



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
<p style="text-align: center;">TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:</p> <p style="text-align: center;">Competitive grant applications and amendments to competitivegrants@tea.texas.gov</p>	

Authorizing legislation:

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

Required attachments:

Focus Area Selection

- Focus Area 1
- Focus Area 2

Amendment Number

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

1. Applicant Information

Name of organization <input style="width: 95%;" type="text" value="Farmersville Independent School District"/>					
Campus name <input style="width: 30%;" type="text" value="Farmersville High School"/>	CDN <input style="width: 10%;" type="text" value="043904"/>	Vendor ID <input style="width: 15%;" type="text" value="1756001406"/>	ESC <input style="width: 5%;" type="text" value="10"/>	DUNS <input style="width: 15%;" type="text" value="100520121"/>	
Address <input style="width: 35%;" type="text" value="501A Hwy 78 North"/>	City <input style="width: 15%;" type="text" value="Farmersville"/>	ZIP <input style="width: 10%;" type="text" value="75442"/>	Phone <input style="width: 20%;" type="text" value="972-782-6601"/>		
Primary Contact <input style="width: 25%;" type="text" value="Jason Gomez"/>	Email <input style="width: 35%;" type="text" value="jgomez@farmersvilleisd.org"/>	Phone <input style="width: 15%;" type="text" value="903-268-1747"/>			
Secondary Contact <input style="width: 25%;" type="text" value="Micah Taylor"/>	Email <input style="width: 35%;" type="text" value="mtaylor@farmersvilleisd.org"/>	Phone <input style="width: 15%;" type="text" value="214-906-9230"/>			

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 <input style="width: 25%;" type="text" value="Micheal French"/>	Title <input style="width: 15%;" type="text" value="Supt."/>	Email <input style="width: 40%;" type="text" value="mfrench@farmersvilleisd.org"/>		
Phone <input style="width: 15%;" type="text" value="972-782-660"/>	Signature <input style="width: 45%; border-bottom: 1px solid black;" type="text" value="Micheal French"/>	Date <input style="width: 15%;" type="text" value="4-23-21"/>		
Grant Writer Name <input style="width: 20%;" type="text" value="Jason Gomez"/>	Signature <input style="width: 35%; border-bottom: 1px solid black;" type="text" value="Jason Gomez"/>	Date <input style="width: 15%;" type="text" value="4-23-21"/>		
<input checked="" type="radio"/> Grant writer is an employee of the applicant organization.		<input type="radio"/> Grant writer is not an employee of the applicant organization.		

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
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.; Less than 1% have earned a Level 1 or 2 certificate;	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) Formalize MOU crosswalk, pathway, and industry agreements (2) Recruit 100 JH students into the pathway to create a sustainable pipeline of student participation (3) Recruit 40 HS students into engineering pathway (year 1) (4) Earn 90% positive satisfaction survey results from program participants (5) administer the TSIA to all program students and provide remediation for students who are not yet able to meet college ready criteria (6) 50% of participating students will be non-traditional, minority, 1st generation college goer, or economically disadvantaged (7) 80% student retention in HS pathway and 60% articulation from JH to HS program (8) 100% will earn an industry certification (Years 3 & 4) (9) 70% of students will finish with a level 1 certification (30+ college hours) at graduation (Years 3 & 4) (10) 80% of completors will enroll in IHE to finish AAS or matriculate to 4-year university (Years 3 & 4)

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

- Executed MOU with IHE and industry work based learning agreements
- One-hundred junior high students enrolled in feeder program
- Forty high school students enrolled in engineering pathway program
- 50% of students non-traditional, 1st generation college student, or economically disadvantaged
- 90% student involvement in co-curricular STEM competition
- 100% students with a 6 yr. CCMR plan on file
- Equipment for dual credit courses and facility set-up and operational

