



2019-2020 Perkins Reserve Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

NOGA ID []

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, 5112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494



Grant period from July 1, 2019 - August 31, 2020

X Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

Organization: Comal Independent School District, Vendor ID: 74-6001777, Address: 1404 IH 35 North, City: New Braunfels, Primary Contact: Becky Walker, Email: becky.walker@comalisd.org

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 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

Authorized Official Name: Mr. Andrew Kim, Title: Superintendent

Email: andrew.kim@comalisd.org, Phone: 830-221-2015

Signature: [Handwritten Signature], Date: 2/26/19

Grant Writer Name: Becky Walker, Signature: [Handwritten Signature], Date: 2/25/19

Grant writer is an employee of the applicant organization.

Shared Services Arrangements

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

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
Earning an Industry certification is marketable for the student earning the credential. The credential validates the knowledge and skills earned by the student. In order to expand certification and improve practices funds are needed to offer more certifications. District percent	Secure additional funding with the Perkins Reserve Grant to support the need to expand opportunities for high quality certifications and include and offer additional recognized certifications to students in high need, high demand occupations; to expand our offerings of certifications and add Pharmacy Tech, AutoCAD, OSHA-30, Comp TIA, Security Plus, MOS and develop in the area of NCCER and Aviation
With only 3.3% of jobs held by women in the Aviation Industry there is a need to expand opportunities for Non-traditional involvement and certification attainment in the area of Aviation.	Implement a new Career Pathway that includes Aviation Technology in the 2019-2010 school year at one of our comprehensive high schools. We will use the AOPA curriculum to provide instruction. We plan to engage students in the industry by offering the program and preparing them for Aviation certifications.
According to the Texas Workforce Commission, Construction by occupation title is number 23 on the list of hot jobs with a regional annual mean salary, with wages reported at \$38,118.	The New Braunfels Home Builders Association has identified a need in the community for a skilled workforce in the areas of Construction trades. As a district we plan to provide them with students that have worked towards an Industry recognized certification in their career pathway.

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 the School Year 2019-2020, we will have achieved a 20% increase over school year 2018-2019 in the number of Industry Based Certifications earned by students in Comal ISD. With the expansion of Industry Based certification offerings over the next year that specifically align to state and regional workforce needs; and serve as an entry point to middle- and high-wage jobs. Offering industry recognized certifications will help substantiate the school district is recognizing the appropriate skills to be taught and that learning occurs in the programs associated with the certification that prepare students for the workforce. We expect to offer more types of certifications for a variety of pathways to include the new updated list of industry based recognized certifications.

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
 First Quarter will include the purchase of all the resources necessary to implement and launch the industry recognized certifications. This will include Instructional materials, test prep materials, student licenses, evaluation of performance on the modular portals. We will progress monitor the usage, preparedness of the instructor and delivery of the content to observe skill. We will update technology to address the needs in the classrooms. We will report earned certifications at each quarter. Data will be used to compare benchmarks of prior certifications earned. We will report and document the certifications earned during the first quarter. In the first quarter we will communicate and plan with our partners UT Health Science Center, Resolute Health, Kaduceus, Certiport, Region 20, SOLIDWORKS and Testout. As part of the planning and review of the programs we will have defined the needs of each of the program areas.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter will include on-going development and communication. This quarter will focus primarily on of the instructional delivery, curriculum integration, professional connections and involvement with stakeholders. In the following certification areas: EMT, and CNA partnerships, skill opportunity and emergency clinical are essential. We will progress monitor the benchmarks; schedule, attendance, hours, and skills set. We will monitor processes that the program demonstrates, review the skills and abilities necessary to complete the program and be prepared for the credentialing exams.

In the new areas of NCCER, and Aviation we plan to continue the same practice we offered in the 2017-2018 school years with teachers. These practices outline the certification requirements, build upon knowledge, and assist in defining the standard in which we certify our students for exams aligned to the curriculum and program of study. We will develop, encourage and introduce the certifications essential for students to earn an industry recognized credential as an aviation maintenance technician, or an aviation mechanical technician.

Third-Quarter Benchmark

By the Third Quarter we will have attained numerical data based on scores and frequencies relative to skill attainment. We will have module and classroom data to measure where the students are in completing the assignments that prepare them for taking the practice exams. By the Third Quarter we will see the utilization of materials and resources. We will have seen achievements and changes in behaviors based upon the impact of the certification integration.

