NOGA ID		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 | Education Service Center- Region 19

Campus name | CDN 071 | Vendor ID 741588856 | ESC 19 | DUNS 079338497

Address 6611 Boeing Dr. | City El Paso | ZIP 79925 | Phone 915-780-1919

Primary Contact Angelica Haro | Email aharo@esc19.net | Phone 915-780-6505

Secondary Contact Oscar Carrera | Email ocarrera@esc19.net | Phone 915-780-6522

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):

☒ Grant application, guidelines, and instructions   ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances   ☒ Lobbying Certification
☒ Application-Specific Provisions and Assurances   ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Sonia Eubank | Title Asso Exec Dir | Email seubank@esc19.net

Phone 915-780-6571 | Signature *Sonia Eubank* | Date 4/22/21

Grant Writer Name Angelica Haro | Signature | Date 4/22/21

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

For TEA Use Only:
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
Strengthen the needs of the intermediary organization (ESC R19) to support the Network school districts, institutions of higher education (IHEs), community organizations, and industry partners.	ESC R19 intermediary organization will devote a full-time staff person to the needs of the grant and Texas Regional Pathways Network (TRPN). Additionally, ESC R19 will contract with a part-time health science consultant to serve all member districts in establishing industry connections, data analysis, and ensuring access for all TRPN students to established in-demand pathways.
As per the Network ongoing needs assessment, increase counseling and advising opportunities for students to access in-demand pathways in middle school and high school as a focus area.	ESC R19 will continue to work on a counseling toolkit with specific regional information for the purpose of increasing access to Information Technology (IT), computer science, and health science, related CTE Programs of Study (POS) for students in middle school for awareness and high school for hands-on experience.
As per the Network ongoing needs assessment, the Network is in need of additional computer science certified teachers in the classroom as part of relevant CTE programs. Less than 10 teachers in the Region 19 area are certified in computer science every year.	ESC R19 plans to join forces with programs such as UT Austin We Teach_CS to increase the professional development opportunities for already certified teachers to prepare, challenge, and pass the computer science certification exam. ESC R19 will also be offering professional development opportunities through College Board for Advanced Placement (AP) alignment of programs with CTE.

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.

The intent and summative SMART goal identified is to enhance, expand, and support the ongoing work and efforts underway beginning the 2019-2020 Perkins Reserve Grant Cycle. The Network has expanded to include several key industry partners aligned to scaling and expanding opportunities as related to the pathways previously identified as areas of need during the 2019-2020 Perkins Reserve Grant Cycle. Labor market areas in health science, STEM and IT continue to grow throughout the Borderplex area with a primary focus on biomedical science and computer science. These CTE programs of study (POS) and identified regional pathways have multiple entry/exit points and include advanced academics opportunities for students.

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

Work with partner districts on strategies to best utilize the TEA-developed Work-Based Learning Framework intentionally targeted at health science, STEM and IT related opportunities. Direct resources to work-based learning opportunities for all elementary, middle school, and high school students. Utilize the counselor toolkit to include regional work-based learning opportunities throughout the continuum from elementary through high school, placing special emphasis on middle school and high school levels as areas of need. Visit with industry partners to reestablish trust after the pandemic, and work together to ensure we provide a safe environment for students to practice hands-on skills and devote more resources to addressing the innovative ways of delivering work-based learning instruction for students that stemmed from the pandemic response.

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

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Continue communication efforts with higher education partners such as The University of Texas at El Paso (UTEP), New Mexico State University (NMSU), UT Austin, and Texas Tech to further teacher credentialing and certification efforts in our area for health science, STEM and computer science. Continue meetings and ongoing collaboration with UTEP and other regional partners to develop a toolkit of resources for counselors and teachers with a focus on health science and IT pathways. Continue working on meeting goals established by the action plan for measurement of progress towards toolkit of resources. Production and distribution of best practices document with local resources based on the TEA-developed Work-based Learning Framework with a specific focus on health science, STEM and IT opportunities for students. Guidance will be based on local work-based learning opportunities obtained and used within the regionally-created CTE Advisory Committee database housed at ESC R19.

