



## 2021-2022 CTE Perkins Reserve

### Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID <input style="width: 90%;" type="text"/> TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:  Competitive grant applications and amendments to <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a>	Application stamp-in date and time    
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**Authorizing legislation:**

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

**Required attachments:**

#### Focus Area Selection

- Focus Area 1
- Focus Area 2

#### Amendment Number

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

#### 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

#### 2. Certification and Incorporation

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Digitally signed by Dr. Rene Gutierrez  
DN: cn=Dr. Rene Gutierrez, o=Brownsville ISD, ou, email=rene.gutierrez@bisd.us, c=US  
Date: 2021.04.26 11:51:36 -0500 Date

Grant Writer Name  Signature  Digitally signed by Edwin Barrera  
Date: 2021.03.29 08:16:21 -0500 Date

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

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Targeted districts serve 55,806 students at 85.3% economically disadvantaged. The area has the HIGHEST poverty rates in Texas (<46,000 pops.) and 5th highest in the nation. 100% Free and Reduced Lunch Rates under PII, LEP 31%, Hispanic 96%.	The C-23 Education Program of Study (POS) will contribute to high school students graduating career ready for jobs in Brownsville, Los Fresnos and Port Isabel that are greater than the required 17% job growth rate and median income of \$35,339. The program will contribute certified teachers for TWC high-demand, high-pay jobs with new Remote Teaching Skills for today's new Remote Learners.
The poverty rate in area is 28.1% compared to 14.7% for Texas. With twice the poverty rate of Texas, over 90% of students will not finish college. Targeted ISDs have 0% AA degrees; Region 4.6%; TX 1.4%.	A collaboration with Texas State Technical College (TSTC) and UT-RGV will provide exposure/college credits (60 hrs.) to prepare students for high-pay, high demand careers for expanding POS through Remote Learning training. BISD, LFCISD and PIISD will provide internships, mentors and priority interview points for graduates.
Cameron County has strong need to increase capacity for skilled workforce to meet the workforce demands in South Texas as listed/defined by Workforce Solutions Cameron. Pandemic created 60% increase of retired teachers requiring new Remote Teaching Skills.	A history of collaborations with TWC (3 JET/Dual Credit grants), WFS, and IHE's to institute high school programs (5 PTECH grants), particularly through the CTE departments to increase skilled workforce, C-23 will expand programming under Focus 2 for expanding new POS in Education at PIISD and new pathway industry certifications, interns and dual credits increasing the low AA degrees in County.

**5. SMART Goal**

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

Specific: C-23 will establish Perkins Reserve Focus 2 critical components with design elements and requirements aligned to expanding regional partnerships, the seven key components of the Texas Regional Pathways Network, credentials and degrees with value in market place, work-based learning experiences, and cross-sector workforce partnerships. Measurable: C-23 will graduate 120 students yearly for high-pay jobs in multiple high-need LEAs in Cameron County. Attainable: C-23 will expand the POS for PISD: a) graduating, b) earning an associates degree, and c) receiving industry certifications. Relevant: Formal signed agreements and MOU (Oct. 1) from ISDs, IHE, Intermediary and workforce leaders, ensures goals by Aug 21, 2022. Timely: By end of grant cycle, expanded opportunities for Education students will meet the projected growth jobs for Advanced Remote Teacher skills.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

- FIRST-QUARTER BENCHMARKS: July 1, 2021 – October 30, 2021; Setup Budget/Hire Staff/Implement Grant
1. Meet weekly to develop recruitment plan, written admission policy, brochures/enrollment application, and design webpage on ISD websites; Create Timeline to complete Required Memorandum of Understanding (MOU).
  2. Meet with RGV Lead (Required Intermediary) to discuss/recommend implementation plan, partnerships and mtgs;
  3. C-23 Director, counselors, teachers, partners will develop wrap-around strategies/contacts to support students
  4. Establish partnerships with signed MOU to include TSTC/UTRGV, RGV Lead, LFCISD, PIISD, BISD and COLT;
  5. Create pathways that lead to mentoring, shadowing and industry-based certification and experience; and
  6. Expand both TSTC(dual credit courses) and TSC/UTRGV (dual credit traditional courses) with Live Teach Camp

