



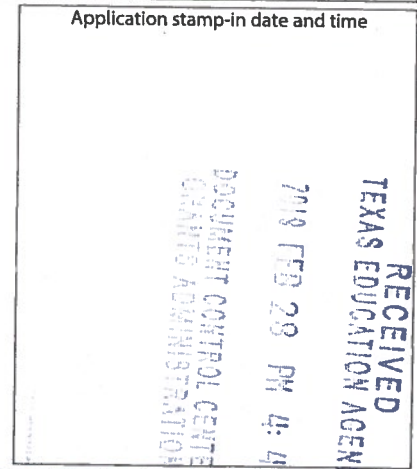
**2019-2020 Perkins Reserve Grant**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

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



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: **Nederland ISD** CDN **123905** Vendor ID **1746001772** ESC **5** DUNS **073921249**  
 Address: **220 17th Street** City **Nederland** ZIP **77627** Phone **409.724.2391**  
 Primary Contact: **Bill Jardell** Email **bjardell@nederlandisd.org** Phone **409.727.2741**  
 Secondary Contact: **Stuart Kieschnick** Email **skieschnick@nederlandisd.org** Phone **409.724.2391**

**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 **Robin Perez, Ed.D.** Title **Superintendent of Schools**

Email **rperez@nederlandisd.org** Phone **409.724.2391**

Signature *Dr. Robin Perez* Date **02/08/2019**

Grant Writer Name **Susan Forthman** Signature *Susan L. Forthman* Date **02/11/2019**

Grant writer is an employee of the applicant organization.  Grant writer is **not** 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   |
|--|--|
| Increase the percentage of students at Nederland High School (NHS) earning TEA-approved Industry Based Certifications (IBCs) aligned to local workforce needs. Only 1.1% of 2017 Nederland graduates earned TEA-approved IBCs (2018 TAPR). | NISD will add 11 (for a total of 16) TEA-approved IBCs, aligned with local workforce needs, for the 2019-2020 school year and create an enhanced system of support for teacher/student success in existing programs of study aligned with these certifications by providing student preparation and practice exams, and work-based learning with local industries. |
| Eliminate the economic barrier to taking IBC exams. Currently, students pay for their exams. 40.5 % of NISD students are Economically Disadvantaged, and that percentage is growing each year.   | If awarded, NISD will use grant funds to pay for student IBC fees and will develop a plan to leverage existing and identify new resources to continue to fund certification fees beyond the life of the grant, prioritizing certifications in capstone courses and for those students with economic need.  |
| Improve the success rate for students seeking IBCs. In the 2017-2018 school year, 57.8% of students eligible to earn a certification did so.   | NISD will train additional teachers as licensed administrators for certifications and ensure they have access to all resources needed to prepare students for exams, including access to industry experts. The grant will also fund exam preparation materials and practice exams that will be integrated into curriculum.   |

**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 May 2020, Nederland ISD will increase the percent of graduates earning TEA-Approved industry-based certifications, aligned to local workforce needs, from 1.1% in 2017 to at least 10%, at minimum exceeding the state average.

**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

NHS will be teaching courses aligned with the following TEA-approved industry-based certifications: NCCER Core Curriculum, NCCER Welding 1, AWS D1-1, AWS D9-1, ASE Brakes, ASE Automotive Maintenance and Light Repair, ASE Heating/AC, ASE Suspension and Steering, MOS Expert Excel, MOS Expert: Word, NIMS Machining Level 1: Drill Press Skills 1, Machining Level 1: Grinding Skills 1, CNA, CPCT, Autodesk Certified Professional in AutoCAD, and Autodesk Certified User in AutoCAD, and preparing students to earn the certifications. 11 of these certifications will be new additions. All of the certifications offered will be verified by Workforce Solutions Southeast as required for high-wage, in-demand, and high growth occupations. 5 teachers will have completed required training to administer new certifications (Auto Cad and Microsoft), and 5 will have completed required updates for CNA and NCCER Craft Instructor certifications.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

Exam pre-tests and exam preparation for the industry-based certifications offered will be integrated into the curriculum in all courses aligned with TEA-approved Industry Based Certifications.

