centers established by the Texas State Legislature in 1967 for the purpose of delivering professional development and a range of other innovative solutions. ESC 10 proudly serves more than 880,000 students and 112,000 school staff, of which 58,000 are teachers in over 130 ISDs, charters and private schools across 10 north Texas counties. Additionally, ESC 10 serves more than 38 LEA's, like those a part of this application, in the Perkins SSA group. ESC 10 is committed to providing strong intermediary support to the LEA's who are a part of the FutureTeachTX network. Therefore, the organization is prepared to expand it's staff to provide a staff member responsible for intermediary duties and grant coordination. This individual will be responsible for convening the cross-sector partnerships during the 1st implementation year. ESC 10 considers this individual an essential piece to providing the collaborative insight needed for connecting teachers, students, and IHE partners with industry partners from across the ESC 10. ESC 10 prepared to collect data, evaluate program outcomes, and assist with the resource website to share program evaluations and a plan for continuous improvement. Funds from this grant will support intermediaries financially in order to expand capacity for this project.

6. Crosswalk (Focus Areas 1 and 2): The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

FA 2: Texas State Board for Educator Certification Educational Aide; Associate of Arts in Teaching. Students will enroll in core academic courses for dual credit. Course prefixes to include: ENGL; MATH; HIST; GOVT; SPCH; BIOL; ARTS; PSYC; and EDUC. Specifically, beginning in the 10th grade, students will enroll in EDUC 1300 Learning Frameworks and SPCH 1311 Professional Communication. Students will progress through the required courses to earn an Associates degree by the time they graduate from high school. IHE partners: UT Arlington and Texas A&M Commerce have assisted in the development of a 4 year articulation plan to provide a clear path to a Bachelors degree that leads to Texas Teacher Certification. Full crosswalk can be found at FutureTeachTX.org.

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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.

ESC 10 has regional partnerships and/or initiatives that are aligned to Tri-Agency efforts that are already in place and provide an advantage in implementing the FutureTeachTX Programs of Study. These include: Dallas, 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 CrossSector 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?

The proposed budget will support and enhance the identified Education and Training 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. Promoting increased student enrollment and participation; 3. Providing high-quality, industry-standard training for teachers to prepare them to serve as embedded dual credit teachers 5. Assisting teachers to become credentialed as a dual credit teacher; and, 5. Covering allowable travel and convening expenses incurred by the Intermediary, Students and Network Partners. 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. Grant funds will be distributed to the intermediary, and distributed equally amongst LEA's to support their programs through materials, supplies, curriculum, and tuition costs.

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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?

Current pathway work in our Region spans a wide range of programs of study. The Region 10 Education Service Center proudly serves more than 880,000 students and 112,000 school staff, of which 58,000 are teachers in over 130 ISDs, charters and private schools across 10 north Texas counties. Through cross-sector partnerships (Pathway Key Component - PKC- 1) we have ensured planning led to the design of a program that will propel students to success. Examples include the following: 1) PKC 2 - Alignment with Labor Market Demand - has also been met and exceeded through the planning process as demonstrated through regional wage data and reverse mapping; 2) PKC 3 - Rigorous Academics - planning focused lens included development of a program that would challenge all students and develop the skills necessary for employment while incorporating dual credit core academic opportunities such as English 1301 or AP English courses.; 3) PKC 4 - LEAs will provide comprehensive college and career information and advising to all students.; 4) PKC 5 - Links between Secondary and PostSecondary - Students will begin to earn college credit while in high school; have opportunity to earn stackable credentials leading to an associates degree with a clear 4 yr university articulation plan; 5) PKC 6 - Credentials with Value in the Labor Market - cross collaboration with multiple industry partners had led to embedded certifications that have labor-market value; 5) PKC 7 - Work-Based Learning - FutureTeachTX students will be provided with opportunities for WBL at each level of the program; 6) WBL experiences will allow students to expand their technical knowledge and employability skills which will be documented through their online employment portfolio. Input from IHE, Workforce Board, Intermediary, and Employer Partners have led to an exciting and engaging opportunity for FutureTeachTX students. We will continue to expand the program and opportunities through the FutureTeachTX repository.

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.)

a. FutureTeachTX mplemented pathways based on the 2020-21 planning efforts with a focused plan for continuous expansion and improvement. All strategies, resources, tools, program information, and curriculum support will be shared publicly via <http://FutureTeachTX.org>. Enrollment and development strategies include tools that ESC 10 is able to leverage low or no cost purchase of for LEA's: Ed Ready from The NROC Project (Network - Resources - Open - College & Career), CareerPrepped - career success system for teachers and students that includes LIFETIME access to integrated suite of user-centric, mobile-friendly tools such as competency-based skill development process empowering users to continuously develop and validate their soft skills - digital portfolio for each student with badges that display soft skills that have been mastered; Nepris - tool that assists in connecting industry and students through work-based learning experiences and opportunities for students; and finally, XELLO - career exploration tool that will allow students to connect with careers such as Electrical Trades earlier in their school career and make good decisions about future educational and career plans. b. WIRED feels confident that the tools and strategies mentioned in (a), along with the <http://FutureTeachTX.org> repository, and effective communication and social media promotion will drive an increase in the number of participants. c. FutureTeachTX includes the appropriate sequence of courses aligned with high-wage, indemand occupations identified by LWDA. Growth in 2026 is expected to reach 17.3% - Med. Annual Wage \$47,126.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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.	A + Academy	\$75,000
2.	Inspired Vision	\$75,000
3.	Advantage Academy	\$75,000
4.		
5.		

Professional and Contracted Services

6.	ESC 10 Intermediary Contract	\$92,500
7.		
8.		
9.		
10.		

Supplies and Materials

11.	A+ Academy	\$185,000
12.	Inspired Vision	\$185,000
13.	Advantage Academy	\$185,000
14.		

Other Operating Costs

15.		
16.		
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 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 _____.