



## 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 style="text-align: center;">Competitive grant applications and amendments to <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a></p>	

**Authorizing legislation:**

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

**Required attachments:**

#### Focus Area Selection

- Focus Area 1
- Focus Area 2

#### Amendment Number

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

#### 1. Applicant Information

Name of organization

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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.  
**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.
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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
The cities of La Feria, Santa Rosa, and Rio Hondo average a poverty rate of 28.8%, which is more than double the state's average of 13.6%. This can be attributed to the cities' high dropout rate (Avg. 26.1%). (2019: ACS 5-Year Estimates Subject Tables)	To decrease poverty rates, opportunities will be offered that lead to career that have annual salaries of approximately \$54,224 and are expected to grow by 21%. (Welders, Cosmetologists, Food Service Managers, Nurse Practitioners, Registered Nurses, LVNs, Physician/Dental Assistants, Pharmacy Technicians, Medical Records and Health Information Technicians, Billing & Posting Clerks, & Database Admin.)
The districts each had a low percentage of students who graduated college ready (1.3%, 6.1%, 6.5%). This leads to students obtaining low paying, dead end jobs, which leads to poverty. (2019-2020 TARP)	In efforts to assist with this college ready rate, the districts will build upon their previously established cross-sector partnerships to provide strong college, career, and counseling support. This support will assist students in being ready for a high-paying career or post-secondary education. (Goal: 5% increase in districts' avg.)
Workforce Solutions Cameron indicates a need for Welders, Cosmetologists, Food Service Mgrs., Nurse Practitioners, Registered Nurses, LVNs, Pharmacy Tech., Dental/Physician Assistants, Medical Records/Health Information Tech., Billing Clerks, & Database Admin.	The districts will offer POS in Welding, Cosmetology, Healthcare Therapeutic, Health Informatics, and Information Technology Support and Services. These POS will prepare students to fill high-demand, high paying positions.

**5. SMART Goal**

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

The districts have developed a SMART goal which will help keep the program on track and ensure the program meets proposed objectives. The districts were awarded the 2020-2021 CTE Perkins Reserve Grant (Returning Grantee - 10 priority points). Even though the districts faced precedented times caused by COVID-19, they were still able to establish cross-sector partnerships with Texas State Technical College (TSTC), RGV Lead intermediary, Bombshell Hair Studio, Rio Hondo Medicine, and other employer. Additionally, the districts effectively targeted over 60 students and provided them with promising and proven CTE opportunities in one of the targeted pathways.

**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**

For the first quarter, the districts set the following benchmarks:

- Increase student/parent awareness through various marketing strategies (flyers, brochures, social media, etc.)
- Purchase equipment for targeted CTE programs of study;
- Identify/engage with the approved technical assistance partners to support planning for pathways aligned to the implementation of fidelity of implementation rubric;
- Submit a MOU that details the relationship between the IHE, the districts, and business/industry partners within 90 days of the grant start date; and
- Identify what students will be participating in the program.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Below you will find the benchmarks for the second quarter:

- Create tracking sheets to monitor student participation, percentage of at-risk, number of work-based experiences, and number of college hours attained;
- Work with the IHE to begin offering academic courses that lead students to credentials or a degree in a high-wage occupation;
- Work with approved industry partners to ensure students are receiving work-based learning opportunities.
- Offer TSI prep courses for students.

**Third-Quarter Benchmark**

Below you will find the benchmarks for the third quarter:

- Increase the number of students graduating with an industry-based certificate or Level I/Level II Certificate by 7%;
- Offer students a minimum of 10 hours of work-based learning opportunities;
- By this time, the key Stakeholders (IHE, Employers, Intermediary, Districts) must have convened a minimum of 12 times.
- Increase college ready graduation rates by an average of 10%; and
- Work with Cameron County Workforce Solutions to assist students with job placement; upon graduation; thereby, decreasing poverty rates.

**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.

PROJECT EVALUATION DATA: The districts will determine their grant's progression and evaluate their success based on the performance measures set by TEA. Some of these performance measures include, but are not limited to: 1) Number of students enrolled in the grant program; 2) Number and percentage of students participating in the grant program that are classified as at-risk students and the percentage of the participating at-risk students compared to their representation in the whole student population; and 3) Average number of college credit hours, industry-based certifications, or other advanced academic credit earned per student.

DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM: The districts will collect data on a regular basis in order to determine if progress is being made on meeting the SMART goal and quarterly benchmarks. The data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following: • Is the program on target to meet their identified benchmarks? • Which benchmarks are at risk of not being met? • What obstacles are putting the program at-risk? • What solutions can be implemented to address the obstacles?

IF YOUR BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. If the stakeholders require guidance on addressing a certain issue, they will reach out to TEA and/or other schools implementing a Perkins program to ensure their insufficiency can be addressed properly.

If modifications must be made, the districts will send out letters and/or the TEA-provided surveys to grant partners, parents/guardians, community, administrators, and board members to notify them of the districts' intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. By making modifications as needed, the district will be able to receive buy-in and engagement; thus, ensuring the success and sustainability of the program.

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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?

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?

In this 2021-2022 CTE Perkins Grant, three districts will partner together. These districts include: La Feria ISD, Rio Hondo ISD, and Santa Rosa ISD. These school districts will partner with the same IHEs they partnered with last year, which are TSC and TSTC. To provide students both education based and work-based learning opportunities, the districts will also partner with SpawGlass, Bombshell Hair Studios, and Rio Hondo Medicine, which will provide job mentoring and shadowing opportunities to participating students. Moreover, to ensure students have a smooth transition from high school into employment, the districts will also work with Workforce Solutions Cameron, which will facilitate partnerships between the districts and local businesses with similar trainings needs; thus, increasing the potential for students to receive employment right after high school. Lastly, to ensure these partners are all on the same page throughout the grant cycle, the district will continue their work with an intermediary called RGV Lead. This intermediary has, and will continue to, convene the stakeholders and provide insight to ensure grant success. Prior to submission the districts worked with the local workforce board to obtain LWDA Labor Market Information data. This data demonstrated the following high demand/high pay occupations: Welders (8%/\$30,424); Cosmetologists (19%/\$18,368); Food Service Managers (22%/\$54,518); Nurse Practitioners (28%/\$128,428); Registered Nurses (20%/\$70,715); LVNs (15%/\$45,785); Physician Assistants (43%/\$106,797); Dental Assistants (22%/\$29,333); Pharmacy Technicians (20%/\$32,823); Medical Records and Health Information Technicians (20%/\$33,959); Billing and Posting Clerks (19%/\$32,887); and Database Administrators (20%/\$68,731). To lead students to these high demand jobs, the districts will offer the Welding, Cosmetology, Welding, Cosmetology, Healthcare Therapeutic, Health Informatics, and Information Technology Support and Services POS.

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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.

RGV Lead's capacity can be seen from the grant program last year. Even with the uncertainty and doubt caused by COVID-19, RGV Lead was able to roll with the punches and conduct 8 group sessions via ZOOM that convened stakeholders and kept everyone abreast of grant progress and decisions being made. With their assistance, the districts were able to target 60 students in the grant and provide students with work-based learning experiences. In addition to the great success seen last year, this intermediary's capacity to meet each of the following roles can be seen below:

- 1) Convening Cross-Sector Stakeholders- 28 years of experience in convening stakeholders (IHEs, LEAs, Employers).
- 2) Supporting Regional Education and Workforce Development Initiatives- Through a partnership with the local workforce, the intermediary can support, and systemically push regional education initiatives.
- 3) Working with Educators and Employers to create work-based learning experiences and place students in them- Has accumulated over 28 years of work-based learning experiences.
- 4) Collecting data to evaluate program outcomes and plan for continuous improvement- Intermediary has received and run grant programs in the past and has extensive experience gathering and analyzing labor market data for use by schools and IHEs. Through this experience, the intermediary sees the value and has the capacity to evaluate program outcomes and plan for continuous improvement. Like in the previous year, to ensure the RGV Lead has adequate staffing the district will allocate \$65,000 in funds; ensuring RGV Lead has staff available to attend all meetings, convene stakeholders, and visit with partners when needed.

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.

