



2021-2022 CTE Perkins Reserve

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

NOGA ID <input style="width: 95%;" type="text"/>	Application stamp-in date and time
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 competitivegrants@tea.texas.gov	

Authorizing legislation: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

Grant period: From 07/01/2021 to 08/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any 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 <input style="width: 95%;" type="text" value="Prairie Lea ISD"/>									
Campus name	<input style="width: 200px;" type="text" value="Prairie Lea, Nixon-Smiley, W"/>	CDN	<input style="width: 50px;" type="text" value="028906"/>	Vendor ID	<input style="width: 100px;" type="text" value="746001941"/>	ESC	<input style="width: 30px;" type="text" value="13"/>	DUNS	<input style="width: 100px;" type="text" value="091694679"/>
Address	<input style="width: 250px;" type="text" value="PO Box 9"/>	City	<input style="width: 100px;" type="text" value="Prairie Lea"/>	ZIP	<input style="width: 50px;" type="text" value="78661"/>	Phone	<input style="width: 150px;" type="text" value="512-488-2370"/>		
Primary Contact	<input style="width: 150px;" type="text" value="Kay Markert"/>	Email	<input style="width: 250px;" type="text" value="markertk@plisd.net"/>			Phone	<input style="width: 100px;" type="text" value="512-488-2370"/>		
Secondary Contact	<input style="width: 150px;" type="text" value="Charles Wright"/>	Email	<input style="width: 250px;" type="text" value="wrightc@plisd.net"/>			Phone	<input style="width: 100px;" type="text" value="512-488-2370"/>		

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	<input style="width: 150px;" type="text" value="Larry Markert"/>	Title	<input style="width: 100px;" type="text" value="Superintenden"/>	Email	<input style="width: 150px;" type="text" value="lmarkert@plisd.net"/>	
Phone	<input style="width: 80px;" type="text" value="512-488-2370"/>	Signature			Date	<input style="width: 80px;" type="text" value="04/27/2021"/>
Grant Writer Name	<input style="width: 100px;" type="text" value="Kish Russell"/>	Signature	<input style="width: 100px;" type="text" value="Kish Russell"/>	Date	<input style="width: 80px;" type="text" value="04/27/2021"/>	

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

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

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
2019-TAPR report shows that 52% average College, Career, or Military Ready (CCMR) for Prairie Lea, Nixon-Smiley, and Waelder ISDs. Approximately, half of students are prepared upon graduation for CCMR success.	This Regional Collaborative will provide comprehensive CCMR services in the Welding career pathway for students to access enhanced CTE programs and services through an IHE, two workforce partners, intermediary, and the Rural Capital Workforce Solutions board.
2019-TAPR reports that an average of 35% of students (in grades 9-12) among Prairie Lea, Nixon-Smiley, and Waelder ISDs participate in CTE courses.	This Regional Collaborative will expand the current CTE course offerings to provide relevant and practical skills for students to gain employment upon graduation in a high-demand and high-way career pathway.
Rural Capital Area Workforce Data reports a 24% job growth rate for Welders, Cutters, Solderers, and Brazers to include 166 "Total Annual Openings".	The Regional Collaborative will provide CTE students with access to enroll in dual credit welding courses and work-based learning experiences with employers in the region. Upon graduation, students will transition into a postsecondary program that aligns with the welding career pathway to address the need for workers in this field.

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.

SMART goal 1: Develop a regional collaborative network strengthen CTE course offering in Welding and increase the percentage of students meeting CCMR by 10% for Prairie Lea, Nixon-Smiley, and Waelder ISDs by June 2022.

SMART goal 2: Facilitate a regional collaborative network to increase the number of students enrolling in CTE courses by 10% for Prairie Lea, Nixon-Smiley, and Waelder ISDs by June 2022.

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

1. Signed MOUs: IHE, workforce partners, intermediary, Local Workforce Development Board (LWDB), and districts.
2. Contact, schedule and coordinate meetings with all partners
3. Conduct crosswalk development for the Welding course pathway
4. Schedule and conduct information meetings with CTE teachers to provide information about training and professional development to gain certification to teach Welding and process to become a certified testing facility
5. Schedule CTE Welding professional development and dual credit courses with the IHE partner
6. Schedule and conduct information meetings with CTE students to discuss the Welding dual credit course work
7. Schedule and plan for student observation hours and internship with the workforce partner

