



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

NOGA ID  Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:** Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

**Grant period:** From 07/01/2021 to 08/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** Refer to the program guidelines for a description of any required attachments.

**Focus Area Selection**

- Focus Area 1
- Focus Area 2

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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
Tarrant County has health profession shortages and currently only meets about 75% of the expected primary care need for the county's diverse population.	Establish a pipeline of credentialed and experienced healthcare workforce from high school to college and/or career, supported by Tarrant County College District and local healthcare industry partners.
Less than 10% of students at participating districts enrolled in Emergency Medical Technician (EMT) programs earned their industry certifications.	Provide more frequent, hands-on experiences at a healthcare worksite/facility. Establish frequent academic & clinical skills proficiency benchmarks and check-ins. Provide individualized student support in academics and clinical skills. Assess and provide individualized student support in areas of need.
Less than 15% of students at participating districts enrolled in Patient/Nursing Care programs earned their Patient Care Technical (PCT) or Certified Nursing Assistant (CNA) certifications.	Provide more frequent, hands-on experiences at a healthcare worksite/facility. Establish frequent academic & clinical skills proficiency benchmarks and check-ins. Provide individualized student support in academics and clinical skills. Assess and provide individualized student support in areas of need.

**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 the end of May 2022, 100% of the students enrolled in the practicum courses within Health Science Therapeutics programs of study at Fort Worth ISD, Arlington ISD, Crowley ISD and Castleberry ISD will experience a minimum of two on-the-job healthcare work experiences at two different health care worksite settings to broaden students' clinical experiences.

**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**

Develop, execute, and secure the necessary MOUs, data sharing agreements, and District School Board approvals to ensure program participation and timely program launch. Draft evaluation instruments, forms, and reporting schedule for shared use. Complete a thorough needs analysis for each campus to determine purchasing needs and acquisition schedule. Engage industry and workforce partners. Assemble and engage advisory council members as necessary (monthly). Select, hire, and onboard contract staff. Draft curriculum frameworks and plan multi-district professional development (PD). Students will complete and master a minimum 50% of PCT and/or EMT skills by January 2022. Health Science teachers (EMT and PCT) will complete 10 hours of project PD and/or PLC sessions by January 2022. Every EMT student will complete an initial hands-on rotation by December 2021.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Plan multi-district PD event. Begin campus-based observations. Collect baseline enrollment data and demographics. Advisory counsel meetings transition from monthly to quarterly. (Re)assess campus needs, outstanding purchase orders and RFPs. Draft remaining curricula. Students will achieve 80% mastery on all EMT and/or PCT skills by May 2022. Each collaborating ISD's program representative will attend 3 program advisory committee meetings by May 2022. Every PCT student will visit a patient care facility for hands-on training and obtain 3 hours of patient care contact each semester, with a total of 6 hours by May 2022. Every EMT student will complete a second hands-on rotation by December 2021.

**Third-Quarter Benchmark**

Provide and assess PD opportunity 2 of 2. Begin budget closeout, 65% of purchases allocated and received. Re)assess campus needs, outstanding purchase orders, and RFP. Students begin spring coursework including certification process. Create toolkit to accompany curriculum framework. Continue quarterly advisory council schedule.

**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.

The NCTXHC evaluation includes both formative and summative activities to ensure a cycle of continuous improvement. Formative evaluation will include the development of a data tracking system that will track professional development, advisory meetings, professional learning community sessions, as well as student hands-on skill sessions and skill mastery. Utilizing a tracking system ensures progress toward benchmarks and can show progress throughout the school year. A dashboard within the tracking system will allow each district to monitor their own staff and student progress and provide a way for district staff to adjust project activities where necessary. Monitoring preliminary data will allow district staff to identify patterns in participation among all subgroups (students and staff) and program pathways to learn where adjustments need to occur. Monitoring of student skills and hands-on experiences will allow the program to adjust programming and the amount of experiences based on student needs.

In addition to the tracking system, surveys will be administered after each hands-on experience, skills sessions, PD, and PLC to ensure that student and staff needs are met through project activities. Understanding how staff and students perceive the sessions or PD is critical in the success of the sessions. The surveys will allow students and staff to reflect on knowledge and/or skills learn and whether that knowledge/skills are successful in helping students progress through the program pathway. Student and staff experiences are critical to building skills that lead to successful certification attainment.

Data from the tracking system and surveys will be reviewed at each advisory meeting to ensure that all district staff and students are meeting benchmarks and identifying areas for adjustment. Using data throughout the project year is critical to successful implementation and assuring benchmark and goal attainment.

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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?