Third-Quarter Benchmark

Ensure that the necessary equipment and related supplies are purchased and available for partner districts and their students. Districts commit to ensuring that the equipment and related supplies purchased are available for all districts and students participating in the Network. Promote computer science certification professional development opportunities in partnership with UT Austin We Teach_CS and other local efforts through the University of Texas at El Paso (UTEP) and ongoing alignment with Microsoft. Commitment from Network districts to share computer science teachers across the Network will be presented via a signed agreement and teacher stipends to compensate for additional course load. The development of the agreement is expected to take place during the second quarter of the grant for deployment during the third-quarter benchmark. Freshmen/sophomore level computer science professional development will be provided along with AP Computer Science Principles.

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.

ESC R19, as the intermediary, has procured licenses for On Data Suite. This valuable software provides an overview and dashboard of various key metrics as related to pathways, CTE POS, and other student demographic information. ESC R19 will use On Data Suite to measure and assess access to CTE programs for students in health science, STEM, and IT for member districts. ESC R19 will also use the newly launched CTE Advisory Committee Database to assess industry partner engagement. The new Perkins V state reporting system and key metrics also provide very valuable data to gage CTE learner performance and aggregate measures as related to CTE Program of Study enrollment, concentrator status, and completion.

A major obstacle to overcome for the 21-22 school year is the decline in overall regional business activity as a result of the pandemic. Many small to medium businesses are currently revamping operations after almost a full year of closures and have not been ready to allow and/or accommodate student work-based learning opportunities due to safety measures. Data will be used to strategically identify areas and/or districts and campuses where low enrollment may be present, students may not be completing pathways/programs of study, certified teacher shortage, etc. The Network and grant deliverables will have flexibility to provide strategic support to areas of most need.

By identifying needs, creating SMART goals to address these needs, and using sound metrics and evaluative process, sustainability for the grant and deliverables can be achieved. Many of the components and goals outlined in the application have established action plans or call for the creation of an action strategy during this grant period. The action plans incorporate sustainability activities into daily operations for continuous targeted progress towards meeting and exceeding grant deliverables.

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

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 ReserveProgram 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.

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

RFA/SAS # 701-21-112/424-22   2021-2022 CTE Perkins Reserve   Page 4 of 13

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?

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?

The grant application aims to continue to focus on the work of previously identified regional, in-demand pathways. Within the health science pathway, the Network partners will focus on biomedical science, health care informatics, and streamlining nursing regional pathways. Within the IT/STEM pathway, the Network will focus on computer science, cybersecurity, and networking through partnerships with Palo Alto and other regional firms in the industry, providing cybersecurity work-based learning opportunities for students. Chosen pathways and corresponding POS have multiple entry/exit points and include advanced academics within the program such as dual credit and AP. The pathway areas seamlessly integrate rigorous academic requirements for students while preparing them for the workforce. Through these structured programs, students are able to benefit from technical skill opportunities that lead to industry certification while also providing a solid academic foundation for students to advance to IHEs for further studies and occupations- programmers, database developers, medical researchers, nurses, and doctors. In the Borderplex area, the health science, STEM and IT pathways work in tandem with each other. The region's healthcare infrastructure is booming. These sectors have been booming before, during, and in the aftermath of the pandemic where they are considered critical infrastructure sectors as per the Cybersecurity & Infrastructure Security Agency (CISA). Based on studies conducted by the Federal Reserve Bank of Dallas- El Paso Branch, the health science and IT services industries in El Paso will continue to expand to meet the needs of both an aging local population, and others who cross the border to acquire health services, with IT/STEM supporting growth in all areas.

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

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.