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

**Second-Quarter Benchmark**

SECOND-QUARTER BENCHMARKS: Nov. 1, 2021 - Feb. 28, 2022; Expand Crosswalks, Sync Regional Plan  
1. Meeting monthly with C-19 Partners and Regional Campus Teams to review progress and plan next steps.  
2. Review, discuss crosswalk and pathway with all stakeholders; Implement new courses for following schools year  
3. Review, discuss, and plan academic support services for C-19 students  
4. Assure program staff are properly trained and certified to ensure dual credit courses leading to an AA degree;  
5. Purchase additional equipment needed for Remote Learning classroom teaching to create Learn Providers and  
6. Publicize C-23 program, and recognize graduates with priority interviews at ISDs and graduation markers.  
7. Fully Develop Live Teach Summer Camp at UTRGV with 4 weekly camps targeting top student teachers.

**Third-Quarter Benchmark**

THIRD-QUARTER BENCHMARKS: Mar. 1, 2022 – Aug. 31, 2022; Summer Plans, Graduation and Sustainability  
1. Organization, recruitment, publicity, and expanding program elements are key areas of C-23 Focus 2.  
2. Expand the number of teaching industry partners to hire grads with skills with new remote teaching abilities;  
3. Expand jobs at each ISD to cater to a part time TA that will allow for grads to continue their teaching certificate;  
4. Evaluate wrap-around services for upcoming fall semester for expansion of CTE students in POS;  
5. Promote C-23 program as a COVID Response Learning Loss option for families to hire new Learn Providers; and  
6. Expand job internships in new ACE programs and individualized tutoring programs for parents wanting personalized teaching services for their children to catch up with new C-23 remote learning options.

**7. Project Evaluation and Modification**

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

SUMMATIVE BENCHMARKS: The C-23 director, partners, principals and district CTE support staff will meet monthly to collect and analyze individual student data and program summative benchmarks in order to use project evaluation data to determine when and how to modify the expansion program. Summative Data includes; number of districts participating, number of students enrolled in the pathways program, number of students participating in the program classified as at-risk students, number of college credit hours, industry-based certifications, or other advanced academic credits earned, number of students participating in the grant program classified as non-traditional, number of students participating in work-based learning, number of new parents supporting POS.  
MODIFICATIONS: The C-23 team, student data and program summative benchmarks will modify the program weekly by the campus team to ensure equity and to ensure data is essential for the team to make mid-course minor or major adjustments to ensure efficacy. Team determination of needed modifications involve student and teacher supports upon implementation in FY 2021-2022. Student data will be evaluated for three important components: a) to provide timely supplemental instruction or tutorial to ensure all students are keeping up with the course work and are successful at the end of marking periods; b) Rigor and support is critical to the cohort during the year to ensure that they are successful in their courses, and pass the TSI to begin core dual credit courses with TSC and Texas State Technical College and UTRGV (technical school IHE partners),our traditional dual credit partner (TSC); and c) to assure AA attainment by individuals, At-risk, limited English Proficient students within the targeted population.  
SUSTAINABILITY: Qualitative data will be gathered from student and parent surveys regarding program components, student supports, and work-based experiences. The Design Team is expanding C-23 with caution as the COVID Pandemic has decreased district enrollments so that projected budgets will not include adding personnel but sustaining critical elements such as dual courses, teaching equipment or software, remote summer camps so that UTRGV can help sustain the Teach Live program through teach incentives such as e-learning certifications.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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**9. Program Requirements**

**1. Summary of Program (Focus Area 1):** Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

N/A

**2. Summary of Program (Focus Area 2):** Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

**PROGRAM OVERVIEW:** Brownsville ISD, Los Fresnos Consolidated ISD, Point Isabel ISD, Texas State Technical College (TSTC), The University of Texas Rio Grande Valley (UTRGV), Texas Southmost College (TSC), RGV LEAD and Center for Online Teaching and Learning will partner to offer programs of study in: Education Technology (UTRGV), Associate Degrees (TSTC/TSC), Center for Online Learning and Teaching (COLT), and Learn Extreme (LRNXTR) which are aligned to expanding the POS in Education by creating a new modern training with internships.