RGV Lead's capacity can be seen from the grant program last year. Even with the uncertainty and doubt caused by COVID-19, RGV Lead was able to roll with the punches and conduct 8 group sessions via ZOOM that convened stakeholders and kept everyone abreast of grant progress and decisions being made. With their assistance, the districts were able to target 60 students in the grant and provide students with work-based learning experiences. In addition to the great success seen last year, this intermediary's capacity to meet each of the following roles can be seen below:

1) Convening Cross-Sector Stakeholders- 28 years of experience in convening stakeholders (IHEs, LEAs, Employers). 2) Supporting Regional Education and Workforce Development Initiatives- Through a partnership with the local workforce, the intermediary can support, and systemically push regional education initiatives. 3) Working with Educators and Employers to create work-based learning experiences and place students in them- Has accumulated over 28 years of work-based learning experiences. 4) Collecting data to evaluate program outcomes and plan for continuous improvement- Intermediary has received and run grant programs in the past and has extensive experience gathering and analyzing labor market data for use by schools and IHEs. Through this experience, the intermediary sees the value and has the capacity to evaluate program outcomes and plan for continuous improvement. Like in the previous year, to ensure the RGV Lead has adequate staffing the district will allocate \$65,000 in funds; ensuring RGV Lead has staff available to attend all meetings, convene stakeholders, and visit with partners when needed.

**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.

Based on the planning and implementation of the 2020-2021 CTE Perkins Reserve Grant, below you will find the coursework required of students in one of the following targeted POS:

Welding	Courses #	Name	PEIMS #	CTE Name
Level I/II Cert/Associate DCP.WLT.CER1	WLDG 1407	Intro to Welding Using Multiple Processes	13032300	Welding I
	WLDG 1313	Intro to Blueprint Reading	13032400	Welding II
	WLDG 1428	Intro to Shielded Metal Arc Welding	13033000	Practicum of Manufacturing Technology
	TECM 1303	Technical Calculations	12701410	Applied Math for Technical Prof.
Health Informatics	Courses #	Name	PEIMS #	CTE Name
Level I/II Cert/Associate DCP.HIT.MOS.CER2	HITT 1305	Medical Terminology	13020300	Medical Terminology
	MDCA 1302	Human Disease/	13020300	Medical Terminology
	HITT 1301	Health Data Content	13011400	Business Information Mgmt I

Other POS include: Cosmetology; Healthcare; and Information Technology Support and Services. These crosswalks are aligned to higher education programs of study curricula when applicable, demonstrate how the project can lead to a bachelor's degree, and include multiple entry and exit points to meet the needs of students.

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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.

**PARTNERSHIPS:** During the 2020-2021 CTE Perkins Grant the districts created partnerships and initiatives that strengthen their cross-sector work. In fact, the grant included multiple-sectors such as: K-12 education (La Feria ISD, Rio Hondo ISD, and Santa Rosa ISD), post-secondary education (TSC/TSTC), workforce development (Cameron County Workforce Solutions), and business/industry (Su Clinica). These partnerships strengthened the foundation of the districts cross-sector work and enabled them to provide high-quality career pathways.  
**TRI-AGENCY EFFORTS:** In addition to the inclusion of cross-sector partners, this 2021-2022 grant has been created to include, and align with the Tri-agency efforts proposed by Governor Abbott in his Tri-Agency Workforce Initiative. Governor Abbott’s initiative and how the districts aligned this grant to that initiative can be seen below:  
**Assess local economic activity –** The districts utilized statistics provided by the United States Census Bureau to determine that 29.6% of the individuals are in poverty. This made the graduation of students in a high-demand job, which the targeted program of study will lead students to, a necessity; **Examine workforce challenges and opportunities –** The districts reviewed data provided by the Texas Workforce Commission. This data demonstrated the targeted POS will lead to the following high demand occupations: Welders, Cosmetologists, Food Service Managers, Nurse Practitioners, Registered Nurses, LVNs, Physician/Dental Assistants, Pharmacy Technicians, Medical Records and Health Information Technicians, Billing and Posting Clerks, and Database Administrators. These occupations currently have a combined total of 782 job openings; **Innovative approaches to meet the state’s workforce goals –** To meet TWC’s goal of producing a competitive and sustaining workforce, the districts aligned their targeted POS with in-demand jobs. These jobs are expected to grow by 21% and have over 782 job openings.

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?

