



2021-2022 CTE Perkins Reserve
Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID [] Application stamp-in date and time
TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:
Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)
Grant period: From 07/01/2021 to 08/31/2022 Pre-award costs: ARE NOT permitted for this grant
Required attachments: Refer to the program guidelines for a description of any required attachments.

Focus Area Selection

[X] 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): N/A

1. Applicant Information

Name of organization Rosebud-Lott Independent School District
Campus name Rosebud-Lott High School CDN 073905 Vendor ID 1741672405 ESC 12 DUNS 013143540
Address 1789 US Hwy 77 City Lott ZIP 76656 Phone 254-583-4510
Primary Contact James Rosebrock Email jrosebrock@rlisd.org Phone 254-583-4510
Secondary Contact Natalie Parcus Email nparcus@rlisd.org Phone 254-583-4510

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):

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

Authorized Official Name James Rosebrock Title Superintendent Email jrosebrock@rlisd.org
Phone 254-583-4510 Signature [Signature] Date 4/27/2021

Grant Writer Name James Rosebrock Signature [Signature] Date 4/27/2021
[] Grant writer is an employee of the applicant organization. [X] 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.
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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
Rosebud-Lott ISD's goal is for 100% of graduates to meet CCMR criteria. In 2019, only 40% of graduates met CCMR (8% industry-based certification, 10% TSIA/ACT/SAT or dual credit).	To provide diverse opportunities for CCMR success, RLISD will work with two other school districts to develop a Robotics Academy, with an Advanced Manufacturing & Machinery Mechanics program of study, offering dual credit courses, an industry-based certification, and associate degree from TSTC.
Industrial Machinery Mechanics (SOC 49-9041) is a targeted occupation for our region (22% annual growth, avg salary \$47,934, projected industry growth over next 10 years).	The Robotics Academy will provide work-based learning opportunities in each grade level and lead to regionally in-demand, employer-sought credentials: FANUC Robot Operator I industry certification and associate's degree (AAS) in robotics technology from our IHE partner (TSTC).
Aerospace/Advanced Manufacturing is a Targeted Industry for our regional workforce board, with currently approx. 1,727 aerospace product and parts manufacturing jobs and avg salary \$128,043.	The Robotics Academy will lead to students' direct entry into the regional workforce as mechanics and operators. Students may choose to continue along the pathway to develop expertise in robotics programming and earn a bachelor's degree in aerospace, mechanical, or systems engineering.

5. SMART Goal

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

By August 31, 2022, the Robotics Academy at Rosebud-Lott HS will have begun its first year of implementation (22-23 SY) and enrollment will be open to students from Rosebud-Lott ISD, Bruceville-Eddy ISD, and Chilton ISD. The program will have at least 30 enrolled students, with demographics reflecting those of our districts (72% economically disadvantaged, 35% Hispanic, 10% African American, 13% receiving special education services). We will have a formal cross-sector partnership (Robotics Advisory Council) containing at least one representative from each LEA and TSTC, two business partners, a community stakeholder, a parent, a student, the workforce board, and our intermediary. The Council will have met at least 5 times to develop college and career advising materials, work-based learning agreements, and curriculum. We will have a signed MOU with our IHE partner, Texas State Technical College (TSTC) detailing a course crosswalk leading to an associate's degree (robotics technology).

6. Measurable Progress

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

First-Quarter Benchmark

By September 30, 2021, our school district partners will have formed the Robotics Advisory Council (cross-sector partnership, led by our intermediary CareerCraft) with representatives from the 3 LEAS, TSTC, the regional workforce board, at least 2 business partners, the community, parents, and at least one current student or recent graduate. The Council will meet once in August or September to discuss the Robotics Academy, establish strategies for the formalized cross-sector partnership, develop a collaborative mission and vision statement, and determine a calendar of activities and goals for the planning year. RLISD will have signed paperwork with TSTC to begin the official creation of the MOU for dual credit coursework for the program. Our intermediary will have worked with the regional workforce boards (Central Texas & Heart of Texas) to analyze current and projected labor market conditions and credentials with value in the labor market.

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

By January 31, 2022, our intermediary (CareerCraft), in collaboration with the Robotics Advisory Council and counselors from each LEA, will have developed the following for the Robotics Academy: a formal data collection and program evaluation plan, college and career advising materials, recruitment materials (including student advertisements, parent information pamphlets), a work-based learning continuum detailing work-based learning to take place in each grade level, and a college and career advising continuum displaying advising practices to occur in each grade level of the program. Our Council will have formally convened a total of 3 times and launched a community awareness campaign to advertise this opportunity to each of our communities. Our district/campus leaders and Robotics teachers will have visited other exemplary campuses in Dallas-Fort Worth (through our collaboration with InterLink) to learn more about best practices for robotics, multi-district programs, and cross-sector partnerships.