**PATHWAYS IMPLEMENTED:** The mission is to provide quality college/career pathways that are aligned with regional workforce needs. The Attached Crosswalk will indicate an expanded course offering of 12-20 hours.

**REGIONAL NEEDS:** With a targeted average (BISD, LFCISD and PIISD) Economically Disadvantaged (ED) rate of 85.3% (State 60.6%); Hispanic rate of 96%, LEP % of 31%, poverty rate of 31.2% (State 16%); median income of \$33,660 (State \$57,051), and unemployment rate of 12.4% (State 5.8%) the districts need to increase the number of graduates that are ready to fill high-demand jobs. C-23 Districts had a large increase in retired teachers (~60%).

**REGIONAL STAKEHOLDERS:** C-23 partners understand that by preparing students for careers in high paying/ demand jobs, the districts can decrease the unemployment rate and increase the median income; thus, decreasing ED & poverty rates. Regional industry will modify the jobs (PT Teacher Assistants) in the area to customize the AA with part time jobs in teaching the Teacher Certifications to achieve a stronger 2x2 program into the BA/BS teacher certifications. Regional stakeholders in the past did not work together for this POS or provide paid internships.

**PROGRAM GOALS:** Proper Alignment of Crosswalk courses, highly developed work experiences with Teach Live, and priority jobs, C-23 Teachers will earn Median Wages; K-5 (\$42,893), Middle School (\$53,511), HS (\$52,478).

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

**3. Program of Study (Focus Areas 1 and 2):** The applicant must identify – in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce – high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

**PARTNERSHIP ALIGNMENT:** Brownsville ISD (BISD), Los Fresnos Consolidated ISD (LFCISD), Point Isabel ISD (PIISD), Texas State Technical College (TSTC), The University of Texas Rio Grande Valley (UT/RGV), Texas Southmost College (TSC), RGV LEAD, Workforce Solutions Cameron (WFS), and Center for Online Teaching and Learning will partner to offer programs of study in: Education Technology (UTRGV), Associate Degrees (TSTC/ TSC), and Remote Teaching Skills (Center for Online Teaching and Learning) , which are aligned to expanding the POS in Education. The C-23 Education Academy will contribute to high school students graduating career ready for jobs in Brownsville, Los Fresnos and Port Isabel that are greater than the required 17% job growth rate and median income of \$35,339. The program will contribute certified teachers for TWC high-demand, high-pay jobs with new Remote Teaching Skills for today's new Remote Learners. Regional labor market information helped identify the need for expanding the POS but the design team believes that it is not accurate to the current need to replace the huge increase in retiring teachers. At BISD the increase went from 118 in 2018 to close to 200 retiring teachers in 2021. Identified teaching jobs median incomes range from private Teachers (\$32,324) to Instructional Coordinators (\$63,154) with growth rates over 17% for Education and Training based on LWDA data for Teaching and Training and Early Learning POS (Cameron Workforce Development Area #24 Labor Market Information 2016-2026.)

**IDENTIFIED STRATEGY:** A big reason many of these teachers are retiring is that they did not have the new remote learning technical skills required to deal with remote teaching and learning to include; virtual academies, synchronous and asynchronous learning, split scheduling, face to face and remote learning blends much less the sophisticated new programs to run software programs from a laptop and at a remote location.

