



2023-2024 Tri-Agency Grant for Regional Conveners
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 13, 2023

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, January 13, 2023**.

Grant period from

Pre-award costs permitted from

Application stamp-in date and time

Required Attachments

- Application Part 2: Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Attachment A: Regional Convener Reference Form (Submit up to three forms with Application)

Application Information

Which [workforce development area](#) are you located in and applying to represent as a regional convener?

Select your organization type:

Amendment Number

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

Applicant Information

Organization CDN

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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 2023-2024 Tri-Agency Grant to Regional Conveners Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Tri-Agency Grant to Regional Conveners 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 assures to carry out the roles and responsibilities of a regional convener for a geographic region with boundaries identical to those of the workforce development area.
- 7. The applicant assures to identify at least one staff person, who meets the qualifications and experience of a regional convener lead as outlined in these guidelines, with adequate time allocated to the work of this grant project and who will serve as the regional convener lead.
- 8. The applicant assures to identify multiple staff at the regional convener organization to engage in the work and participate in the designation process. This includes someone in an executive leadership position who has decision-making authority on behalf of the regional convener organization.
- 9. The applicant assures to complete all grant activities and deliverables in a timely manner, as described in the description of program and performance and evaluation measures.
- 10. The applicant assures to coordinate with their assigned coach, to be provided by TEA for technical assistance, and meet with their coach frequently throughout the project, including within the first month to align on program priorities and requirements.

Statutory/Program Assurances cont'd

- 11. The applicant assures to convene and engage a cross-sector pathways leadership team in the strategic planning process within the first three months of the grant project.
- 12. The applicant assures to develop an asset map and gap analysis within six months of the grant start date under the direction and guidance of their assigned coach. In addition, the applicant will keep this landscape analysis updated throughout the grant project.
- 13. The applicant assures to develop, in collaboration with members of the cross-sector leadership team, a strategic plan and supporting action plans within the first 12 months of the grant project.
- 14. The applicant assures to plan and execute work-based learning that will address K-12 gaps and will expand upon existing work-based learning within their region.
- 15. The applicant assures to participate and engage in statewide training and convenings during the grant period.

Statutory/Program Requirements

1. **Current Regional Landscape** - Describe the key career and education pathway initiatives and/or programs currently underway in your region, including those funded by TEA, THECB, and/or TWC, and your current level of involvement in those initiatives. Please also describe the current staff you have in place to support these initiatives and/or programs who will continue to be involved in this project and any new staff you would like to use grant dollars to hire to support this work. Describe the qualifications and experience of the staff person who will serve as the regional convener lead for this grant project.

The Workforce Career and Education Outreach Specialist Program provides students in grades 5-12 with information about educational opportunities, local labor market demand, career information, and available workforce services to help them make sound career decisions after graduation. As of December 2022, two education outreach specialists have partnered with 22 school districts. They have completed 500 career exploration workshops with a total engagement of 12,000 students. The specialists have a strong foundation and knowledge of the region's education pathways that they will apply to their roles supporting the regional convener initiative.

The WSDet Teacher Externship program has led to increased meaningful connectivity between local industry and education in addition to a better understanding of workplace skills and demand occupations among participating teachers, as well as tours, guest speakers and internship opportunities for students. At the conclusion of the 2022 externship, participating teachers had delivered their learnings in form of workplace-related lessons to 750 students across 7 counties.

WSDet's Student Hireability Navigator raises awareness among schools, parents, community members, area agencies, and employers regarding capabilities and the overall goal to realize employment success for everyone. The Navigator's current goals and deliverables of capacity building and systems development, partnering and collaborations, and informing and engaging employers have provided the SHN a strong foundation and knowledge of the regional needs that will support the regional convener initiative.

WSDet is a collaborative or support partner on the following initiatives funded through grants from TLL Temple Foundation: 1) East Texas Healthcare Partnership Alliance - regional focus by health care industry to strengthen and develop the health care workforce in all Deep East Texas counties with emphasis on Jasper, Newton, Tyler counties; 2) Partners for Rural Impact - two initiatives focusing on career pathway development in the Diboll ISD community, and early child learning in the West Sabine ISD community.

