

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
Industry cannot hire enough qualified workers to fill the demand. A study done by Workforce Solution for North Central Texas found that for Industrial Engineers, job demand has increased by 51% and CNC Tool Programmers 67.9% over the last 10 years.	The engineering and advanced manufacturing pathway with its multiple "exit ramps" will produce students with the skills necessary to take these high-wage, high-growth job opportunities. Industry partners will be recruited to become WBL sites for students. In addition, by serving on an advisory council, industry will help determine the learning outcomes of students and match the skills to employers.
Less than half, 47%, of students from the participating districts continue on to higher education; Only 14.27% have earned an industry based cert.; 0% have earned an associates degree.	All students completing this program will meet CCMR standards in multiple indicators. This includes earning certification in CAD and FANUC, earning nine (9) or more hours of college credit (30+ hours), and a level 1 certificate in either industrial automation or electronics engineering technician from Collin College.
Over 50% of students enrolled in the 3 LEA's are ecodis. and unable to pay dual credit tuition. Small rural school districts lack the resources to create high quality, resource rich technical education programs and too far away to travel to an equivalent program.	Paying dual credit tuition for students will remove one known barrier. Through this program, LEA's will intentionally target traditionally underserved populations. In addition, the grant will make it possible to offer this program in a local facility, removing the travel and logistical barrier for rural school districts.

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.

- (1) Design an engineering pathway that aligns to industry workforce needs based on workforce data in the area of industrial automation, electronics engineering technician, and other related engineering and manufacturing careers. (2) Execute MOU with IHE for secondary (LEA's) to post-secondary (IHE) crosswalk that allows students to earn dual credit (3) Design program that provides industry certification and level 1 college certification based on workforce needs and input (4) Recruit 10-15 industrial partners and implement agreements for future work based learning sites (5) Develop JH pathway courses to recruit and prepare 100 students for HS engineering pathway with focus on targeting non-traditional, economically disadvantaged, and first generation college goers (6) Support college ready initiatives by becoming a TSIA test site and offering the test at no cost to 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

- Hold regularly scheduled cross-sector meetings with 80% attendance
- Recruit five industry partners
- Complete the regional labor market survey
- Begin sub-group meetings to reverse map curriculum based on industry feedback and site-visits
- Negotiate tuition/fees for dual credit courses between district and IHE
- Cross-sector team will complete at-least two site-visits of engineering programs
- Finalize negotiations between LEA's regarding # of participants, budget, schedule, etc.
- One-hundred junior high students enrolled in feeder program

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

- Hold regularly scheduled cross-sector meetings with 80% attendance
- Recruit ten industry partners (total)
- Write template for work based learning agreement based on industry feedback and legal requirements
- Cross-sector team will visit at least two industry locations for observation and industry feedback
- Continue reverse mapping curriculum based on industry feedback and site-visits
- Finalize the engineering pathway
- Finalize secondary to post-secondary crosswalk
- Begin implementation budget to include agreed upon equipment for dual credit
- Develop marketing materials and strategies to recruit students and educate parents

Third-Quarter Benchmark

- Hold regularly scheduled cross-sector meetings with 80% attendance
- Recruit fifteen industry partners (total)
- Execute work based learning site agreements with five industry partners
- Visit at-least four industry locations for observation and industry feedback
- Finalize curriculum based on industry feedback and site-visits
- Finalize implementation budget
- Finalize schedule for dual credit courses and how they will integrate into high school schedule
- Implement marketing campaign to recruit students into engineering pathway
- Execute MOU with IHE

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.

Continuous improvement based on data, industry feedback, and evaluation will be a hallmark of this grant. This improvement cycle will be simple and efficient with an industry-in and student-out feedback loop. The cross-sector team will implement the following strategy in order to ensure the grant is implemented with fidelity. (1) Regularly scheduled meetings with the cross-sector team. The cross-sector team is the driving force behind the grant and will meet at regularly scheduled monthly meetings. In order to keep the team moving forward and participating in the meetings, the meetings will be efficient, timely, and outcome driven. Mutually agreed upon agendas will be used and all members will leave knowing their responsibilities for the next meeting. (2) Cross-Sector Partnership Assessment Tool (TRPN). Each cross-sector team member will understand their roles and responsibilities as outlined in the Cross-Sector Partnership Assessment. The assessment will be regularly reviewed to ensure we are following best practices. (3) Data collection and analysis. Data will be collected at regular intervals to ensure that the SMART goals are on track to be achieved within the set timeframe. This includes collecting relevant data for the quarterly benchmarks of each SMART goal. (4) Qualitative Feedback. In addition to the quantitative data collected, feedback from industry partners, education experts, technical assistance partners, and student/parent satisfaction surveys will be collected. (5) Examination and Iteration. If the grant's SMART goals are not on track to be accomplished within the set timeline, this will be discovered early in the grant cycle (1st benchmark). By reviewing the data at each subsequent benchmark, the team is able to track progress. Through early detection of potential problems and monitoring of growth, the cross-sector team can make "course corrections." (6) Course Correction. There will always be iterations made to the program design for continual improvement. However, based on the data and subsequent recommendations from the team, significant course corrections can be made prior to the end of the grant if there are program design flaws. If the learning objectives and skills acquired are not meeting industry standards or if students are not engaged in their learning, then the program has to be adjusted accordingly. Also, if not enough at-risk or non-traditional students are enrolled, then new strategies will be implemented to recruit them.