**4. Intermediary Capacity (Focus Area 1):** The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

N/A

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

**5. Intermediary Capacity (Focus Area 2):** The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

**INTERMEDIARY CAPACITY-** Since its establishment in 1992, RGV LEAD has accumulated over 27 years of work-based learning experiences. RGV Lead has already been working with local ISDs for workforce development (Current BISD contracted Provider) and is serving as an Intermediary in two other Perkins Reserve Grants. RGV helped organize and attended the Perkins Reserve Grant Design Team Meeting on March 24, 2021 with all stakeholders present and participating (See Attachment A). RGV Lead has signed the TEA-required agreement and will meet the following roles: assisting C-23 with convening IHEs, employers, and LEAs; supporting Regional Education and Workforce Development Initiatives; supporting the development initiatives; promoting regional education to ensure C-23 initiatives are met; working to create work-based learning experiences; sustaining the grant after the grant cycle expires; collecting data to evaluate program outcomes; and planning for continuous improvement. RGV Lead has received and run grant programs in the past and has extensive experience Monitoring grants. C-23 will budget \$30,000 for RGV Lead staffing support for the grant. The first convening of Cross-Sector Stakeholders included: Dr. Corbeil, UTRGV, Dr. Juan Chavez, BISD CTE Dept. Director, Edwin Barrera, BISD Grants Dept., Erika Sikes, BISD CTE Dept., Teri Capistran, Superintendent Point Isabel Independent School District, Stephanie Zavaletta, Point Isabel Independent School District, Ronnie Rodriguez, Los Fresnos CTE , Dept. Admin., Celina Grienier, Los Fresnos CTE Dept., Luis Rodriguez, RGV Lead Executive Director, Myriam Aguilar, TSTC, Roger Garcia, Educational Consultant, Jesus Galarza, BISD Porter ECHS Assistant Principal, E Camarillo, BISD Rivera ECHS, Laura Trevino, BISD Stell Middle School, Michelle Garcia, BISD Lopez ECHS, Baleria Magana, BISD Perkins Middle School, Dr. Dora Saucedo, BISD Assistant Superintendent of C&I, and Student Alumni.

**6. Crosswalk (Focus Areas 1 and 2):** The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

**CROSSWALK (See Attach. 5 Crosswalk/Work):** C-23 is expanding on the current 33 POS as only two of three districts have vital Teaching and Learning Ed Tech programs. C-23 will increase AA degrees that ensure Teaching Certifications and new Remote Learning Skills. The POS will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at grade levels 8th-12th grades. More importantly, students will earn regional high-demand, high-pay jobs with \$20-30/hr and salaries of over \$52,000, or more in South Texas. High School Courses: Principals of Ed; Human Growth and Development; Instruction Practices; Ed Practicum; College courses: EDTC 1301, EDTC 2317, EDTC 1341, and EDTC 2311. Certifications includes: Childcare Certification, Associate Degree in Early Education, Associate Degree in Arts, Google, Educational Aide  
**POST-SECONDARY GOALS:** With some College/Bachelors Degree as the Competitive Educational Requirement, C-23 will lead to the following State Career Cluster under the Teaching and Training POS, SOC 25-1012 to 25-3011 for Occupational Titles (Teacher) and Annual Average Employment (2026) of 108-2,625 jobs available with 856 annual job openings for Cameron Workforce Development Area #24 to include: Pre-School Teachers (\$42,893) Secondary School Teachers (\$52,478), K Teachers (\$51,230), Middle School Teachers (\$53,511), Elem. Teachers (\$51,748), SPED Teachers (\$55,931), SPED (\$56,023 HS/ \$54,624 MS), Librarians (\$59,901), Inst. Spec (\$63,154)

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

**7. Strategic Partnerships (Focus Areas 1 and 2):** Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

**ALIGNED PARTNERSHIPS-** C-23 is expanding on existing Tri-Agency efforts and regional initiatives for expanding AA degrees for students in high demand and high paying POS. These efforts include; 2 Texas Workforce Commission (TWC)- Jobs in Education Training (JET) Grants, 2 P-TECH Planning Grants, 2 P-TECH Success Grants and has 2 pending CCRSM P-TECH grants pending. All three districts have standing MOUs with UTRGV and TSTC to deliver Dual and Concurrent Enrollment Course for students. Other initiatives include: Career One Stop with DOL, ESC Region One Webinars, Advanced Remote Learning Platforms to include Apple, Microsoft and Google, 33 different CTE POS, Robotics Grants, Coding Grants, ACE grants and has obtained numerous letters of support from regional industry partners.