Third-Quarter Benchmark

By May 31, 2022, the Robotics teachers (goal of 2 teachers) will be registered to attend Summer 2022 professional development at TSTC-Waco Campus (robotics content) and be credentialed to teach the 11th and 12th grade courses leading to the FANUC Robot Operator I certification. The Robotics Advisory Council will have formally convened a total of 5 times to develop and finalize MOUs with at least two regional business partners to provide work-based learning opportunities to students and teacher externships. The 3 LEAs will have kicked off a student awareness campaign, including a trip to Waco for students interested in the program to visit TSTC and tour a business in the robotics industry. We will be on track to complete all grant expenditures by August 2022 and will submit any amendments to the grant (if needed) prior to the TEA due date (June 2). Our representatives will have attended all TEA convenings and completed TEA reporting requirements.

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.

Rosebud-Lott ISD (fiscal agent), Bruceville-Eddy ISD, and Chilton ISD are committed to annual project evaluation and modification of the Robotics Academy in order to a) continuously improve the program, b) provide world-class career preparation opportunities, and c) build a financially sustainable program. Administrators will identify long-term/recurring Academy expenses/budget needs, as well as sustainable district budget allocations (transportation allotment, CTE funding, CCMR Outcomes Bonus funding) to support the Academy after the grant ends. Our primary goal is: all (100%) of Robotics students will participate in work-based learning in every grade level and seamlessly prepare for regional high-wage, in demand jobs while earning a high school diploma. 100% of students enrolled in the Robotics program (Advanced Manufacturing and Machinery Mechanics program of study) will graduate and earn at least one of the following within 6 years of enrolling in high school: FANUC Robot Operator I certification, associate degree (AAS) in Robotics Technology from Texas State Technical College (TSTC). By October 2021, the intermediary (CareerCraft), in collaboration with the Robotics Advisory Council will establish systems to monitor project evaluation data, protocols to use the data to guide program improvements, and data analysis schedules to conduct formalized data reviews. Data reviews and modifications will be guided by the following program metrics: enrollment of no fewer than 15 students per grade level (goal=30 students per grade level); number and percentage student demographics and subpopulations enrolled (goal=45% at-risk, 72% economically disadvantaged, 35% Hispanic, 10% African American, 13% receiving special education services), participating in work-based learning each year (goal=100%), passing dual credit courses (goal=90%), earning the FANUC industry certification (goal=90%), and completing the associate degree (goal=75%). Program modification, academic intervention/student support, and resource allocation decisions will be made quickly to not delay progress in each metric. Campus and district leaders are also committed to modifying the program as needed in order to be responsive to regional employer needs and sought employability credentials/skills in regional Robotics/Advanced Manufacturing occupations. The Robotics Advisory Council will host annual roundtable discussions with stakeholders to discuss in-demand technical (hard) and employability (soft) skills needed in regional Robotics/Advanced Manufacturing jobs, equipment/software, student participation, work-based learning placements, and goals for program improvement.

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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?

Rosebud-Lott ISD, Bruceville-Eddy ISD, and Chilton ISD will plan a Robotics Academy, to be housed at Rosebud-Lott HS. The planning will occur during the 2021-22 school year, led by CareerCraft (intermediary), who is a regional leader in cross-sector partnership development and career readiness/CTE program implementation. A cross-sector partnership (Robotics Academy Council) will be established, consisting of one representative with decision making authority from each LEA, TSTC (IHE), at least two businesses, the regional workforce board (Workforce Solutions Heart of Texas), the community, our parent population, and a current student or recent graduate. These stakeholders will support pathway planning by providing perspective, insights, data, and resources to develop/plan, launch/implement, and sustain the program over time. The Council's work will ensure the program is built with strong input from K-12, higher education, and the workforce. The Robotics Academy will implement the Advanced Manufacturing and Machinery Mechanics program of study, leading to future careers in industrial mechanics, aerospace, and robotics. The goals of developing this pathway are to prepare students for high-wage, regionally in-demand jobs in robotics and advanced manufacturing. This program will benefit our community and workforce development efforts in our region by building a strong talent pipeline for current and future robotics and regional advanced manufacturing employers (e.g., Amazon's new Waco facility.) This program aligns with regional workforce efforts because Workforce Solutions Heart of Texas has identified Aerospace/Advanced Manufacturing as a targeted industry and Industrial Machinery Mechanics as a targeted occupation. Students who graduate from the program with a FANUC Robot Operator I certification and/or associate degree in Robotics Technology will be qualified for direct entry into these jobs. Students who wish to continue along the pathway will be well equipped to complete a bachelor's degree in aerospace, mechanical, electrical, or industrial/systems engineering, which align to the regional industry and workforce needs. Our communities will benefit from the program because it will provide students with technical and employability skills necessary for high-wage employment, thus providing economic upward mobility for themselves and their families.

