



**2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

NOGA ID [REDACTED]

Authorizing Legislation **Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(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

Application stamp-in date and time
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Grant period from **July 1, 2019 - August 31, 2020**

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): [REDACTED]

Applicant Information

Organization **Education Service Center, Region 20** CDN **015950** Vendor ID **74-15874681** ESC **20** DUNS **074605890**
Address **1314 Hines Avenue** City **San Antonio** ZIP **78208** Phone **210.370.5200**
Primary Contact **Nancy Rodriguez** Email **nancy.rodriguez@esc20.net** Phone **210.370.5611**
Secondary Contact **Naomi Woods** Email **naomi.woods@esc20.net** Phone **210.370.5642**

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

Authorized Official Name **Dr. Jeff Goldhorn** Title **Executive Director**

Email **jeff.goldhorn@esc20.net** Phone **210.370.5200**

Signature  Date **02/27/2019**

Grant Writer Name **Susan Forthman** Signature  Date **02/26/2019**

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

2019-01-24-11

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
Teachers at all 5 levels (pre-school, kindergarten, elementary, middle school, and secondary) are identified as target (high-need, high-demand) occupations in the Alamo Workforce Area in all areas except special education and CTE.	ESC-20 and our partners will provide a high-quality college and career pathway in teaching and training, aligned with regional workforce needs. We will design and implement an innovative recruiting plan to attract students to an accelerated route to teacher certification with dual enrollment and smooth transitions from high school to community college to University.
The growth of the demand for teachers at all levels in our region is expected to grow by 13.6% (4,843 positions) by 2026. The largest growth will be for elementary teachers at 13.5% (1,640 positions).	Once created, implemented, and refined during the grant period; ESC-20 and our partners will disseminate all plans, details, curriculum, and sharable resources to all districts, colleges, and universities in the Alamo Workforce Development Area through a variety of effective and innovative methods.
Districts in the Alamo Workforce Region, particularly smaller districts outside the San Antonio metropolitan area, report difficulty hiring for all positions now, not only those traditionally hard to find.	The partner school districts in this program are representative of districts in our workforce region located outside the San Antonio metropolitan area and share many of the same characteristics and challenges. Therefore, the pathway provided effective in meeting their needs and the needs of their students.

SMART Goal

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

By August 2020, ESC-20 and our partners will have refined a high-quality college and career pathway in teaching and training, aligned with regional workforce needs and disseminated all replicable details and sharable resources to all school districts in the Alamo Workforce Development Area.

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

Recruitment activities will be fully completed and enrollment numbers will demonstrate success.
 Course crosswalks, 4-year plans, and a rigorous curriculum will be in place and in full implementation.
 All agreements among partners will be articulated and executed.
 Evaluation data will have been analyzed and appropriate modifications/refinements made in response to the data.
 Bi-weekly (at minimum) program leadership team meetings and monthly partner meetings/working sessions will be occurring effectively.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Work-based learning/experiences, mentoring, and student leadership experiences will be in place for all students enrolled in the career pathway.
Evaluation data will have been analyzed and appropriate modifications/refinements made in response to the data.

Third-Quarter Benchmark

100% of students in the program will have participated in work-based learning/experiences and student learning organizations. 100% of students in the capstone course will have participated in mentoring.
A website will be functional with all shareable plans and resources available to all school districts in the Alamo Workforce Region.
A schedule of events, including trainings, will be in place to share plans and resources with all school districts in the Alamo Workforce Region.

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.

The project manager for the ESC-20 Perkins Reserve Grant, Focus Area 1 will ensure all program activities are implemented and monitored and will lead the collection and analysis of all associated participant and program performance data. Quantitative and qualitative data - including student performance data, fidelity of implementation data, and TEA-required performance measures - will be formally reviewed quarterly and used for the purpose of program improvement. In addition to the quarterly formal review of data, multiple methods will be in place for informal assessments of progress toward the goals on an ongoing basis.

The project manager will serve as the liaison with the school districts and all other partners. On-site visits to the schools where the pathway is being implemented will occur frequently and supports provided as planned and as needed. The project manager will also schedule and facilitate program leadership meetings at least bi-weekly and partner meetings monthly. A standing item on the agenda for those meetings will be discussing data that prompts the need for program modifications and creating a plan of action for those modifications.

The use of evaluation data for program improvement will lead to sustainability of the program as it will drive continuous improvement, long-term relationships among partners, and create a program that school districts throughout the workforce region will want to replicate.

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.

Education Service Center, Region 20 is collaborating with the following partner organizations to implement our proposed Perkins Reserve, Focus Area 1 project:

School District Partners -

Charlotte ISD

New Braunfels ISD

Pearsall ISD

Charlotte ISD is a rural school district located about 45 miles south of the San Antonio Metropolitan area. New Braunfels is located approximately 35 miles northeast of San Antonio, and Pearsall is located about 30 miles south of the San Antonio Metropolitan Area. These three districts were selected because they are representative of the districts in the Alamo Workforce Development Area. Two of the districts are currently implementing an education and training program that they want to improve and Charlotte does not currently have an education and training pathway. This was also purposeful in the selection of districts in order to create a model for districts creating new programs and for districts that have an existing program to build upon. Please note that due to the requirements of this pathway and the rural nature of the districts involved, the participating school districts are also the business partners where students will complete their work-based experiences, particularly in the elementary schools and early childhood centers.