## Third-Quarter Benchmark

Students enrolled in courses aligned with identified TEA-approved industry-based Certifications will be prepared to take the corresponding exams.

**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 Director of Career and Technical Education will serve as the project director of the Nederland ISD Perkins Reserve Grant and will monitor all program activities and associated data including program-level and participant-level data. Qualitative and quantitative data, including the TEA-mandated performance measures, will be collected and analyzed quarterly in leadership meetings. This will include quarterly checkpoints with instructors about the progress made toward certifications and a quarterly review of Workforce Solutions Southeast's Labor Market Career Information Reports to ensure programs of study and certification remain aligned with local workforce needs. In addition, student attendance will be monitored quarterly and interventions designed and implemented when needed. Student surveys will be conducted at least annually and courses/certifications adjusted to reflect student interests. The project director will serve as the liaison with IHEs, certification agencies, the Nederland High School CTE Advisory Board, and business partners, and will both collect and share relevant data for program improvement with each. Individually and collectively, data will inform needed adjustments, and the project director will ensure they are made as needs become apparent.

Evaluation data will guide program improvement and, therefore, sustainability beyond the grant period. Sustainability will be achieved through effective implementation of the program, a just-in-time response to the evaluation data, and through cultivating the relationships that will be built with our partners during the planning and execution of the grant. In particular, Nederland ISD and our partners will work during the grant period to identify and coordinate funds to sustain payment for student exams beyond the life of the grant, particularly students with economic need.



**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.

Nederland ISD worked closely with the Business Solutions Representative and Labor Market Analyst of Workforce Solutions Southeast Texas to identify target (high wage, in-demand) occupations in our workforce region, in addition to those occupations expected to experience the highest growth in demand between now and 2026. Workforce Solutions Southeast Texas emphasized over 20 billion dollars of upcoming expansions in the oil and gas industry in our region expected to create over 20,000 jobs in construction and over 1,400 new jobs in manufacturing. In collaboration with our industry partners, we identified the programs of study and industry-based certifications required to successfully fill positions in those occupations. As a result of this process, Nederland ISD will enhance the following programs of study by adding the identified industry based certifications and increasing the number of students earning current high-demand certifications:

**Health Science > Nursing:** Expand to increase the number of students earning the Certified Nursing Assistant (CNA) Certification and add the Certified Patient Care Technician (CPCT) certification. Registered Nurse (RN) is the occupation projected to grow the most in Southeast Texas in the next seven years, and Licensed Vocational Nurses (LVN) and RNs are currently target occupations. The CNA and CPCT certificates provide prerequisites and fast-track options to both of these occupations in addition to immediate options for employment.

**Manufacturing > Welding:** Enhance the manufacturing program by increasing the number of students earning the currently offered IBC (NCCER Welding Level 1 and AWS D1.1 Certified Welder) and add additional certifications that prepare students for occupations as welders, cutters, solderers, and blazers and machinists (AWS D1.9, NIMS Machining Level 1: Drill Press Skills 1 and Grinding Skills 1). These occupations are target and high-projected growth occupations in our region.

**Construction > Electricians; carpenters; plumbers, pipe fitters, and steamfitters; and maintenance and repair workers:** Expand and enhance the construction program by increasing the number of students earning the NCCER Core Curriculum Certification. Each of the occupations listed is both a target occupation and one of the 25 occupations projected to grow the most in the next seven years in the Southeast Texas Workforce Development Area.

**Business, Management, and Administration > Accountants and Auditors, real estate agents, and managers:** Add the Microsoft Office Suite Excel and Word certifications. Each of these occupations is in the top 25 in projected growth in our region and managers/supervisors in multiple fields are target occupations.