Project Evaluation and Modification

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

By the end of the School Year 2019-2020, we will have achieved a 20% increase over school year 2018-2019 in the number of Industry Based Certifications earned by students in Comal ISD. We fully anticipate meeting our projected growth outcomes, teachers and students are becoming more aware of the opportunities to earn Industry certifications.

Comparison data will be used as a benchmark to determine growth over prior years certification earnings by students. If the benchmark data does not show progress towards meeting the SMART goal, we will use both Formative and Summative evaluation data to modify our strategies for sustainability. Evaluation data that will be considered are the results of the assessment, the number of students who are on target to test, communication between the teachers and the time line for testing during the school year. All stakeholders will be involved throughout the process. The data will be used to modify the program for sustainability to measure learning outcomes, assess the progress and improve upon the program when and if the the quality of the program is not meeting our needs for success.

The process delivery of a program is also important because it will tell us what is going well and what is not. We need to know what is happening on the ground, how its delivered and and maintained by the groups involved.

Most of the certification exams allow for a a pre-screening evaluation. Students earning a 90% on the practice exam are more likely to excel on the certification exam. The practice exams tell us who is prepared to take the exam and who will do well on it. Students who progress through the modules and take and excel on the assessments are a good measure of who will test well on the certification exams. We will assess all significant changes to the outcome.

The evidence and effectiveness of the project will be a proven accountability measure that student certifications are a viable way to communicate to a wider audience to the effectiveness of a CTE program.

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 that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide 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.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

N/A

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

N/A

TEA Program Requirements

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

N/A

TEA Program Requirements

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

N/A

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

N/A

TEA Program Requirements

6. FOCUS AREA 2 APPLICANTS: Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

The industry based certifications and programs of study for the proposed project include Pharmacy Technician Certification in the area of Health Science Technology. The Labor Market statistics have helped us make informed decisions with annual wages in the upward amount of \$33,632.00 and the employment expected to increase by 21.29%. We know this is an area we can grow and expand opportunities for student certification. Employment patterns indicate that the percent of technicians that will be needed to fill positions in grocery stores is 7.9 %, annual growth is 0.59. General Merchandise stores 7.4 %, growth 1.57, department stores 3% and druggists wholesalers 2.6% The Labor market statewide average in 2017 hourly wage is \$16.17, national \$15.90, 2016 national employment 402,500, 2016 Texas Employment 32,899, Texas projected employment by 2026- 39,903. Central Texas growth rate is 1.53% with an average salary of \$36,735.00. the regional labor market information was used to expand to our students all the possibilities of certification, we wanted to add in the area of HST, Pharmacy Technician. Regional labor market information was used in identifying and determining the industry-based certifications selected.

Comp TIA Security Plus certification- Individuals who seek employment in these types of positions analyze and design databases within an application area, working individually or on teams in coordinating database development and supervise computer programmers. Students who earn this type of certification work in network systems analyst and in networking careers. The Labor Market statistics have helped us make informed decisions about these high tech careers. The occupations vary but Software Developers earn an annual Wage of \$107,280.00. Students are energized by the employment rate expected to increase by 33.27%. Students with strong backgrounds in procedures, programming and software system interest can train and earn the skills to take the CompTIA Security Plus certification exam. The Texas projected employment outlook by 2026 is 79,132. We are increasing our course offerings in the area of Information Technology and will increase the opportunities for students to earn an industry based certification in a program in high demand, high need occupations. Regional labor market information was used in identifying and determining the industry-based certifications selected.

The industry based certifications and programs of study for the proposed project include OSHA 30-Hour, in the Construction pathway. This training is marketable to employers who will hire our students in Construction by helping supervisors and workers reduce the risk of workplace hazards. This training will gain students employment in the community, specifically our industry partner, the New Braunfels Home Builders Association. We will work towards the OSHA certification in year 2019-2020. Employment rate is expected to increase by 19.9% with an annual salary of \$32,566.00 to start as a helper in the construction trade industry. In 2017 the statewide average hourly wage is \$15.66. Texas projected employment by 2026 is 4,863. Regional labor market information was used in identifying and determining the industry-based certifications selected in addition to the NCCER certification beginning 2019-2020 school years.