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark****YEAR 1**

- Evaluate end-of-semester grades (Goal 100% passing rate)
- Conduct student satisfaction surveys (Goal 90% positive satisfaction rate)
- Host cross-sector team tour and conduct survey (Goal 90% satisfaction rate)
- Continued student involvement in co-curricular STEM competition (Goal 90% continuation)

YEARS 3, 4, & Thereafter

- 100% of students passing dual credit courses

Third-Quarter Benchmark

- Conduct student questionnaire and feedback (80% students plan to return to engineering pathway)
- Host industry partner tour and conduct survey (Goal 90% satisfaction rate)
- Conduct industry partner feedback survey
- 90% continued student involvement in co-curricular STEM competition
- 100% of students have earned one or more industry certifications (Years 3, 4, & Thereafter)
- 70% of completors will earn Level 1 Certification (Years 3, 4, & Thereafter)
- 80% of completors will have applied and been accepted to IHE (Years 3, 4, & Thereafter)
- 20% of completors will complete AAS before high school graduation (Years 3, 4, & Thereafter)
- 50% of students will complete a summer work based learning internship (Years 3, 4, & Thereafter)

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?

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?

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, and grit to be successful wherever their career and passion lead them. The cross-sectored team brings many years of experience and success in developing the next workforce pipeline including Region 10 (serving as the intermediary) and Texas Instruments, Collin College, Workforce Solutions, and the LEAs. Collin County is growing at a tremendous rate. "Since 2000, Collin County has experienced the highest sustained growth rate of any U.S. county with more than a half-million people. The Texas Demographic Center projects that Collin County will have over 2.4 million residents by 2050" (<https://localprofile.com>). In addition, "Texas is the top destination for a growing number of companies moving out of California -- and has been for upward of 12 years. In 2019, for example, 1,800 companies left the state; most went to Texas" (<https://www.bloomberqqint.com/gadfly/silicon-valley-won-t-la>). This pathway combined with the new jobs and population boom will serve as an economic engine for the community, region, and state.

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



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.

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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.

Region 10 Education Service Center (ESC 10) is currently serving as the intermediary for the WIRED Grant and two other Perkins Reserve Planning Grants. In this role, ESC 10 brought together key stakeholders, including employers, educational institutions, and workforce representatives, to develop and implement a robust program of study to support the local and state economy. In addition, ESC 10 has hosted several workforce development events and attended the Texas Regional Pathways Convenings hosted by TEA and JFF in 2019, 2020, and 2021. For the 2021-22 school year, ESC 10 plans to hire a full time staff member who will serve as the intermediary and grant coordinator for all CTE grants. With the support of staff provided by this grant, the intermediary will serve as a neutral advocate and liaison to coordinate the strategic planning, design, implementation, evaluation, and sustainability of the programs of study outlined in this grant application to increase the numbers of students receiving the training, credentials, and work-based learning experiences to fill high-needs, in-demand occupations in our region and state. ESC 10 will also furnish access to a library of STEM curriculum and tools that LEA's can check out and no cost and utilize in their programs.

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 Or Level 1 Industrial Automation
	Engineering Design and Presentation II	CETT 1407, CETT 1425, CETT 1409		
High School Summer	Practicum in STEM I	INTC 1307, CETT 2471, CETT 1445	INTC 1307, INTC 1357, ELMT 1305	And
High School Senior Year	Practicum in STEM II	RBTC 1405, CETT 1457, EECT 2439	RBTC 1405, RBTC 2345, ELMT 1301	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.		BAAS/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, and contract negotiations. The engineering pathway is designed to produce students with a variety of skills including advanced manufacturing, automation, electronics, additive manufacturing, CAD/CAM, robotics, etc. The type of equipment that the students will operate when they graduate from the program is high-tech. Therefore, it is critical that the equipment the students work with meets industry standards and designed to prepare students for the workforce. Therefore, a significant portion of the funds will be expended on equipment. By funding the equipment, the program becomes sustainable as these are one-time purchases and the main barrier to entry for most small schools. The industry equipment purchased will be reviewed and approved by the cross-sector team, LEAs and IHE to ensure program alignment and an equitable distribution of resources. Based on the achievement of benchmark goals, expenditure of funds may be adjusted as needed to ensure goals are met. These adjustments will come at the recommendation of the cross-sector team.