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.

The grant implementation will involve the following partners: Rosebud-Lott ISD (fiscal agent), Bruceville-Eddy ISD, Chilton ISD, Texas State Technical College (TSTC, IHE partner), Workforce Solutions Heart of Texas (regional workforce board), at least two business partners (Fallas Automation, Red Eye Garage), and our intermediary (CareerCraft) (additional input will be provided by community, parent, and student representatives as part of the Robotics Advisory Council). MOUs will be developed with TSTC and the business partners during the 21-22 SY (planning year). The Robotics Academy will utilize the Advanced Manufacturing and Machinery Mechanics program of study (Manufacturing career cluster) to deliver course content and structure the TSTC course crosswalk. Through the program, students will be eligible to earn the FANUC Robot Operator I certification prior to finishing grade 12 and an associate degree (AAS) in Robotics Technology within two years of graduating high school. This program was identified by utilizing regional labor market data for the Waco region (20-45 minute drive time from each LEA). The program aligns to an industry targeted by the regional workforce board (Aerospace/Advanced Manufacturing, 22% growth rate, average industry salary of \$128,043, current employment of 1,727 workers) and targeted occupations in the industry, including Industrial Machinery Mechanics (average salary \$47,934, 22% projected growth by 2026). In addition to this current labor market data, Amazon is currently building a 700,000-square-foot robotic fulfillment center in Waco, which will create 1,000 advanced manufacturing/robotics jobs. Students who complete the program will be qualified for direct entry into high-wage, in-demand jobs such as Industrial Machinery Mechanics. Students who wish to continue along the pathway will be well equipped to earn a bachelor's degree in aerospace, mechanical, electrical, or industrial/systems engineering, which will qualify them for regionally high-demand jobs in aerospace/advanced manufacturing programming and engineering.

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.

Rosebud-Lott ISD (fiscal agent) and the partner LEAs (Bruceville-Eddy ISD, Chilton ISD) have identified CareerCraft to be the intermediary for the regional pathways network. CareerCraft is located in Central Texas and is experienced in developing cross-sector partnerships; convening and incorporating insights from K-12, higher education, and workforce representatives; planning and implementing career readiness/CTE programs; analyzing data for program evaluation/continuous improvement; planning and implementing work-based learning; and aligning program activities best practices for regional pathway collaborations. To increase the intermediary's capacity during the planning year, we have allocated grant funds to provide resources for CareerCraft to develop an official Robotics Advisory Council (cross-sector partnership), convene the Council throughout the school year, deliver strategic planning activities, develop course crosswalks for secondary and postsecondary (including an MOU with TSTC), plan a work-based learning continuum and develop MOUs with business/industry partners, plan a college/career advising continuum and develop college/career advising materials, launch a marketing campaign to increase community awareness/student recruitment to the program, collect and analyze program evaluation data, and complete grant reporting requirements for TEA. We will build the intermediary's future capacity by providing needed funding to sustain the partnership through allocation of staff time to implement the program (e.g., counselors to provide direct student advising) district budget allocations (e.g., CTE weighted funding, CCMR Outcomes Bonus funding). Our partnership will seek in-kind donations from the community and regional businesses. Members of the Advisory Council will participate as part of an employer in-kind contribution or as volunteers (unpaid).

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9. Program Requirements (Cont.)

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

N/A

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

The Robotics Academy will be housed at Rosebud-Lott HS and open to enrollment for grade 9-12 students from Rosebud-Lott ISD, Bruceville-Eddy ISD, and Chilton ISD. RLISD will partner with Texas State Technical College (TSTC) to provide high-quality dual credit courses and instruction leading to a high school diploma, work-based learning opportunities in each grade level, and postsecondary credentials for the Advanced Manufacturing and Machinery Mechanics program of study (FANUC Robot Operator I certification, associate degree (AAS) in Robotics Technology). The course crosswalk will be finalized in the planning year (21-22 SY) and implemented beginning in the 22-23 SY. Students will take the following courses: Principles of Applied Engineering (Grade 9), Robotics I (Grade 10), Robotics II (Grade 11, with dual credit courses CETT 1303 DC Circuits, DFTG 1309 Basic Computer Aided Drafting), and Practicum in Manufacturing (Grade 12, dual credit courses RBTC 1343 Robotics, CETT 1305 AC Circuits). Once students complete these courses, they will be qualified to earn the FANUC Robot Operator I certification. Students may continue in the program to complete their associate degree within two years of graduating high school by taking: DFTG 1313 Drafting/Specific Occupations, MATH 1314 College Algebra, ELPT 1341 Motor Control, RBTC 1347 Electro-Mechanical Devices, ENGL 1301 Composition, PHYS 1310 Elementary Physics, RBTC 1301 Programmable Logic Controllers, RBTC 1355 Sensors, RBTC 2339 Robot Programming/Diagnostics, RBTC 1341 Vision Systems, RBTC 1345 Robot Interfacing, RBTC 1371 Digital Fundamentals, RBTC 2375 Human Machine Interface Programming/ Interfacing, RBTC 2335 NC/CNC Programming, RBTC 2345 Robot Application/Set-Up/Testing, and 2 Electives (social/behavioral science, humanities/fine arts).