Identified industry-based certifications and programs of study for the proposed project also include the need to grow the Aviation pathway in Aviation. The Labor Market statistics have helped us make informed decisions about the true need for Aircraft mechanics and service technicians, as they earn an annual wage of \$61,809.00 with an employment rate expected to increase by 9.43%. The Texas Region projects employment by 2026 to be 18,407 with an annual growth of 0.91%. In the Central Texas area an annual growth of 1.01%. With only 3.3% of jobs held by women in the Aviation Industry there is a need to expand opportunities for Non-traditional involvement and certification attainment in the area of Aviation. Regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

There will be an increase of 20% of students certified over last year that will benefit from the grant funding. There will be an over all increase in industry based certifications of last year by content. Offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study by allowing us to focus on the needs of expanding opportunities in various pathways to develop certification opportunities. Receiving funds will allow us to build capacity, viability and credibility, by focusing on more than one program of study. In the grant we are requesting Certiport site licenses to provide opportunities at four high school campuses to provide certification opportunities and training for MOS, QuickBooks, and Autodesk. All students will benefit by the process and challenging the exams. We anticipate a 20% increase in exam testers over the previous year. The opportunity to become a testing site for Certiport will increase the opportunity to test up to 400 students in MOS, QuickBooks and Autodesk. When we become a testing site it will lower our operating cost for the certifications. Students will not have to test elsewhere and they can spend more time in class working on the subject matter. The regional benefit allows other districts that surround us to test on our site, so duplication of efforts can be avoided.

Students enrolled in their currently aligned CTE programs of study will benefit and have the opportunity to earn an industry recognized credential by the end of their course sequence. With the credential they will be more employable, placing them in higher demand. Students who are Pharmacy Technicians or hold an OSHA card according to Help Wanted Analytics in October 2018, say these are top certification demands in Texas. By preparing every student for the workforce we are providing skilled workers for every employer and job. The Texas Workforce Commission says occupational titles such as Nurses and Carpenters are amongst hot jobs in the Alamo Region. We see a need to train our students in entry level positions as Pharmacy Technicians. We see the need according to our Home Builders Association to provide skills and certifications to our students who will focus on construction. At least 20 students will benefit from the grant funding for Pharmacy Technician. CompTIA Security Plus is an exam students are learning more about. We anticipate an opportunity of at least 40 students that will be prepared for this exam. A range of 15-30 students will benefit with the OSHA-30, and a minimum of 20 students will benefit by the expansion and certification implementation of Aviation Technology. Our new construction will greatly benefit with the aide of this grant funding. The grant funds will be used to expand industry certifications in NCCER and OSHA 30.

2018-2019

CNA, ASE, CCMA, EKG, CPCT, CSWA, CVA, MOS, and QuickBooks.

2019-2020

Additional Certifications include:

OSHA 30 General, Certified Pharmacy Technician, CompTia Security Plus. Programs of study will be developed to include Aviation and NCCER so that students can work toward certifications in Aviation Maintenance and Aviation Mechanics. Our district is interested in teacher training and preparation for industry certifications and greater teacher awareness.

TEA Program Requirements**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

Comal ISD currently pays 100% of the student certification exams. Some of our exams are provided in a proctored testing environment such as our ASE certifications. Exams taken in a Pearson VUE testing center require payment and transportation to a testing center. Quickbooks and MOS are paid in the course preparation. Licenses are purchased by the district and proctored by the teachers. The Test Prep Jasper Active/Geometric is purchased in a license of 300. After students complete their practice test we print results for evaluation. Demonstration of skills ability determines opportunity to test for the Certiport Licensed exam which are paid with local funds.

In the area of CNA, these exams are currently paid to a testing location via Pearson VUE. The students are scheduled for two exam days. Half of the group each day with a testing area all day. Students will report and take the written portion of the exam. A state tester will grade the exam. The computer matches the skill portion of the students on one measuring skill and hand washing skill with five additional skills to perform a total of 7 skills in 30 minutes. We are invoiced for testing and the district pays the exam fees. Students receive a code for testing. If they don't pass, students pay for a retest with their own credit card.

If we are awarded this grant, we will be able to schedule the exams during normal school hours onsite. More students will be able to access the testing environment and will have the opportunity to retest without additional cost to the student or the district.

9. FOCUS AREA 2 APPLICANTS: Explain efforts that have already been made to ensure success during the grant period.

Many industry partners supported the efforts by guiding us in procedures for the implementation and launch of activities leading to certifications in Security Pro, Security Plus, MOS, SOLIDWORKS, Certified Nurse Aide, EMT-B, Certified Veterinary Assistant, ASE,. Future certifications planned for in the 2019-2020 school years include Pharmacy Technician, OSHA-30 and Autodesk.