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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?

Across the region, all varieties of CTE pathways exist ranging from traditional to innovative and from low-quality to exceptional. The Texas Regional Pathway's Network has outlined the Seven Components of a Pathway which is a model of best practice for exceptional pathways. Unfortunately, very few programs are able to implement all seven with fidelity. Unlike most existing pathways, the engineering program developed by the cross-sector team of experts is shaped around the seven components. In addition, the team will provide systematic accountability utilizing the Cross-Sector Partnership Assessment Tool thereby creating sustainable excellence through accountability. The accountability and feedback will continue as members of the cross-sector team will serve in an advisory role long after the grant is complete. For example, Component 3, Rigorous Core Academics, is accomplished through dual credit career courses, dual credit core academic courses (AS), and through integration of AP Physics and AP Calculus which students will be encouraged to take. Component 4, College and Career Information and Advising, is accomplished through a systematic approach that begins in elementary school and continues through graduation. No students will fall through the cracks as all students in this program will receive wrap-around career counseling from both the high school and Collin College career counselor. A unique component of the proposed engineering program, in addition to the seven components, is the emphasis upon student engagement and co-curricular activities. For any program to be sustainable, students must want to be a part of the program. This engagement is built around student's participation in project-based learning experiences such as robotics, rocketry, drones, aviation, and underwater vehicles. Students will compete in a variety of team challenges utilizing and deepening the skills they learn in class. Students will also acquire the valuable soft skills such as perseverance, work ethic, and teamwork that cannot be taught from a book. Learning will go deeper than traditional instructional methods will produce. Students will be prepared for success whether they choose to go immediately into the workforce or continue to further their education.

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.)

Grants funds will be used to plan and launch a state-approved CTE pathway in the area of engineering and advanced manufacturing. The regional pathway will include at least three partnering LEAs and is designed to accelerate training for high-wage, in-demand jobs by aligning secondary with postsecondary programs in partnership with Collin College. Multiple data sources were utilized to identify the appropriate career pathway. In addition to soliciting feedback from industry partners, labor market data provided by TEA (LWDA), comptroller's report, and Interlink were utilized. Interlink, a non-profit organization and expert in workforce for North Central Texas, writes in their 33rd Annual Labor Market Report that, "North Central Texas Manufacturing employers are seeking STEM employees. This is an industry where many employees are nearing retirement age." This report also identifies strong career opportunities for electrical engineers, mechatronics engineers, and robotic engineers". According to the Comptroller's report, from 1997-2016, Texas GDP rose by 94% as compared to the US 40% with the manufacturing sector contributing \$218 billion to the Texas economy. The once thought traditional, low-skill, manufacturing jobs are being replaced with high-skill, high-wage jobs in automation, engineering, and advanced manufacturing. "Technological improvements and efficient business processes have transformed much manufacturing from basic, labor-intensive activities to more advanced and highly skilled operations." The wages for the new era manufacturing jobs are reflective of the skills required. "Average annual Texas wages in manufacturing approached \$73,000 in 2016, much higher than the statewide average of \$53,500." www.comptroller.texas.gov

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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"/>

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

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.	Project Manager	\$45,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Intermediary (Region 10 Consultant)	\$92,500
7.	Dual Credit Tuition	\$30,000
8.		
9.		
10.		

Supplies and Materials

11.	Equipment (<\$5,000)	\$400,000
12.	Books/Curriculum	\$5,000
13.	Software Licenses	\$5,000
14.	Supplies/Consumables	\$123,811

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	Equipment (>\$5,000)	\$200,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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