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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.

Our partner school districts (Rosebud-Lott ISD, Bruceville-Eddy ISD, and Chilton ISD) are each located within a 45 minute drive time of Waco. We plan to utilize existing Waco area partnerships, such as the Greater Waco Chamber of Commerce, the Waco-McLennan County Economic Development Corporation, and the Waco Industrial Foundation, as we plan our regional pathways network. Our districts are located in more rural areas near the city and do not currently have partnerships like this in place locally. We will also be collaborating with InterLink, an intermediary for a regional pathways network in the Dallas-Fort Worth area. This region is next to ours and is already implementing a Robotics program. InterLink has agreed to be a collaborative partner for our work. We look forward to our leaders traveling to InterLink exemplar campuses to learn more about Robotics and implementing the Advanced Manufacturing and Machinery Mechanics program of study. We will also utilize InterLink's expertise and experience to learn about best practices for developing cross-sector partnerships and a regional pathways network. Our intermediary, CareerCraft, has also worked with the Rural Schools Innovation Zone regional pathways network in south Texas and may utilize that existing network partnership for additional collaborative efforts. Our cross-sector partnership (Robotics Advisory Council) will be composed based on recommendations from the Tri-Agency Initiative and best practices documented by TEA and Jobs for the Future. It will include representatives with decision making authority from K-12 education (including administrators, lead teachers, and voices from parents/students), higher education, and the workforce (including the regional workforce board and regional business/employer representatives).

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 is reflective of our needs and priorities for the planning year (21-22 SY) to successfully launch the Robotics Academy with the Advanced Manufacturing and Machinery Mechanics program of study. Because this will be a new program, we currently do not have a budget allocated to these activities and will rely on grant funding for the planning year while we develop a sustainability plan. We have allocated funds for: a) six staff members from each LEA to receive extra duty pay stipend for job responsibilities beyond their contracts, including aiding our development of college/career advising materials and work-based learning for the program, participation in strategic planning sessions, and curriculum/content development, b) three staff members to participate in a summer teacher externship to gain knowledge of current advanced manufacturing industry standards, c) lead Robotics teachers to participate in TSTC's professional development programs, d) substitute teachers so that our staff can participate in planning sessions and site tours during the planning year, e) increased capacity of our intermediary (CareerCraft) to formalize and convene the Robotics Advisory Council, develop work-based learning and college/career advising activities, conduct an Employer Outreach Campaign to build relationships across the region, develop awareness/recruitment materials for the program, and complete grant reporting and program evaluation reports, f) contractors for graphic design/recruitment materials and guidance on development of a sustainable shared services agreement and funding model for our districts, which will be utilized to provide sustainable funding and operations for the program and our intermediary, g) curriculum/supplies/materials, and h) travel to TEA convenings, TSTC professional development, InterLink in DFW, and a student field trip (recruitment activity) to TSTC and Waco-area industry tours.

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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)	
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

1.	Stipends and Extra Duty Pay	\$24,750
2.	Substitute Teachers	\$5,625
3.	Benefits	\$5,468
4.		
5.		

Professional and Contracted Services

6.	Intermediary Services	\$65,000
7.	Strategic Planning for SSA and Governance	\$15,000
8.	Professional Development	\$15,000
9.	Graphic Design and Recruitment Materials	\$10,000
10.		

Supplies and Materials

11.	Curriculum, Supplies, Materials	\$7,218
12.		
13.		
14.		

Other Operating Costs

15.	Travel to TEA (TRPN convenings) and Professional Development (Waco/TSTC)	\$35,939
16.	Recruitment Trips and Best Practice Tours at Other Campuses	\$6,000
17.	Travel to DFW for InterLink Collaboration	\$5,000

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

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