**BUDGET MEETS PROGRAM NEEDS/GOALS:** During meetings held during the 2020-2021 CTE Perkins Grant, some discussions were held regarding expenses for this coming cycle. Based on these discussions as well as others held throughout the creation of this proposal, the districts wanted to ensure appropriate funding was budgeted for the Intermediary and Program Director. Remaining funds will be allocated to each district so they could determine the best use of funds, to include staff, supplies, contracts, etc. A budget was developed that would help expand regional partnerships to implement CTE POS that align with high-demand occupations and help the districts: Partner with IHEs to offer CTE courses; Ensure there are quality cross-sector partnerships and a grant intermediary that heavily influences the grant; and Acquire equipment needed to offer students training that prepares them for the workplace. **SIMILAR FUNDS:** Currently, funds are allocated from Title I, SPED, and CTE to cover payroll and purchase materials.  
**FUTURE ADJUSTMENTS:** The partners will meet to review if any adjustments are needed. If it is determined that additional funding is required, funding like those listed above will be utilized to cover expenses.  
**BUDGET FUNDS BE ALLOCATED TO ALL STAKEHOLDERS:** Unlike in the previous year, funds have now been allocated to all stakeholders, to include business partners as well. Funds will be used by these business partners to ensure all students who partake in the POS have the opportunity, materials, and staffing supervision needed to receive their hands on learning experience.

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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?

Pathways currently offered include: 1) La Feria ISD – Building Construction; 2) Santa Rosa ISD – Pre-Health; and 3) Rio Hondo ISD - Wind Energy. To select these pathways, the districts utilized LWDA Labor Market Information data. Based on this data, the districts were able to determine that these programs lead students to in demand jobs (Ex. Wind Turbine Services Technician; Physical Therapist Asst.) **ALIGNS WITH TPRN COMPONENTS:** Below you will find each of the 7 TPRN components and how these components are currently addressed:

1. **ALIGN WITH LABOR MARKET INFORMATION** – On average, the targeted pathways lead students to careers with an average salary of \$54,224 and that are expected to grow by an average of 21%.
2. **LINKS BETWEEN SECONDARY AND POSTSECONDARY EDUCATION**– The districts worked with TSTC and TSC to provide students with post-secondary education. Based on the students' desire, they could obtain anywhere from a certification to a bachelor's degree in their POS.
3. **CREDENTIALS/DEGREES WITH VALUE** – These degrees/credentials will lead students to high-demand jobs.
4. **ACADEMICS AND CAREER-FOCUSED LEARNING** – The districts worked with IHEs and businesses to ensure students had both rigorous academic and career-focused learning.
5. **COLLEGE, CAREER, AND COUNSELING SUPPORT** – Career counselors worked closely with students who benefited from the CTE Perkins Grant. In addition to this, students had the opportunity to work closely with IHE representatives to ensure they had a smooth transition into post-secondary education, if they desired.
6. **WORK-BASED LEARNING**– the districts worked with SpawGlass, Bombshell Hair Studios, and Rio Hondo Medicine to ensure students had a continuum of work-based learning experiences. Although limited due to COVID, students were able to take part in some guest speaking events which provided some work-based learning experiences to students.
7. **CROSS-SECTOR PARTNERSHIPS** – Partnerships included those from including K-12 education (3 school districts), postsecondary (TSC/TSTC), workforce (Workforce Solutions Cameron), and business/industry (SpawGlass, Bombshell Hair Studios, and Rio Hondo Medicine).

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.)

Based on the success of the previous CTE Perkins Reserve Grant, the districts' plan on expanding the POS targeted. These additional POS were targeted based on data provided by the LWDA Labor Market Information. This information demonstrated that Welders, Cosmetologists, Food Service Managers, Nurse Practitioners, Registered Nurses, LVNs, Physician/Dental Assistants, Pharmacy Technicians, Medical Records and Health Information Technicians, Billing and Posting Clerks, and Database Administrators were in high demand not only within the surrounding area, but throughout the state. It is projected that this occupation will grow by 21% and have over 782 job openings. An appropriate sequence of courses that lead to these high-demand, high paying jobs, can be seen on question number 6 of this grant application. **INCREASE NUMBER OF STUDENTS IN EXISTING PATHWAY;** In addition to implementing an additional pathway, the districts would like to increase the number of students participating in the existing pathways. Due to COVID, the districts will utilize funding to: Provide personnel with professional development needed to understand and implement strategies required to expand parent and student awareness of the program; Dedicate personnel to expand employer partnerships tied to curriculum development and/or work-based learning and career exploration; and Dedicate personnel to support development of inter-district partnerships (transportation, counseling, advisors, etc.); Engage approved technical assistance partners to support pathway implementation, receive best practices and procedures, and align the program to the needs of the students; and Purchase new and engaging equipment to be utilized by students to bolster student interest.

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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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Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

**Section Being Negotiated or Amended      Negotiated Change or Amendment**

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