**EXPANDING POS-** C-23 will expand the current POS by utilizing the experiences and partners to build a new advanced program that will support the need of local industries. Principals were complaining of unavailable substitutes capable of Remote Learning Teachers with tools for face to face curricula with a virtual classroom setup. Afterschool programs were also requesting Remote Teaching tutors with the capacity to do one to one in a virtual learning environment. Thus, C-23 will enhance the POS role to add virtual teaching and learning with the help of 'Rock Star' Teachers from each district. These teachers will undergo auditions for proving they have the 21st Century skills to produce a more balanced teacher that has both Face to Face skills and Online Teaching Systems that will be available for future C-23 support. These Rock Stars found great practices, proven tools and systems of learning that will demystify the virtual Classroom and alleviate the learning loss occurring in COVID hotspots like the RGV. A regional approach seemed best as the entire region will require a new Learn Provider for home and school.

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

The proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, with built in sustainability as applicable CTE funds will be allocated to expanding programs. A Director at each ISD will supervise costs and make adjustments in the future to meet needs ensuring that goals and objectives are met. All expenses will be tracked and spent based on district policy and procedures. Reasonable costs and efficiency are taken into consideration for all grant purchases following EDGAR and OMB circular Guidelines. Payroll Costs: These costs will allow for direct leadership, instruction and support for the program through the implementation process and will allow fidelity with each ISD. Total=\$116,000. Director Stipends (\$10K BISD, PISD \$3K, LFCISD \$3K) for expending POS with new interns/20 Teachers (Curricula and Summer Camp Live Teach Training @\$5K Stipends). Professional and Contracted Services, Total \$452,500: These costs will allow valuable support with Intermediary Support and Training for the program. LRG-Lead Required Intermediary (Mtgs, MOU, WFS sustainability) \$10K per ISD/ Learn Extreme Internships (Math Training in Math/Learn Providers with Materials; Stipends)/UTRGV/COLT Summer Camp (Live Teach w/ 30 students per week at UTRGV labs, total 40/ ISD)E-Ed UTRGV Grad Courses \$4K (LFCISD 4 Teachers, PIISD 1 Teacher, BISD 6 Teachers) Supplies and Materials, Total \$280,448: These costs will provide C&I materials for instruction. Laptops for Remote Teaching for Interns @ \$1,500 (LFCISD 50, PIISD 50, BISD 75)/ General Supplies for Work Based Services. Other Operating Costs, Total \$36,000: Student Travel. Transportation for Camp @ \$2K/ISD 4 wks. (9 am-4 pm). TSU College Tour.

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

**9. Current Pathways (Focus Area 2):** What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

**CURRENT PATHWAYS-** Aside from a total of 33 POS, Creative POS such as STAMP & SPACE pledge to provide a Science, Technology, Architecture and Medical Professions High School recognized by its formation of students seeking careers in health care, science, technology, architecture, mathematics and engineering through a challenging curriculum that exposes them to critical thinking, field studies, hands -on projects and research. The University of Texas System Board of Regents recently announced a plan to invest significant funds to increase educational and health care initiatives in science and health programs for the Lower Rio Grande Valley including a simulated hospital and future medical school. "We believe this to be a transformational investment in the region's institutions which will greatly enhance education and health care, giving the Lower Rio Grande Valley and South Texas a substantial boost in how it educates and trains future professionals in science, technology, engineering, math and medicine," said UT System Chancellor Francisco G. Cigarroa, M.D. The Texas Comptroller's Report, "Bordering the Future, 1995-2020," states that employment in Lower South Texas health services will increase more than 4% annually due to the fast growing population and increasing demand for health services. The U.S. Bureau of Labor reports that ten of the 20 fastest growing occupations are health care related and health care will generate 3.2 million new wage and salary jobs between 2008 and 2018, more than any other industry. According to the Sloan Career Cornerstone Center, current demographic trends support an increase in demand for trained architectural engineers. The region is an acknowledged leader in creating and maintaining successful high school magnet programs. Since the early 90's, the district's magnet programs in medical, engineering and technology professions have been filled to capacity. C-23 is a model for relevant, timely, and in demand jobs that respond to region needs. **SEVEN COMPONENTS-** Based on the 7 components of the Texas Regional Pathway's Network, C-23 aligns with high wage jobs, links IHEs, adds market values on degrees, integrates rigor, has strong wrap around services, engages work experiences, and has cross sector partnerships (see Attachment A- Design Team Notes).