IHE Partners -

Alamo Colleges

University of the Incarnate Word

These partners were selected because their current vision and goals for their teacher education programs are consistent with the grant goals. Both also make a priority to engage in partnerships with school districts outside the San Antonio Metropolitan Area as well as within.

Additional Partners -

Workforce Solutions Alamo

Texas Education Association for the Education of Young Children (TEA EYC)

ESC-20 Grow Your Own Grant Team

ESC-20 RECESS Initiative 3: Public-Private Partnerships Grant Team

ESC-20 will serve as both the fiscal agent and the intermediary organization for this program.

ESC-20 collaborated with Workforce Solutions Alamo to examine regional labor market information and to determine that teachers at all levels and all subjects except special education and CTE teachers are high-wage, high-demand, high-growth occupations in the Alamo Workforce Development Area, particularly outside of the San Antonio Metropolitan area. We also, because we are an organization that provides support to school districts in hiring and training staff, hear that directly and consistently from school district leaders in our region who are challenged to find high-quality candidates to fill teaching positions. The teaching and training program of study developed in collaboration with our school district, IHE, and additional partners is aligned to this defined need and is aligned to our mission and area of expertise.

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.

The teaching and training program of study proposed in this application includes the following sequence of courses, aligned to with high-wage and in-demand occupations in the teaching field identified by Workforce Solutions Alamo:

High school courses will include the following:

- 9th Grade - Principles of Education & Training
- 10th Grade - Human Growth & Development, Alamo Colleges 2315 Human Growth and Development
- 11th Grade - Instructional Practices and Externship at Day Care Center, Pre-K Program, or Elementary School (Alamo Colleges TCEA 1318 Wellness of the Young Child)
- 12th Grade - Practicum of Education and Training (Alamo Colleges CDEC 1380 Cooperative Education) Professional and Substitute Training, Alamo Colleges
- Also 12th Grade - Opportunity to test for the Child Development Associate Credential (CDA), earn an Educational Aide I Credential.

Freshman courses the at Alamo Colleges include the following: (Note crosswalk in question 3 for courses that can be earned in high school for dual credit)

- 1st Semester Freshman - ENGL 1301 and MATH 1314, with 9 hours selected from Life and Physical Sciences Core, Language, Philosophy & Culture Core, Creative Arts Core, American History Core, Government / Political Science Core, and Social & Behavioral Sciences Core
- Students have the opportunity to become an Educational Aide II
- 2nd Semester Freshman - ENGL 1302, with 12 hours selected from Life and Physical Sciences Core, Language, Philosophy & Culture Core, Creative Arts Core, American History Core, Government / Political Science Core, and Social & Behavioral Sciences Core
- Students have the opportunity to become an Educational Aide III

Sophomore courses at Alamo Colleges include the following:

- Additional 30 hours selected from Life and Physical Sciences Core, Language, Philosophy & Culture Core, Creative Arts Core, American History Core, Government / Political Science Core, Social & Behavioral Sciences Core, Additional Communication Core, Additional Language, Philosophy and Culture Core, and Additional Requirements
- Students have the opportunity to receive an Associate of Arts in Teaching: EC-6 or 4-8 or a core area for prospective 9-12 teachers

Upon receiving the Associate of Arts in Teaching, the course sequence at UIW will include the following:

- Coursework transferred from Alamo Colleges
- Additional coursework in Education courses to complete an Interdisciplinary Studies Degree Plan
- Students have the opportunity to receive a Bachelor of Arts in Interdisciplinary Studies and teaching certification

There are multiple entry and exit points and tracks within the program of study based on each student's career goals.

Curriculum development to support relevant and frequent industry experiences is already in progress in collaboration with all partners, and there is a commitment to complete this work by the grant start date, with frequent monitoring and adjusting throughout the grant year. Strategic partnerships already in place to provide an advantage include long-term successful partnerships with the participating school districts, IHEs, Workforce Solutions Alamo, and TEAEYC. In addition, ESC-20 has recently received and is currently implementing the TEA Grow Your Own Grant and TEA RECESS Initiative 3: Public-Private Partnerships Grant. We will work closely with these teams as these grants address similar needs and share some of the same goals. This will enable us to leverage the expertise and resources of additional partners who are involved in the work on these grants. For example, the Grow Your Own Grant Team has developed a solid plan and tools for field experiences and the partnerships developed with Childcare Centers for the RECESS grant will provide additional partners for work-based learning for those students pursuing careers in early childhood.

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.