WSDet is working with the Texas Regional Pathways Network registered nursing initiative in San Jacinto County involving Coldspring-Oakhurst CISD, Goodrich ISD, Shepherd ISD, Angelina College and area health care employers.

The Regional Convener Lead will have qualifications and experience including strategic planning, data analysis, communication, project management, collaboration, career pathways and knowledge of the education system and local industries.

2. **Regional Convener Priorities** - What are your priorities for strategic alignment across current state, regional, and local pathways initiatives in the WDA? What would be necessary for that alignment to take place?

The role of regional convener aligns with two of the five strategic goals set by the Board of Workforce Solutions Deep East Texas.

- EDUCATION INTEGRATION. Enhance alignment among career and technical education in 8th - 12th grades, post-secondary education, and industry to provide the workforce area with a pipeline of quality future workers skilled in areas that match the requirements of the region's employers. Objectives include: Collaborate with school districts, colleges and businesses to offer effective career exploration experiences and WBL for youth. Ensure all proposed programs connect to specific regional occupations in high demand; and Increase the number of youth prepared to enter the workforce after high school by earning certifications or credentials; facilitate this by promoting Career and Technical Education (CTE) opportunities in High Schools through funding opportunities (such as JET).
- STRENGTHENING COMMUNITY PARTNERSHIPS. Strengthen partnerships with economic development corporations, chambers of commerce and other business and community organizations to promote the region's economic prosperity by increasing the skills levels and earning power of the region's workforce. Objectives include: Provide partners with labor market information, hiring trends and wage occupation data; Engage in meaningful participation in regional economic development activities; Disseminate information regarding funding opportunities for workforce training; and Leverage resources among all partners (i.e. Economic Development Corporations (EDCs), private businesses, TWC, education institutions, foundations, and non-profit organizations) to achieve more training opportunities through grants such as skills development funds, apprenticeships, Texas Industry Partnership (TIP) program and High Demand Job Training Program (HDJTG).

The factors we believe are necessary for alignment are intentional partnership; alignment of classroom and workplace learning; time dedicated for discussion, brainstorming, research, and evaluation; secondary and postsecondary pathway alignment with multiple entry and exit points and diversified experiences; youth apprenticeship (leading to registered apprenticeship); employer engagement (buy-in); support from industry and postsecondary education; and inclusion of outreach to grow interest in the pathways being developed (including professional development for academic partners to learn about the pathways and understand how to integrate this information into class instruction with engaging activities and lessons).

Statutory/Program Requirements (Cont.)

3. Regional Alignment Experience - Describe your organization's experience leading strategic planning to support regional career and education pathways (or related education and training initiatives) in collaboration with stakeholders representing a mix of industry, K-12 education, higher education, and workforce development entities.

The strategic planning process implemented by Workforce Solutions Deep East Texas incorporates a continuous improvement approach with formal updates in four-year and two-year cycles. During the planning process, the board listens for the needs of local industry through meetings, surveys, assessments, as well obtains insight from education providers, elected officials, economic developers and other partners and stakeholders. The plan is open for public comment before final approval and implementation.

WSDet facilitates and supports connections between local employers, colleges, and high school CTE programs, that have led to partnerships, grant funding, new courses, new or revamped degrees. Additionally, the Teacher Externship provides collaborations between employers and educators for the educator to better plan CTE courses with hands-on learning provided from the employer. Furthermore, WSDet convenes child care providers across the region to create and strengthen the foundation of early childhood education that will support a child's academic and workforce readiness.

Board staff participates in advisory meetings for the local community college, Angelina College, and some of the high school CTE programs. The Student Hireability Navigator (SHN) works with ISD counselors, special education departments, teachers, and post-secondary representatives to ensure their needs are addressed during strategic planning and programs implemented are inclusive of 504, special education, and students with various barriers.