Network Partners- Districts: Canutillo ISD, Clint ISD, El Paso ISD, San Elizario ISD, Socorro ISD, Tornillo ISD, Ysleta ISD /Network Partners - IHEs: El Paso Community College (EPCC); New Mexico State University (NMSU); Texas Tech University (TTU); The University of Texas at El Paso (UTEP) / Network Partners - Community: Workforce Board; Education Service Center- Region 19 (ESC R19-Intermediary) ; Borderplex Alliance; Medical Center of the Americas (MCA) Foundation/ Network Partners - Industry: University Medical Center; Microsoft; Sunset Resources; Palo Alto Networks; CISCO / Pathways- Health Science, Information Technology, STEM CTE Programs of Study (POS)- Health informatics, healthcare therapeutic, nursing science, networking systems, web development, biomedical science, cybersecurity, programming and software development
Workforce Solutions 2021 Report on Hot Jobs was used for CTE POS / Pathway / Career Cluster alignment to in-demand jobs within the Region 19 /Borderplex area: 10% or more growth over 10 years, 20 or more current job openings, $12.51 or more per hour entry wage / Computer Information Systems:Computer Systems Analysts, Software Developers, Network and Computer Systems Administrators, Computer User Support Specialists, Computer Network Support Specialists, Operations Research Analysts, Medical and Health Service Managers, Substance Abuse and Mental Health Counselors, Healthcare and Mental Health/Substance Abuse Social Workers, Medical and Clinical Lab Techs, Occupational and Respiratory Therapists, Registered Nurses, Dental Hygienists, Radiology Techs, Pharmacy Techs, Medical Records and Health Information Techs, Licensed Vocational Nurses. All related occupations & CTE POS outlined above are inclusive and reflective of regional labor market information.

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.

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

RFA/SAS #   701-21-112/424-22   2021-2022 CTE Perkins Reserve   Page 6 of 13

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.

The El Paso Region 19 Borderplex area has a strong track record of excellence in cross-sector partnerships and collective impact initiatives to benefit students of all ages across educational institutions. The philosophy at ESC R19 stems for deep, grass-root efforts to grow our own community for the benefit of future generations and overall sustainable economic growth. The Upper Rio Grande Workforce area continuously has the highest high school to college direct enrollment of any other workforce region in Texas. This is largely the result of strong relationships between the area school districts, EPCC, UTEP, NMSU, and Texas Tech. Together, we continuously join forces in supporting initiatives such as the FAFSA Nights Committee, CTE Advisory Committee, the Wells Fargo Head Start Scholarship Project and others where a multitude of regional stakeholders are involved to educate students on financial aid, ensuring that they possess the necessary information to make educated financial decisions about college. The Region 19 area continuously ranks at the top in FAFSA completion efforts. Region 19 students have the highest Apply Texas completion rates and direct college enrollment numbers from year to year as compared to other regions in Texas. Such success rates are the work and collaborative efforts of the Network and community at large. ESC R19 continuously works on Summer CTE camp programs for students, the Palo Alto Network Academy for teachers and students, We Teach_CS, GEAR UP, and many other collaborative projects for student work-based learning experiences and continuous improvement of College, Career, and Military regional projects. Additional examples of collaborative regional events and the infrastructure present within the region are the following, making the El Paso Region 19 Borderplex area an idea candidate for this grant: HB5 College Prep Course Regional Agreements, Adventures for Your Future Health Science Texas Tech Event for middle school students.

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.