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Conduct monthly collaborative network meetings with all partnership: IHE, workforce partners, intermediary, local workforce development board (LWDB), and school districts
2. Identify relevant training for CTE Welding teachers to attend to complete certification requirements
3. Enroll students in Welding dual credit courses through the IHE
4. Intermediary will work with the IHE and regional collaborative districts to align high school CTE courses with postsecondary courses
5. Workforce partners will review courses and provide input to strengthen connection to the needs and demands of the workplace
6. Collect data and report quarterly to each partner and make modifications to the program as needed

Third-Quarter Benchmark

1. Conduct monthly collaborative network meetings with all partnership: IHE, workforce partners, intermediary, local workforce development board (LWDB), and school districts
2. Follow up on CTE teacher training and identify additional professional development or hours needed to complete certification and licensing requirements
3. Regional Collaborative will finalize CTE Welding courses and crosswalk for implementation in the next school year; college and career advising and counseling services for CTE students
4. Coordinate and facilitate summer work-based internships for Welding students with workbased partners
5. Enroll CTE students in summer dual credit Welding courses
6. Collect and report data to monitor progress and make necessary adjustments to meet SMART goals

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.

The intermediary will provide ongoing program support and progress monitoring to ensure the program's success. Before each monthly Regional Collaborative team meeting, the intermediary will collect data on each district's CTE program. Each stakeholder will review, analyze, and discuss the program's data and progress. Benchmarks will be established to ensure that each quarter sufficient progress is made as planned. Additional data and information will be collected through PEIMS attendance and discipline reports, sign-in sheets for students participating in work-based learning experiences at employers' facilities, and parent and student surveys. Proposed modifications will be determined based on the review and analysis of program data. If there are gaps in meeting benchmarks, the Regional Collaborative team will develop a plan to intervene and implement strategies to support achieving the grant's goals.

The Regional Collaborative will also collect data and report on the following mandatory performance measures:

1. Milestone accomplishments related to intermediary development and capacity building;
2. Demonstration of engagement with existing regional cross-sector partnerships that have provided input on identified program(s) of study; and
3. Crosswalk of secondary CTE course offerings with postsecondary program(s) and regional high-wage, in-demand industries.

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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?

Prairie Lea ISD, Nixon-Smilely CISD, and Waelder ISDs are all located in a small, rural community with limited Career and Technical Education (CTE) course offerings. This Regional Collaborative will consist of:

- An intermediary who will convene and support the below stakeholders, as well as any other community and regional stakeholders who are crucial to implementing the key components of the Texas Regional Pathways Network;
- Three districts in the region: Prairie Lea ISD, Nixon-Smilely CISD, and Waelder ISDs;
- One public institution of higher education: Victoria Community College
- One workforce development board: Rural Capital Workforce Development Board
- Two employers in the welding industry: Epic Piping in San Marcos and Virtual Weldshop

The goal for developing the partnerships is to expand CTE programs by adding and strengthening the Welding programs for these three districts and increasing the number of CTE students at each district's high school.

The benefit of the Welding pathway will help accelerate completion of training in the high wage, in-demand Welding field and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing partnership agreements and MOUs with institutions of higher education in the region. Districts will ensure the courses count toward certifications and credentials demonstrating multiple entrance and exit points into postsecondary and the workforce.

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?

N/A

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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.

The Regional Collaborative; Prairie Lea, Nixon-Smiley, and Waelder ISDs; are located in the Rural Capital Workforce Development Region. Based on regional labor market data, the Regional Collaborative has identified the need to address Welding as the high-wage and high-demand occupation for the high school students in this region. The LWDA Labor Market Information (LMI) was utilized to obtain regional labor market information that shows Welders, Cutters, Solderers, and Brazers (\$41,928, 24%) as a high demand occupation with projected pay increases until 2026. In addition, this region is projected to have 166 annual job openings.

To address this current regional demand, the Regional Collaborative districts will focus grant funds to plan and develop a high-quality Welding program and create cross-sector partnerships (school districts, IHE, employers, and LWDB). The focus of this pathway will provide qualified welders, cutters, solderers, and brazers to meet the regional workforce demands.

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.

The Regional Collaborative has been working diligently to partner with an organization within the region to serve in the intermediary role for this grant. With limited options available in the rural location, Prairie Lea ISD will employ a project director/intermediary for the Regional Collaborative and Welding CTE program. The qualifications of the intermediary will include: minimum of a Bachelor's degree (Master's degree preferred), minimum of three years serving in a leadership capacity, strong communication and organizational skills, and resides within the region to effectively manage the role as the intermediary for all partnerships. The role and responsibility of the intermediary will include the following: • Convene and lead a regional pathways leadership group, composed of representatives from all key partner organizations, that is responsible for strategic planning, including the development of a vision and goals for regional pathways. • Lead coordinated efforts among local education agencies, institutions of higher education, and employers to broker and aggregate work-based learning opportunities. Intermediaries may also provide other needed supports for work-based learning, such as developing job descriptions or supporting the preparation of students for work-based learning. • Provide support to all regional partners as needed to ensure high-quality implementation of all components of pathways work. The intermediary will commit to attend trainings developed by TEA to support their regional teams in implementing all components of high-quality pathways.