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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?

Located in the northeast sector of the North Central Texas Workforce Area, the coalition of rural community schools including Bland ISD, Blue Ridge ISD and Farmersville ISD in partnership with Collin College will develop a STEM pathway in the high-wage, high-growth and high-tech fields of engineering and advanced manufacturing. The goal is to develop a highly engaging program that attracts and retains all varieties of students in order to create a talent pipeline to meet the increased workforce demands of the high tech and advanced manufacturing industries. The program design will include multiple "exit-ramps" to include industry-based certification, Level-1 certification, AAS in either industrial automation or electrical engineering technician, and matriculation agreements with universities for students to complete their BAAS or BS in a variety of engineering disciplines. The K-16 pathway will produce multi-skilled graduates with not only the educational credentials but the confidence, self-efficacy, grit and persistence to be successful wherever their career and passion lead them. The cross-sector team of experienced leaders and influencers will utilize the grant to design and form this pathway. The team will: 1) Recruit industry partners willing to contribute their expertise, mentor students, and hire graduates 2) Design the curriculum through reverse engineering the needs of the industry partners and the workforce as determined with the assistance of the local workforce 3) Create and execute the MOU between all partner organizations 4) Market and recruit students to enter the pathway utilizing a variety of efforts including targeting non-traditional STEM students 5) Design engaging co-curricular programs such as, STEM design challenges, robotics and rocketry programs in earlier grade levels 6) Map the wrap-around support services to include college and career exploration and counseling with emphasis of meeting the needs of first generation college students 7) Finalize articulation and matriculation agreements between secondary, Collin College, and 4-year institutions providing a variety of opportunities to meet individual career goals.

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?

[Empty response box for Focus Area 2]

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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.

Career/Occupation	Salary WDA (4)	Salary State	Growth WDA (4)	Growth State	Cross-Sector Regional Team	
CNC Machine Tool Programmers	\$55,737	\$54,511	43%	34%	Intermediary	Region 10 ESC
Mechanical Engineering Technicians	\$62,284	\$65,565	23%	17%	Higher Education	Collin College, Texas A&M Commerce
Industrial Engineering	\$96,287	\$102,305	29%	20%	Employers	Texas Instruments, Bates Machine & Manufacturing, McAfee Inc., Advanced Fixtures Inc.
CTE Education Teachers	\$59,296	\$59,146	38%	19%	LEA's	Farmersville ISD, Bland ISD, Blue Ridge ISD
Mechanical Engineers	\$90,910	\$94,578	27%	19%	Workforce Development	North Central Texas Workforce Solutions
Electrical Engineers	\$97,788	\$99,671	26%	18%	EDC/Chamber	Farmersville Economic Development Corporation; Lavon Area Chamber of Commerce



An expanded Occupation Wage and Growth Chart is available using the QR code (left) or at: <https://bit.ly/3afcChM>
 Labor market information for the state, WDA 4, and local market information for Collin County were analyzed to best determine high-wage, high-growth occupations (see question 10 for more details). Above data was gathered from LWDA Labor Market Information (www.tea.texas.gov).



An Engineering Pathway Flowchart is available using the QR code (left) or at: <https://bit.ly/3dlhKTq>

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.

Region 10 Education Service Center (ESC 10) is a provider of high quality and innovative education resources and solutions for PK-16 school districts and charter schools with professional development, cooperatives, certification programs, employment services, and a wide range of staff and student supports. ESC 10 manages cooperatives and Shared Service Arrangements (SSA) that includes facilitating and managing large projects with multiple stakeholders across disciplines and programs. For example, the ESC 10 Carl Perkins CTE SSA manages services for 38 member districts by providing the following: assesses the CTE program needs, identifies resources and services to strengthen the CTE programs in rural areas, collaborates with workforce and university partners to connect CTE students to meaningful career field experiences, provides regular communication through monthly meetings and webinars, and allocates experienced staff to lead and manage complex and robust CTE plans and complete program evaluation requirements. As part of the SSA services, ESC 10 has the capacity to employ a full-time staff member to manage all CTE Perkins Reserve grant requirements, coordinate work-based learning experiences internships/externships and advanced course work for students and teachers, and collect data to evaluate program outcomes, and plan for continuous improvement. This staff member will also serve as the intermediary partner that will coordinate convening sessions amongst all stakeholders.