**STEM > Engineering and Design >** Add the Autodesk Certified User and Professional User: AutoCad. Workforce Solutions Southeast Texas provided data verifying the need for these certifications in high-growth occupations tied to the construction industry.

**Transportation, Distribution, and Logistics > Mechanics:** Add the ASE Brakes, ASE Automotive Maintenance and Light Repair, ASE Heating/AC, ASE Suspension and Steering certifications. Automotive Service Technicians and Mechanics is an occupation that is one of the top 25 in projected growth between now and 2026 in our region, with an anticipated increase of 1,230 positions and a current supply of only 79 qualified people to fill those positions.

**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.

Overall, more than 800 students at Nederland High School will benefit from grant funding. Offering additional industry-based certifications and expanding those currently offered will benefit students who are currently enrolled in the aligned CTE programs of study by preparing them for employment in high wage, in-demand, and growing occupations in the Southeast Workforce Development Area. They will also gain valuable work experience; connect to future employers, associated organizations, and institutes of higher education; and get a head start on post secondary apprenticeships, certifications and degree programs. More of our students who are completing a program of study in our CTE programs will gain access to industry-based certifications as we use grant funds to fund certifications for one year and collaborate with partners to support this long-term for economically disadvantaged students. Currently, students have to pay for their own certification exams which provides a barrier for those who have economic need. Additionally, students will be better prepared to succeed on certification exams as we invest in test preparation materials and teacher training.

Approximately 145 students will benefit from teacher training to certify teachers in industry-based certifications so that they can prepare and test students. We project that 20 students will test for the CNA certification and 55 will test for the NCCER Core Curriculum next year. The two teachers who prepare and test students for these exams require update training that will be funded through the grant. In addition, one teacher in the Engineering and Design program will receive training to administer the Autodesk Certified and Professional User: AutoCAD certificates, and six teachers will receive the training to administer the Adobe Creative Associate: Creative Cloud and Premier Pro certificates, enabling an additional 70 students to obtain certifications. Students in the programs of study taught by these teachers will be prepared for employment in high wage, in demand, and growing occupations in the Southeast Workforce Development Area.

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

Nederland ISD will pay for industry-based certification exams for students by ordering directly from the vendors who provide these exams. We will follow all purchasing and accounting policies and procedures required by Nederland ISD, the Texas Education Agency, and EDGAR, including competitive bidding requirements. Certification exam fees will be designated in the TEA-approved Perkins Reserve Grant budget. Teachers will identify students who are eligible to take the certification exams in each program of study during the 2019-2020 school year, and the CTE Director will submit requisitions to pay for the correct number of exams from Perkins Reserve Grant funds. Once a purchase order is approved, exams will be ordered from each vendor. Once exams have been administered and scored, each vendor will submit an invoice and the Nederland ISD Accounting Department will pay the invoice. Nederland ISD will draw down Perkins Reserve Funds that have been expended at least quarterly. Teachers and students will prepare to succeed on the appropriate industry-based certification exams. Parents and students will sign an agreement stating that students will prepare adequately for the exams, meet all requirements to take the exams, and take them at the scheduled date and time.

During the 2019-2020 school year, Nederland ISD will collaborate with partners to create a sustainable plan to continue to pay for student exams beyond the life of the grant, prioritizing capstone courses and students with economic need.

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

Each of the programs of study that are aligned with the industry-based certifications proposed in this grant application is in place, well-established, and successful. Therefore, it is a natural next step to enhance these programs with additional certifications and expanded access for students to currently offered certifications. We have established partnerships with employers and training schools that will assist in the preparation for these certifications. The majority of our teachers are already trained to administer these certifications and to prepare students for success, and they are seeking opportunities to expand their expertise and the opportunities for their students. The facilities, equipment, and additional resources required to support the programs of study are also in place. Additionally, because students are currently enrolled in these programs of study, there are students who have already completed the early courses in the program of study and are ready to prepare for certification during the 2019-2020 grant years.