4. Regional Data Experience - How do you currently monitor progress and measure quality of career and education pathway programs or initiatives? What do you currently use as metrics or key performance indicators (KPIs) to understand the strength of your region's pathway programming?

WSDet tracks 21 data points in measuring the activities of the Workforce Career and Education Outreach Specialist program, including: program partners, Technical or Community Colleges, business and industry leaders, and Chambers of Commerce; number of students exposed to pre-apprenticeship and registered apprenticeship, work-based learning, post-secondary education, career readiness; number of career support workshops; number of annual subject matter expert workshops; number of student engagements and exposures; number of virtual reality career exploration events and participants.

To collect timely and direct feedback on WCEOS presentations, teachers are asked to respond to a brief survey immediately after each workshop. Based on their feedback, specialists modify their messages and delivery to enhance engagement. Annual surveys of faculty and students provide an overall assessment of effectiveness. Subjective feedback is also captured. For example, the program is seen as making a positive impact after word spreads in a school and other teachers request the program to be added to their classes. This resulted in additional student engagements in four (4) ISDs.

WCEOS also is developing a database of current CTE courses in the region, facilitates direct links to the region's target/demand occupations, and tracks the number of certifications earned by graduating high school students.

WSDet tracks, monitors, provides case management and reports training and employment results for its customers in the regional workforce system. WSDet measures employer satisfaction and conducts needs assessments through surveys and individual feedback. WSDet acts on the results to improve performance and effectiveness.

WSDet also utilizes available data sources to track and communicate the highest level of education achieved by county, employment and wages.

Statutory/Program Requirements (Cont.)

5. **Regional Work-Based Learning Experience** – Using the Tri-Agency WBL Continuum attachment available on the TEA Grant Opportunities webpage, describe your experience planning, implementing and/or monitoring work-based learning activities aligned within each of the following categories: a. “Learning about Work”; b. “Learning through Work”; and c. “Learning at Work”

- a. Learning about Work
- WCEOS Virtual Reality headsets and software have enabled 120 students to explore high demand jobs.
 - WCEOS Students have the opportunity to hear from employers who are guest speakers during workshops.
 - WCEOS utilizes online learning resources such as Texas Career Check, Metrix, O*netOnline, and MyNextMove.
 - WCEOS, SHN and Workforce Center staff help plan and implement career fairs at the ISDs and colleges for secondary and postsecondary students in the area to explore and learn about careers available in the region. These events allow students the opportunity to learn about work while also learning about the employers in our region. More importantly, they provide a low-stakes opportunity for students to have conversations with industry professionals and employers about their occupations, work experience, and skill needs.
 - Employers participate as panelists in Career Prep sessions and in career fairs held by the Workforce Center staff. The Career Prep session allows the employer to engage youth and job seekers providing best practices and employer expectations for potential employees.
 - WIOA youth services provides the opportunity for eligible youth age 16-24 to learn about work expectations and gain skills through training and career counseling.
 - WSDet participated in planning and executing Manufacturing Day. The East Texas Manufacturing Alliance, which includes over 75 companies in the region, hosted Manufacturing Day to inspire the students to consider careers that are in high demand near their home towns and families.
 - The WSDet teacher externship equips teachers with industry knowledge and skills they can teach in the classroom. These teachers can then train their students with the confidence that the skills being learned are aligned to the local needs of employers. Finally, teacher externs can bring this knowledge to CTE Administrators as well to ensure that the credentials connected to district CTE programs result in credentials of value to industry and employers in the region as well.
- b. Learning through Work
- Summer Earn and Learn (SEAL) provides students with disabilities an opportunity to develop employment skills and preparation for successful transition to postsecondary education and employment. The students are gaining career readiness skills such as resume writing, interview preparation, employability skill identification and honing, and understanding how to dress for success.
 - Youth paid work experience opportunities provide on-the-job training for youth to gain skills and experience.
 - WSDet promotes internships across the region with employers and ISDs/colleges.
 - WSDet Center staff provide Consultation 180 reverse job fairs to provide job seekers an opportunity to showcase their skills and work experience to employers.
 - The connections made by the teachers who participate in the teacher externship have led to internship opportunities for their students.
- c. Learning at Work
- The SEAL internships and other summer youth programs allow students to gain skills for specific in-demand occupations in our area.
 - Additionally, WSDet collaborates with Vocational Rehabilitation Services to provide qualifying students with Pre-Employment Transition Services. Pre-ETS align with each category of WBL.
 - Youth paid work experience opportunities provide on-the-job training for youth to gain skills and experience. - Since November 2021, WSDet's partner, Legacy Institute for Financial Education (LIFE), has served 25 apprentices through their Registered Apprenticeship program as part of the TWC Information Technology Registered Apprenticeship Expansion Grant. The apprentices have earned 25 certifications which include: Comp TIA ITF+, Network+, Fundamental of Web Design (Duda), Platform Specialist (Duda), and Adobe iAnimate. There are currently nine apprentices enrolled. An additional RAP is under way with the carpentry occupation.
 - WSDet is leading discussions with two health care partners (a hospital and an ambulance service) that are exploring sponsoring registered apprenticeships for their demand occupations such as patient care tech, nurse, and paramedic.