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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.

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.

Engineering Pathway Crosswalk				
Year/Program	High School Course	Electronic Engineering Technology	Industrial Automation	Certification
High School Freshman Year	Principles of Applied Engineering			NIMS (Measurement, Material & Safety)
High School Sophomore Year	Manufacturing Engineering Technology			
High School Junior Year	Independent Study in Mathematics	TECM 1343		Level 1 Certificate Electronic Engineering Technology
	Engineering Design and Presentation II	CETT 1407, CETT 1425, CETT 1409		Or
High School Summer	Practicum in STEM I	INTC 1307, CETT 2471, CETT 1445	INTC 1307, INTC 1357, ELMT 1305	Level 1 Industrial Automation
High School Senior Year	Practicum in STEM II	RBTC 1405, CETT 1457, EECT 2439	RBTC 1405, RBTC 2345, ELMT 1301	And CAD Certification and/or FANUC Robot Operator 1
Post-Secondary Fall/Spring after HS		Seven additional courses (2 Semester)	Eight additional courses (2 Semesters)	AAS Degree
Post-Secondary		Articulation agreements between Collin College and 4-year University.		BAAAS/BS Degree in Engineering/Technology



A full-size copy of the crosswalk is available using the above QR code or at: <https://bit.ly/3e3s6GN>

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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.

The new engineering pathway will greatly benefit from the resources, relationships, and expertise of its cross-sector team and their involvement with secondary, post-secondary, and workforce agencies. Region 10 ESC, who will be serving as the intermediary, has a vast array of experiences working with similar grants, partnering with Workforce Solutions, working with local industry, and an established history of supporting K-12 career and technical education programs. The Workforce Solutions for NCT is contributing their expertise to support this grant including providing labor market information, drawing from their connections with industry, providing technical expertise, and job placement services. Collin College (IHE) is one of the largest community colleges in the state with over 33 thousand students and brings significant experience in workforce development partnerships and career and technical education. Collin College already partners with the LEA's to provide dual credit including an associate degree program. In addition, Collin College provides counseling and career wrap-around services for students along with a dedicated liaison for every two LEA's. The team has experience with many TWC and TEA grants, including but not limited to JET, Wagner Peyser, Perkins Reserve, local EDC grants, private grants like Amazon, etc. and plans to draw on those same experiences to supplement this program and create a sustainable model after the Perkins grant is completed. Local and connected industry partners (including Texas Instruments) are already participating in the cross-sector team and will be utilized to reach and attract additional industry partners and provide valuable resources. Existing resources provided by the state such as Texas Internship Challenge, Texas Jobs Y'all, and Texas Career Check will be utilized for career exploration, planning, and internship opportunities. Finally, local district funds will be utilized for facilities, supplies, and salaries to provide program sustainability.

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?

Grant funds will be strategically allocated to make the greatest possible impact on the greatest number of students in order to achieve the stated grant goals. The cross-sector team of experts including the team of LEAs will review the budget and provide council on how the funds should be utilized and accountability for funds spent. The grant will fund the position of intermediary which will be contracted through the Region 10 Education Service Center. Funds will support the intermediary capacity including providing technical assistance, development of work based learning sites agreements, procedures and policy, contract negotiations, and labor market analysis. In addition, personnel will be funded to establish the work-based learning sites and to reverse map the curriculum in conjunction with the IHE to ensure the learning objectives match the industry needs. Furthermore, monies will be allocated for supplies, website to host a repository of training resources, and professional development of teachers and counselors in order to ensure the program will always have a sustainable number of new students entering the program. To further the cause of recruiting students, marketing materials and programs will be created to educate students and parents on the engineering pathway and to allow students to "sample" the program through summer bridge camps. Travel will be budgeted in order to allow team members to visit existing engineering programs so that best practices may be replicated and mistakes avoided. Visiting such sites will expand the vision of what the program should be and ultimately save time and money in the process. Based on the achievement of benchmark goals, expenditure of funds may be adjusted as needed to ensure goals are met.

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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?

[Empty response box for question 9]

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.)

[Empty response box for question 10]

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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" value="English Learners"/>	Barrier	<input type="text" value="12% students, Language barrier, translate into home language"/>
Group	<input type="text" value="Eco-Disadvantage"/>	Barrier	<input type="text" value="51.9% students, targeted recruitment of parents & students"/>
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.	Grant Manager	\$45,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Intermediary (Region 10 Consultant)	\$40,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Equipment (< than \$5,000)	\$50,000
12.	Supplies	\$20,000
13.	Marketing Materials	\$5,000
14.		

Other Operating Costs

15.	Travel	\$14,878
16.		
17.		

Capital Outlay

18.	Equipment (> than \$5,000)	\$20,000
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

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