Biomedical Science Crosswalk- MS: College & Career Readiness AND (Principles of Biosciences OR Principles of Biomedical Science (PLTW)); HS 9th - Human Body Systems (PLTW) OR Medical Interventions (PLTW); 10th - Biomedical Innovation I (PLTW) OR Medical Microbiology (articulate to EPCC BIOL 2421 General Microbiology) 11th- Pathophysiology or Scientific Research & Design; 12th- Practicum in Health Science (articulate to EPCC MLAB 1101 Intro to Clinical Lab Science) OR DC articulation for Chemistry to EPCC CHEM 1311 & 1111 General Chemistry & Lab; Post-Secondary (Associates Degree) AAS: Medical Lab Technology- 14 hours of articulated prerequisites taken for foundation HS program; 5 hours of articulated credit taken through CTE POS; 41 hours left for degree completion; Associate of Science: Biological Science- 22 hours of articulated credit taken during foundation HS program; 4 hours of articulated credit taken through CTE POS; 34 hours left for degree completion; Bachelor's Degree: Biology- AAS 3 hours of transferable credit to UTEP & Texas Tech; 11 hours of transferable credit to NMSU plus DC courses taken for foundation HS program; AS 60 hours of transferable credit to UTEP, Texas Tech, NMSU; Nursing Degree at any partner institution with same transfer hours indicated above for AAS or AS Master's Degree/Professional Degree - Master in Biological Science, Nurse Practitioner, Pre-Med at any partner institution Programming & Software Development Crosswalk- MS College & Career Readiness AND Fundamentals of Computer Science; HS: 9th- Computer Programming I (articulate to EPCC ITSC 1301 Intro to Computers) OR AP Computer Science A (articulate to EPCC COSC 1436 Programming Fundamentals); 11th- Career Preparation I

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

9. Program Requirements (Cont.)

6. **Crosswalk** (Focus Areas 1 and 2) (Cont.):

(articulate to EPCC ITSE 1329 Programming Logic & Design) OR Practicum in IT (articulate to EPCC COSC 1437 Programming Fundamentals II); 12th- EPCC ITSY 1300 Fundamentals of Info Security OR EPCC COSC Programming Fundamentals III Post-Secondary (Associates Degree) AAS: Computer Programming- 6 hours of articulated courses taken through foundation HS program, 9 hours of articulated credit taken through CTE POS, 45 hours left for degree completion; AS Computer Science: 15 hours of articulated courses taken through foundation HS program, 9 hours of articulated credit through CTE POS, 36 hours left for degree completion; Bachelor's Degree: Computer Science - AAS 12 hours of transferable credit to UTEP & Texas Tech; 15 hours of transferable credit to NMSU; AS 60 hours of transferable credit to UTEP, Texas Tech, NMSU; Master's of CS all 3 IHEs.

The overall intent of the above crosswalks are the completion of the following degrees at the associate and bachelor level. Master's degrees were included above to illustrate continuation through the pathway should advanced students should to continue.
Associate of Applied Science in Computer Programming
Associate of Arts in Computer Science
Associate of Applied Science Emergency Medical Technology - Paramedic with RN Option
Associate of Biomedical Science
The above degrees would be completed at EPCC. Within the crosswalk you will find opportunities for dual credit while students are in high school, certifications, and direct pathways toward the following Bachelor's degrees at UTEP, Texas Tech or NMSU:
Bachelor of Applied Arts and Sciences
Bachelor of Science in Computer Science
Bachelor of Science in Nursing

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.

The Region 19 Borderplex region has various strategic partnerships already in place that provide an advantage in continuing to implement this initiative. The following regional committee and partnership already exist and will continue to be leveraged to further the work of the TRPN: CTE Advisory Committee- monthly meetings; CCRM Regional Committee- quarterly meetings; El Paso Area Directors of Guidance and Counseling (EPADOG)- monthly meetings; FAFSA Committee- monthly meetings; EPCC/UTEP Operation College Bound - annual Spring initiative at area high schools; Texas Tech Adventures for Your Future- Spring event to expose middle school students to health science careers; Workforce Solutions Borderplex (Workforce Board) Career Specialists- team of career advisors continuously visiting MS & HS classrooms; 60x30TX Regional Target Advisory Committee- representation at state level by UTEP, EPCC, WSB & ESC R19; Business & Industry Advisory Committee- quarterly meetings for development of regional advisory committee database; El Paso Collaborative for Academic Excellence- city wide collaboration of education, business, and civic leaders that has worked for over 25 years to transform the PreK-16 educational pipeline in El Paso; The Council on Regional Economic Expansion and Education Attainment (CREED)- non-profit organization investing in measurable outcomes to close the achievement gap; Regional Advisory Committee (RAC)- monthly meeting of district superintendents & IHE leaders; Microsoft TEALS; TechSpark El Paso/Cd. Juarez, Girls Who Code- El Paso; GEAR UP; Regional Technology Advisory Committee (RTAC)- quarterly meetings; MCA Foundation Healthcare Summit, Computer Science Teachers Association (CSTA).