Developmental planning includes a study of the certifications in Aviation Mechanics, aviation mechanical and NCCER. These processes will provide opportunity for us to develop the programming needs, order necessary training resources and materials for implementation. Our efforts to ensure success in the area of Pharmacy Technician is that we have communicated the interest to offer to students the course in the 2019-2020 year. We have hired a teacher that will teach the course and offer the certification to students. We have identified the resources, technology needs and classroom expectations. We have placed the course in the pathway and will implement the course in 2019-2020, with the intent to offer certification opportunities to students.

Our efforts to ensure success in the area of developing certification in the area of Aviation is we have identified the need for Aviation technicians. We have taken our students on field trips to see McKee Avionics and hear about the need for more Aviation mechanics. Two professionals in the district went to a workshop for AOPA. District administration visited an Aviation program in another district. Presentations have been made to the facilities committee about Aviation. We have added an Aviation Technology course in 2019-2020 to the course offerings.

TEA Program Requirements**10. FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

Over a series of workshops and meetings in 2017-2018 with teachers, administrators, and business partners; program standards were developed to address attainable certifications by qualified staff.

The staff met by content area to address the implementation strategies by identifying achievable industry based certifications for students while in high school. A rubric was created identifying each certification, cost of implementation, and partners needed to implement and offer the certification to students. Teachers have worked to collaboratively to develop opportunities that expose students to recognized certifications in their discipline. Teachers attended professional development workshops that assisted them in earning the recognized certifications themselves. A high school course schedule was developed to integrate certifications in the content that would provide opportunity for extended time to complete the skill.

Curriculum pathway documents and programs of study were developed incorporating the industry recognized certification by pathway. This was done as a collaborative team effort with the guidance of the Assistant Superintendent for Academics.

Local funds have traditionally been used to pay for all the current certifications to students. Increasingly limited funds are budgeted to deliver the attainable certifications. Administrative support is in place to support student interest in sitting for the exams by providing transportation to local testing sites.

Technology resources and equipment, testing units and license have been attained for instructional delivery. Our district is supported by our school board, administration, staff, advisory members and the local chamber of commerce to offer and expand current and emerging certifications.

11. FOCUS AREA 2 APPLICANTS: Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Our strategic partnerships include TESTOUT, DADS, CERTIPORT, Pearson VUE, UT Health Science Center who have agreed to work with us to improve the use and viability of their product and provide human capital of resources to make us successful. They have met with us to assist in managing teacher licenses. They have provided integrated access to conference calls and in person meetings. They have provided updates to the resources as needed. We have a relationship with Region 20 that allows us to set up testing times in advance and reschedule on an as needed basis. We have been fortunate to have a representative from CERTIPORT that answers questions in a timely manner that provides an advantage in implementing programs at additional campuses. We are currently working with SOLIDWORKS who has partners that support students testing.

We have a strategic partnership and an active advisory council that supports our many ASE certifications in Automotive. We are communicating with Nissan of New Braunfels who will be hiring our students and providing scholarships to students entering a two year degree.

We have a strategic ECHS partnership with St. Philips College and members of the Automotive department serve on our advisory council.

We have a local partner, New Braunfels Home Builders Association who is in support of developing student opportunities for certifications in the area of NCCER, National Center for Construction Education and Research.

Our district was recently approved to use the AOPA curriculum for Aviation and we will launch our first course in Aviation Technology in 2019-2020. We are eager to hire a teacher, plan and implement resources for training and prepare for opportunities ahead in the Aviation Career pathway. One of our school board members is an active AOPA member and highly supports students working in the area of aviation.

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"/>

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.

5A: 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.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="24,042"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="24,042"/>
4. Total current-year grant allocation	<input type="text" value="35,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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 (6100)

BUDGET

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

NCCER Instructor Training Certification Course 250.00x3 teachers	\$750
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Student certification exams for OSHA-30 FAA Technician General student exams, Security Plus	\$4,450
Exams for Pharmacy Technician, CNA, EMT, CCMP,CCMA	\$5,000
Site License Certiport-MOS, Quickbooks, Autodesk,with Geometrix Training Materials	\$24,000

OTHER OPERATING COSTS (6400)

Teacher Travel for Training, student transportation to Region 20	\$800
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: 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.

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Empty box for section selection]

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

[Large empty box for describing changes and amendments]