**10. Use of Funds (Focus Area 2):** How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

**A. INCREASING POS-** C-23 will expand a new PIISD POS, Live Teach virtual learning component by 30 students per week for 4 weeks for a total of 120 new participants. These students will receive a virtual teaching experience like no other as they assume the classroom teacher role in a virtual classroom with real live trained teachers asking questions, creating real teaching scenarios and in real time discuss the teaching skills or mistakes made in the scenarios. UTRGV is expanding this experience only with a C-23 grant collaboration as they understood that a new type of teacher needs to emerge from the pandemic and soon to be learning loss education environments.

**B. INCREASING POS-** C-23 will add Point Isabel ISD to Los Fresnos CISD/Brownsville ISD for the 2021-22 expansion with the expanded POS in Educational Technology for Remote Learning Teaching Skills. Expanding UTRGV Teacher Certifications will add e-Learning Graduate Certifications for each ISD to promote Regional Leadership as each district builds up their 'Rock Star' COVID Learning Loss Teachers and Student Tutors.

**C. INCREASING IHE COURSES-** C-23 will add 12 College Credit courses (EDTC 1301, EDTC 2317, EDTC 1341, and EDTC 2311 with) TSTC. Summer Bridging will also allow the Summer Camps to earn College Credit hours.

**D. LWDA ALIGNMENT-** Although the latest labor market information indicates a greater than 17% state growth in Education Field, C-23 discussed the labor needs with industry Human Resources (HR) into the grant design. HR for these districts indicate an extraordinary increase of 60% of teachers retiring creating a labor force estimated at 500-1,000 regional teachers needed for the FY 2021-22 School year at median salaries from \$32,324-\$60,783.

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

**10. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**11. PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes  No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes  No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.	Director Stipends (\$10K BISD, PISD \$3K, LFCISD \$3K) for expending POS with new interns	\$16,000
2.	20 Teachers (Curricula and Summer Camp Live Teach Training @\$5K Stipends)	\$100,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	LRG-Lead Required Intermediary (Mtgs, MOU, WFS sustainability) \$10K per ISD	\$30,000
7.	Learn Extreme Internships (Math Training in Math/Learn Providers with Materials; Stipends)	\$337,500
8.	Center for Online Learning (Training/Resources, Assistance with Summer Camp; \$5K/ISD)	\$15,000
9.	UTRGV Summer Camp (Live Teach w/ 30 students per week at UTRGV labs, total 40/ISD)	\$30,000
10.	E-Ed UTRGV Grad Courses \$4K (LFCISD 3 Teachers, PIISD 1 Teacher, BISD 6 Teachers)	\$40,000

**Supplies and Materials**

11.	Work Based Services/Supplies for Students (Conferences UTEACH Seminars,Career Fairs)	\$30,000
12.	General Supplies (LFCISD \$5K, PIISD @ \$5K and BISD @ \$15,448)	\$25,448
13.	Laptops for Remote Teaching for Interns @ \$1,500 (LFCISD 50, PIISD 50, BISD 75)	\$225,000
14.		

**Other Operating Costs**

15.	Transportation for Summer Camp @ \$2K per ISD 4 weeks (9 am-4 pm) Fri. Field Experience	\$6,000
16.	Texas State University, San Marcos, Texas College Tour (Ed Teacher Majors) @ \$10k/ISD	\$30,000
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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