Currently, in Tarrant County, there is a healthcare profession shortage that only meets about 75% of the expected primary care need for the county's diverse population. (Health Management Associates 2018). With the county's growing and aging population, it is predicted that the shortage will increase. It is critical that we establish an adequate health care workforce for the future. Due to rigorous industry requirements and instructor/staffing challenges, a limited number of on-the-job opportunities are currently available to students that could lead to increased technical skills competency and industry-based certifications in the areas of health therapeutics. To address this gap in the local labor market, FWISD, along with other local districts, employers, and institutions, have joined to create the North Central Texas Healthcare Consortium (NCTXHC).

The primary goal of NCTXHC is to meet the Tarrant County job market demands for a credentialed and diverse workforce that can provide quality healthcare services. NCTXHC plans to accomplish these goals by providing students and teachers with intentional clinical and academic support, ensuring that all health science technology students have access to a wide range of healthcare experiences, and assisting students in earning industry-based certification success. NCTXHC plans to accomplish these goals by expanding its network to include other healthcare industries within the Tarrant County community to broaden targeted clinical and academic support to both students and teachers in the form of internships and job shadowing.

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?

Not Applicable

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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.

NCTXHC is made up of four school districts with similar student demographics: Arlington ISD, Castleberry ISD, Crowley ISD, and Fort Worth ISD (FWISD); three healthcare partners: MedStar Health, Crowley Nursing & Rehabilitation, and The James L. West Center for Dementia Care; one institute of higher learning: Tarrant County Community College; and three intermediaries: Region XI ESC, North Central Texas InterLink, Inc., and Workforce Solutions of Tarrant County. Each stakeholder will play an active role in strengthening this workforce pipeline by providing feedback on each of the districts' Healthcare Therapeutics and Nursing Science pathways. With Tarrant County's stated shortages, it is critical to ensure an adequate health care workforce now and for the future. According to Texas' LMI data, the prediction for percent job growth from 2018-2028 in healthcare therapy areas ranges from 10.5% to 40.5%. Students, who earn multiple certifications, increase their earning potential and job marketability. Industry based certifications offered within NCTXHC's Healthcare Therapeutics program of study include patient care technician (PCT), Emergency Medicine Technician (EMT), Certified EKG Technician (CET), Certified Phlebotomy Technician (CPT), medical billing and coding, and Certified Nurse Assistant (CNA). The average yearly salary for these in-demand careers ranges from \$30,000-\$65,000. The primary goal of NCTXHC is to meet the Tarrant County job market demands for a credentialed and diverse workforce who can provide quality healthcare services. NCTXHC plans to accomplish this goal by equipping teachers instructionally to meet the needs of their students and ensuring students are workforce ready. Embedded student supports such as individualized academic and technical skills review sessions, mentorships, and student career goal setting sessions will lead to increased success and access to quality, TEA approved, CTE health science therapeutic pathways.

**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.

The Project Manager (PM) and Intermediary are integral to the success of NCTXHC's work in the initial year of the collaboration. The Intermediary, Region XI Education Service Center, will work directly with industry partners to collect input, ensure program alignment with business and industry needs while adhering to the program goal of NCTXHC. The PM communicates regularly with all stakeholders and organizes ongoing projects. In addition to working directly with one another, the Intermediary and PM maximize the capacity of the project by working individually with stakeholders from regional school districts, postsecondary education, business, and industry, as well as working with other intermediaries. Both the Intermediary and PM are respected members of the advisory board, bringing years of regional experience to the healthcare collaborative. The Intermediary regularly convenes cross-sector stakeholders, holding formal meetings but also facilitating digital conversation and virtual surveys. The Intermediary supports regional education and workforce initiatives by regularly including presentations from all sectors, both public and private. Through this work, regional school districts and postsecondary stakeholders have established and maintain relationships with business and industry, serving students and meeting business needs. The Intermediary and PM will work side-by-side in this capacity and collect evaluation measures.

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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.

Not Applicable

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.

Tarrant County College currently offers FWISD students an Associate of Arts degree, including the option for a Level 1 Certificate in Central Sterile Processing (16 semester credit hours) and a Level 2 Certificate in Vocational Nursing (45 semester credit hours). Tarrant County College and participating Districts will offer the following dual credit courses: 9th grade- Dual Credit Principles of Health Science A, which aligns to Medical Terminology (HPRS 1206), Dual Credit Principles of Health Science B, which aligns to Basic Health Profession Skills (HPRS 1304); 10th grade- Dual Credit Health Science Theory B, which aligns to Pharmacology for Health Professionals (HPRS 2200); 11th grade- Dual Practicum in Health Science-General Skills IA, which aligns to Pathophysiology (HPRS2201); and 12th grade- Dual Practicum in Health Science-General Skills IIAB aligns to Central Sterile Processing I (HPRS 1470), Central Sterile Processing II (HPRS 1370), Central Sterile Processing III (HPRS 1471), and Clinical-Health Services/Allied Health/Health Sciences (HPRS 1561). TCC and the NCTXHC have articulated these courses to provide students with an easier transition from high school to college.