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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.

N/A

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.

A sample of the Welding course crosswalk to be developed that may include the following courses:

9th Grade: Agriculture Mechanics

10th Grade: (Fall) Welding 1428: Introduction to Shielded Metal Arc Welding; Welding 1430: Introduction to Gas Metal Arc Welding (Spring) Welding 1434: Introduction to Gas Tungsten Arc Welding; Welding 1457: Intermediate Shielded Metal Arc Welding

11th Grade: (Fall) Welding 1413: Introduction to Blueprint Reading for Welders; Welding 2471: Structural Connections Structural Certificate/OSA (Spring) Welding 1435: Introduction to Pipe Welding—API 1104; Welding 2451: Advanced Gas Tungsten Arc Welding

12th Grade: (Fall) Welding 2179: Welder Qualification; Welding 2450:Orbital Tube Welding (Spring)Welding 2453: Advanced Pipe Welding– ASME Section IX; Welding: 1337 Introduction to Welding Metallurgy

Postsecondary: Semester 1: WLDG 1428 Intro to Shielded Metal Arc Welding (SMAW); WLDG 1430 Intro to Gas Metal Arc Welding (GMAW) and WLDG 1434 Intro to Gas Tungsten Arc (GTAW) Welding

Semester 2: WLDG 1413 Introduction to Blueprint Reading for Welders; WLDG 1457 Intermed-Shielded Metal Arc Welding (SMAW); WLDG 2471 Structural Connections

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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.

Currently, there is not a regional partnership for the Prairie Lea, Nixon-Smiley, and Waelder ISDs. This partnership is new and will be developed to support the CTE needs of this area. The Regional Collaborative team will work to build capacity within the stakeholders and partnerships to expand this network to support more rural school districts in the surrounding areas.

The Regional Collaborative's strategic partnerships will strengthen the CTE Welding program and provide career pathways and work-based learning experiences that will prepare students in rural areas for high-demand occupations which is paramount for a regional pathways approach:

- Intermediary will develop and manage the collaborative process for building course crosswalk and curriculum with the input of employers and teachers to support students to achieve college and career readiness.
- Rural Capital Workforce Solutions- The board will facilitate partnerships between the districts and local businesses with similar trainings needs; thus, increasing the potential for students to receive employment right after high school.
- Victoria Community College (VCC)- IHE partnership will assist students with earning credits that are transferrable to a postsecondary program and bridge the secondary to postsecondary education with multiple entry and exit points.
- Epic Piping in San Marcos and Virtual Weldshop-Work-based learning partners/employers will provide meaningful learning opportunities, observation hours, and internship experiences to support students for success in the Welding career pathway.

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?

To meet the program goals, the Regional Collaborative will structure the budget to build capacity for future sustainability. The focus on professional development will ensure that CTE teachers receive the knowledge and skills to provide high-quality learning and curriculum to the students in each district.

Grant funds will support the first year of planning and developing partnerships, professional development costs for CTE teachers, certification costs for students and teachers, dual credit courses for CTE students in the welding pathway, travel costs for teachers to attend training, travel costs for students participating in work-based learning experiences, dual credit supply costs, extra-duty pay for teachers to attend professional development outside of contracted work days, and substitute costs for teachers to travel with students for work-based learning and to attend professional development during the school day. After the initial year of funding, the districts will utilize local funds to support costs related to the program and seek other grant funds to sustain the program. The budget will be divided equitably between the three districts with additional funds allocated to Prairie Lea ISD to serve as the fiscal agent. Adjustments to the budget will be made to budget as needed to align with the needs of the program. Currently, the districts utilize the Carl Perkins CTE funds and local funds to provide for the costs of teacher salaries, supplies, and materials.

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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?

N/A

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.)

N/A

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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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.	Intermediary/Program Manager	\$60,000
2.	Extra-duty pay	\$15,000
3.	Substitute pay	\$3,000
4.	Benefits	\$7,114
5.		

Professional and Contracted Services

6.	IHE partnership dual credit courses	\$30,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Dual Credit course materials	\$30,000
12.		
13.		
14.		

Other Operating Costs

15.	Professional development registration costs	\$28,000
16.	Travel costs for professional development	\$15,000
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 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

Dropdown menu

Text box for amendment details

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