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

RFA/SAS # 701-21-112/424-22   2021-2022 CTE Perkins Reserve   Page 8 of 13

9. Program Requirements (Cont.)

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 is meant to further enhance and support Network partners in securing the necessary supplies, equipment, consumables, instructional materials, supplies, software licenses, and stipends to meet the needs and goals of the program. Travel funds have also been allocated accordingly, so an increased number of Network partners benefit from convening opportunities and meetings at the state level. Additionally, the budget also includes funding to help with staffing efforts for the intermediary. During the grant period and beyond, Network partners are expected to share resources for the purpose of strengthening health science, IT, and STEM pathways. The intermediary is well-positioned to braid funding from other initiatives for CCMP support such as GEAR UP, Federal Perkins allocations, and other partner funds to enhance efforts purposefully, strategically and exponentially for optimal benefits for students and the community.

ESC R19 understands the limited budgets that Network partners must work with to include already allocated Perkins budgets by Network districts, but also recognizes the need to have optional support practices in place. ESC R19 has extensive experience with reimbursement processed for several Shared Service Agreement (SSA) grants and federal endowments. The ESC R19 business office allows program areas to submit invoices for reimbursement from member LEAs. A similar system will be employed for Perkins Reserve TRPN grant with the intent to provide an expedited process to reimburse Network partners. ESC R19 will utilize the experience and expertise that the technology department has with database development and data collection to enhance the currently existing system of reimbursement. Further streamlining processes will expedite reimbursements for Network partners and avoid potential delays.

ESC R19 reimbursement program will maximize the allocation of funds for Network partners and provide the most benefit in terms of equipment and supplies quantities at the best, most competitive prices. ESC R19 technology department will work in collaboration with ESC R19 purchasing department (Allied States Cooperative) to employ the most suitable data collection platform that will allow the review of submissions for accurateness, completion, and a prompt workflow system for accurate and reliable internal controls. ESC R19 currently utilizes Teams Prologic, Workfront by Adobe, and Office 365 for purchase order and invoice reimbursement processes.
The timely and accurate control of funds will be a key element to this process and the experience of ESC R19 purchasing department and Allied Service Cooperative (ASC) will be invaluable. ASC is a multi-state cooperative, which provides an EDGAR compliant procurement process to its members, facilitating competitive purchases from local, national, and international businesses. Membership in the ESC R19 purchasing cooperative entitles the entity to utilize competitively bid goods and services where the vendor or vendors can operate logistically and has the capabilities to perform in compliance with contract provisions. The timely processing of reimbursements will have the following outcomes: establish a client relationship that will promote future interactions, accurate expenditure accounting, and maximize use of funds for ongoing expenses related to Perkins Reserve.

ESC R19 will utilize ASC to obtain the most competitive pricing and procurement offered to Network partners for purchase and reimbursement while aligning with the provisions that are outlined for public control and use of funds. ESC R19 ASC members will be able to competitively fulfill equipment and supplies orders should it be needed. The Purchasing Cooperative has an established system of controls to ensure that the pricing of goods and services that are supplied are competitive and that those services are aligned to budget appropriation descriptors. The fact that this Cooperative exists at ESC R19, and we have personnel that have extensive experience with the processes, will put us in an advantageous position to continue with purchasing and fund expenditures.

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

RFA/SAS #	701-21-112/424-22	2021-2022 CTE Perkins Reserve	Page 9 of 13

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?