The planned program of study in teaching and learning will provide students with the opportunity to accelerate completion of postsecondary coursework in order to earn multiple certificates, receive an associate degree within one to two years of graduating from high school, and lead to a bachelor degree. The following dual credit opportunities will be available to students in high school through an agreement with Alamo Colleges:

Human Growth and Development DC>2315 Human Growth and Development
Instructional Practices DC>TCEA 1318 Wellness of the Young Child
Practicum of Education and Training DC>CDEC 1380 Cooperative Education
English III and IV DC>English 1301 and 1302
Pre-Calculus DC>Math 1314 College Algebra
US History DC>Alamo Colleges American History Core
Biology DC>Alamo Colleges Life Science Core
Economics DC or Government DC>Alamo Colleges Government/Political Science Core

Additional courses such as foreign language and arts requirements are currently being articulated so this list will be refined prior to formal agreements. Students will also have the opportunity to earn the Child Development Associate and Educational Aide 1 credentials in high school. In addition, students may earn Educational Aide II and III credentials at Alamo Colleges in addition to an associate degree.

The University of the Incarnate Word and Alamo Colleges are in the final stages of approving an updated Transfer Articulation Agreement for a Bachelor of Arts in Interdisciplinary Studies (current agreement is for 2017-2019). The current agreement enables the transfer of 46 hours. Additional transferrable hours are being included in the updated Transfer Articulated Agreement. The partnership and program of study for this grant program is being considered as the agreement is updated.

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.

As an innovative leader in the Alamo Workforce Development Area, one of the things ESC-20 does best is to build and strengthen partnerships among school districts, IHEs, employers, and community organizations who are facing similar challenges and are mutually vested in achieving positive results. The integrated partnerships collaborating for implementation of the Perkins Reserve Grant, Focus Area 1 will leverage available resources in order to meet the growing need for a high quality college and career pathway in teaching and learning beyond the life of the grant. Recruiting and retaining students will be one key to sustainability. Recruiting will occur through multiple activities such as videos of teachers describing what the profession means to them, school and community events, social media, and student/parent fairs. Retention activities will include mentorship of students by successful teachers including campus teachers of the year, involvement in student organizations such as Future Teachers of America, and summer camps for students. Sustainability will also be achieved by expanding the program of study to additional school districts in our workforce region and creating a network of ongoing support and resources for all participating districts. Due to the projected growth in demand for teachers in the Alamo Workforce Area and our shared mission to elevate the teaching profession and provide a sustainable pipeline of high-quality candidates into the field, these are activities we are compelled to support regardless of grant funding. The Perkins Reserve Grant will provide the resources to do so exceptionally well.

Consistent monitoring of all program activities, including the collection and analysis of qualitative and quantitative data for continuous improvement, will create a successful and replicable program that - combined with a strategic expansion of the partner network, will ensure we continue to meet the goals of the grant after the end of the grant period.

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.

The ability of the ESC-20 staff to manage the details of this program is evidenced in past experiences in the development, delivery, and provision of this type of support in our region and across the state. ESC-20 will collaborate with partners and TEA to plan, coordinate the scheduling of activities and timelines, and execute the project plan. ESC-20 has a proven track record of success in cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants, and is well positioned to lead the implementation of a high-quality college and career pathway in teaching and learning. ESC-20 is greatly respected across the state for providing high quality products, support, and services. Staff understands that quality control and a clear understanding of goals and outcomes is essential to the success of any project. ESC-20 staff will remain committed to the scope of the project, its timelines, activities, and will remain in direct communication with the TEA and partners in order to ensure that we provide the highest quality of support. ESC-20 successfully manages multiple local, state, and federal grants, and we have proven systems in place to ensure effective grant administration, leadership, implementation, evaluation, and reporting. We are an outcomes-focused organization, and we track progress toward goals and outcomes by systematically collecting and reviewing all participant and program data related to the pre-determined performance measures of each program. Quality performance is a commitment to excellence by each ESC-20 employee, and we have intentionally established a culture of continuous improvement through use of the Plan-Do-Study-Act (PDSA) process as a quality improvement tool. Our partners share these areas of expertise and focus on positive results, and we have collaborated on many past projects so have successful structures in place. ESC-20 will assign a full-time project manager, along with a counselor, budget manager, and digital age learning specialists who will contribute dedicated time to the project. The partners will form a leadership team that meets at least monthly and those meetings will include the design of rigorous curriculum for the program at all levels, including a full spectrum of work-based learning experiences. Data-sharing agreements and articulation agreements, detailing the responsibilities of each partner will be in place by the start of the program.

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.

N/A

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.

N/A

TEA Program Requirements

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

N/A

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

N/A

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.

N/A

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

N/A

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

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

Full Time Project Manager	\$125,000
30% Counselor, 30% Budget Manager, 20% Learning Specialists x 2	\$126,000
Substitutes and Mentor Stipends	\$10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Certification Fees and Dual Credit Tuition	\$60,000
Training for Students and Teachers	\$50,000
Curriculum Development	\$38,000

SUPPLIES AND MATERIALS (6300)

Supplies, Materials, Equipment, and Resources for courses, training, recruitment, and replication activities	\$255,500

OTHER OPERATING COSTS (6400)

Student Travel	\$5,000
Travel for Professional Development/TEA Meetings	\$30,500

CAPITAL OUTLAY (6600)

Total Direct Costs \$700,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$700,000