The addition and expansion of industry-based certifications is supported by our parents, local business and industry, and the community because of the strong alignment between the selected certifications and our local workforce needs. Students and their parents appreciate the opportunity to prepare for high wage in-demand occupations, and employers appreciate our efforts to match student qualifications with their requirements. All of the antecedents for the success of this grant program are in place in Nederland ISD.



**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.

Nederland ISD will ensure that students are prepared for the industry-based certifications through multiple strategies. At the core of this preparation, tested skills will be integrated into the curriculum of each program of study. Students will have multiple opportunities throughout the entire sequence of courses in each program to learn and practice needed skills in the classroom, shop, and/or clinical setting through classroom instruction and work-based learning. Partners, including employers and training organizations, will assist us in preparing students for certification. Perkins Reserve Grant funds will be used to purchase study guides and practice tests that will familiarize students with the tests and prepare them for success. Nederland ISD will ensure that teachers have access to initial training, training updates, and ongoing opportunities to refine their knowledge and skills as needed. Parents will also be engaged so that they understand the requirements of the certifications and support the students and teachers in all efforts to prepare for certification.

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

Nederland ISD has multiple strategic partnerships in place that currently support the programs of study aligned to the industry-based certifications we are proposing to add and expand, and these partnerships will provide supports to provide an advantage in implementing the proposed project. One of these partnerships is the local chapter of Associated Builders & Contractors, Training School (ABC). ABC assists with training/certifying our teachers as NCCER instructors and completing all of the necessary paperwork for each of the NCCER certifications. Another is the Beaumont Joint Apprenticeship Training Committee: Electrical Training School. This is the training school that provides Construction Technology | students access to online curriculum for the DC Theory portion of the pre-apprenticeship program. Our students also travel to the school throughout the school year to gain additional hands-on experience. Through this partnership, senior students complete the first year of the 5-year Electrician Apprenticeship program in high school. After graduating from high school, the graduate completes a six-week training at BEJATC and then applies to the Apprenticeship to complete the remaining four years of training to become a Journeyman Electrician.

Nederland ISD has a strong partnership with Workforce Solutions Southeast Texas. We collaborate with them on an ongoing basis to ensure that our programs align with local workforce demands, and they assist us in connecting with local employers in business and industry fields aligned with our programs. Workforce Solutions Southeast Texas will support us in the implementation of our Perkins Reserve program.

Nederland ISD partners with local employers to ensure that our students have a full spectrum of work-based learning experiences while progressing through our CTE programs of study. In addition, we partner with local IHEs to offer dual credit opportunities to our students.

**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"/> |
| <b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>       | <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.

| <b>PAYROLL COSTS (6100)</b> | <b>BUDGET</b>        |
|-----------------------------|----------------------|
| <input type="text"/>        | <input type="text"/> |
| <input type="text"/>        | <input type="text"/> |
| <input type="text"/>        | <input type="text"/> |
| <input type="text"/>        | <input type="text"/> |

| <b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>            | <b>BUDGET</b>        |
|---|----------------------|
| Teacher training as licensed administrators of certifications | \$2,000              |
| Certification Exams   | \$4,500              |
| <input type="text"/>  | <input type="text"/> |

| <b>SUPPLIES AND MATERIALS (6300)</b>                        | <b>BUDGET</b>        |
|---|----------------------|
| Certification Exams   | \$15,000             |
| Certification Exam Preparation Materials and Practice Exams | \$4,500              |
| <input type="text"/>  | <input type="text"/> |

| <b>OTHER OPERATING COSTS (6400)</b>                           | <b>BUDGET</b>        |
|---|----------------------|
| Teacher Training as Licensed Administrators of Certifications | \$4,000              |
| <input type="text"/>  | <input type="text"/> |
| <input type="text"/>  | <input type="text"/> |

| <b>CAPITAL OUTLAY (6600)</b> | <b>BUDGET</b>        |
|------------------------------|----------------------|
| <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)**