TRPN Seven Components of a Pathway / 1.Cross-sector partnerships: ESC R19 has an established record to serve as an intermediary of numerous regional initiatives by coordinating the various committees mentioned throughout the application. Industry and community representatives are eager to serve. IHE partners span across state boundaries into New Mexico to leverage Applied Science degrees unavailable within regional city and county limits. 2.Alignment with labor market information: ESC R19 receive bi-weekly unemployment and detailed reports on any pertinent changes to the local labor market from WSB (Workforce Board). Findings are discussed with districts and IHEs during regional convenings and meetings such as the College and Career Readiness Regional Committee quarterly meetings. The already established in-demand pathways selected in IT, STEM, and Health Science were chosen due to the many regional in-demand careers that align to these pathways. 3.Links between secondary and post-secondary education: strategic dual credit collaborations exist between EPCC, UTEP, NMSU, and Texas Tech in both academic and workforce areas. Dual credit agreements with high schools are tracked by EPCC, forming strategic advising tracking mechanisms to advance as many students as possible systematically to four-year programs as applicable. 4. Credentials with value in the labor market: students participating in regional in-demand CTE POS have opportunities to obtain industry-based certifications at neighboring districts. 5. Integration of rigorous core academics and career-focused learning: through biomedical science, computer science, and nursing aligned to dual credit and AP opportunities for students. 6. College and career information and advising: focus area during the 21-22 cycle with counselor toolkit. 7. Continuum of work-based learning experiences: focus area during the 21-22 cycle as employer connections will need to be revitalized upon the aftermath and uncertainty of the pandemic.

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.)

The grant funds would allow for the Network partners to secure the necessary equipment, supplies, consumables, instructional materials, and stipends funding to help secure work-based learning opportunities and employer revitalization as related to health and safety concerns for students at the work site. During and beyond the grant period, consortium partners are expected to share these resources to serve identified students in all participating districts. An analysis of previous student interest surveys at partner districts and enrollment numbers in available courses in health science, IT, and STEM indicate that student demand exists and continuous to increase. One notable example are health science academies at districts such as Socorro ISD, Ysleta ISD, El Paso ISD, and Clint ISD where courses are often full to capacity. The IT Academy at Socorro ISD has had such success and student interest that courses have expanded to other high schools. However, additional financial support is needed to be able to expand these offerings to more interested students. In addition to the tangible resources discussed above, the key to long-term sustainability will be the relationships between the partners with the intermediary as the driving force dedicating the time and effort to ensuring the selected programs of study continue to be of value and relevant to the workforce needs of the region. It is of vital important that the agreements developed and refined through the grant process are renewed and maintained. The El Paso area already employs mechanisms that bring the Network partners together. All partners must ensure that these mechanisms are used for purposes of this grant to revisit, refine, and reevaluate the programs for changes in curriculum, qualified teachers, course schedules, and industry.

For TEA Use Only:
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)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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

RFA/SAS # 701-21-112/424-22   2021-2022 CTE Perkins Reserve   Page 11 of 1

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.	ESC Specialist/Consultant	$65,000
2.	ESC Support Staff	$30,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Consulting Services	$50,000
7.	Professional Development Services	$40,000
8.		
9.		
10.		

Supplies and Materials

11.	Health Science Related Supplies and Materials for the TRPN	$190,513
12.	IT and Computer Science Related Supplies and Materials for the TRPN	$200,000
13.		
14.		

Other Operating Costs

15.	Student Work-Based Learning Experiences	$50,000
16.	Employee / Non-Employee Travel	$60,000
17.	Teacher Stipends	$30,000

Capital Outlay

18.	Health Science Related Equipment Over Capitalization Threshold	$75,000
19.	IT and Computer Science Related Equipment Over Capitalization Threshold	$75,000
20.		

Direct and indirect administrative costs:	$59,487
TOTAL GRANT AWARD REQUESTED:	$925,000

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

RFA/SAS #   701-21-112/424-22   2021-2022 CTE Perkins Reserve   Page 12 of 1

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**

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