Plans are underway to create an additional level 1 certificate program in patient care and add additional college courses for credit through TCC for health science students who have completed dual credit during their time in the healthcare therapeutics program of study. After high school graduation, students may continue their study at TCC, completing a RN program. Furthermore, health science students will have the opportunity to obtain their BSN

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**9. Program Requirements (Cont.)**

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

from UTA within 18 months of their high school graduation if they complete additional college coursework during their high school matriculation. One of our industry partners, James L. West (JLW), will support the CNA certification with an emphasis on Dementia and Alzheimer Care for interested students who are ready to enter the workforce sooner. Qualified students can apply to any open job in which they are certified to fill at JLW and will be given application review and interview priority.

**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.

The idea for NCTXHC arose from the shortage of healthcare workers due to the COVID-19 pandemic. The collaborative is made up of the following healthcare advisors and industry partners: Arlington ISD, Castleberry ISD, Crowley ISD, Fort Worth ISD, MedStar Health, Crowley Nursing and Rehab, James L. West Alzheimer Center, Tarrant County College, and Region XI Education Service Center. This partnership will allow participating districts to grow and improve the secondary school to postsecondary studies and workforce pipeline to introduce more and more quality healthcare workers each year.

Members of NCTXHC will assist with program management through participation in advisory council meetings, which include stakeholders directly associated with the day-to-day activities of the project, and allow for consultation and input from a wide range of stakeholders from the overall community. NCTXHC will work to create a plan for participating teachers to have the ability to obtain professional development specific to their industry area by January 2022. Additionally, university partners are working to develop additional Level 1 Certificates and expand their dual credit offerings.

All participating partners have pledged to assist NCTXHC districts in ensuring all program goals and metrics are met through providing students and teachers with intentional clinical and academic support, ensuring that all health science technology students have access to a wide range of healthcare experiences, and assisting students in earning industry-based certification success.

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**9. Program Requirements (Cont.)**

**8. Budget Narrative (Focus Areas 1 and 2):** Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? If applicable, include a high-level snapshot of funds currently allocated to similar programs. include a short narrative describing how adjustments will be made in the future to meet needs. How will budget funds be allocated to all stakeholders?

The entirety of the proposed budget will be used to serve the integrity of the desired outcome of the grant. FWISD and the other participating ISDs will use all funds other than required amounts for the proposed goals of meeting the Tarrant County job market demands for a credentialed and diverse workforce who can provide quality healthcare services through preparing students in acquiring industry-based certification, more diverse healthcare experiences, and teacher support.

NCTXHC will secure two contracted healthcare professionals (one nurse and one EMT) to provide management over the technical skills component of the program, to oversee grant implementation, and to provide teachers with the technical skills support and training. Program resources will go directly to students to cover any additional industry on-the-job requirements, such specialized Personal Protective Equipment (PPE) and other industry requirements due to COVID-19. Additionally, funds will be used to update equipment for nursing and emergency medicine technical skills training at project campuses.

Participating teachers will be required to participate in professional learning communities and professional development sessions to plan and review student data and intervention methods to ensure that all students are on track and are obtaining the necessary technical skills. There are funds budgeted for the primary intermediary (Region XI) for clerical support and travel associated with NCTXHC's planned activities.

Funds will be allocated to all participating ISDs based upon program availability, student enrollment, and teacher participation.

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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?

Not Applicable

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.)

Not Applicable

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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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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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.	Extra Duty for Professional Development	\$15,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	EMT Skills Instructor/Coordinator	\$23,000
7.	Nursing/Patient Skills Instructor/Coordinator	\$70,000
8.	Teacher Professional Learning	\$11,019
9.	Intermediary Contract with ESC Region XI	\$2,000
10.		

**Supplies and Materials**

11.	Student Resources; Equipment and Materials	\$62,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Travel and/or registration for conferences; Virtual or In-person as applicable	\$10,000
16.		
17.	Indirect Costs (3.617%)	\$6,981

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$6,981

**TOTAL GRANT AWARD REQUESTED: \$200,000**

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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
	NA

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