Statutory/Program Requirements (Cont.)

6. Regional Convener Responsibilities - Describe any current work your organization performs related to the additional functions of regional conveners listed below. If there are functions you do not perform, describe how a partner organization performs the function and your working relationship with them. If there are functions that are not currently performed by either your organization or a partner, provide context for why it has not been a focus of your organization's work to date. a. Analyze labor market information and work on an ongoing basis to ensure career and education pathways are aligned to in-demand industries in the region; b. Convene a cross-sector leadership team made up of education, workforce, and industry stakeholders to develop and implement a regional vision and strategy; c. Engage employers and broker relationships with education and training providers; d. Streamline communicating information across the region; and e. Drive sustainability planning, including coordinated funding strategies, across education and workforce development entities.

- a. WSDet analyzes labor market information at least monthly and communicates with secondary and postsecondary education institutions to ensure career and education pathways are aligned to in-demand industries in the region. WSDet provides the data to ISDs to help the ISD plan appropriate CTE programs. WCEOS continually updates the information in their workshops to provide current labor market information to students.
- b. The local workforce Board is made up of education, workforce, and industry stakeholders and oversees workforce development in the region. WSDet convenes with these partners in committees and advisory boards to address community needs and plans to build and strengthen communities. WSDet will use these partnerships to create a leadership team of education, workforce, and industry stakeholders to develop and implement a regional vision and strategy. WSDet convenes ISDs and employers to promote collaboration for the expansion of CTE courses using funding opportunities such as JET and Dual Credit Equipment Only grants. Additionally, the SHN convenes regional coalitions committees and statewide trainings and conferences to increase services for underserved and unserved populations including but not limited to persons with disabilities, foster youth, offenders, and minority groups. WSDet has identified the opportunity and the need to enhance the partnership with the three Education Service Centers (ESC 5, 6, 7) that serve the Workforce Development Board area.
- c. WSDet engages employers and brokers relationships with education and training providers in efforts to better prepare the workforce for local demand occupations and industries. Specifically, the WSDet Student Hireability Navigator brokers relationships with education and training providers to increase awareness about services for students with special needs that will assist the student in obtaining their academic and employment goals. The SHN provides employer awareness of these services for employers to maintain valuable team members in need of services to sustain employment and to recruit valuable team members. WCEOS brokers relationships between partnered ISDs and local employers by inviting the employers to speak to students about their businesses and opportunities. These discussions have included available careers, advancement prospects, career and post-secondary pathways. These subject matter expert presentations have improved communication between ISDs and employers by providing contact information for each.
- d. WSDet currently utilizes the following communication tools: meetings, phone calls, email, electronic newsletter, website, social media. WSDet will further streamline communicating information across the region by increasing social media presence that targets the Deep East Texas communities through meaningful and appropriate interaction with page followers.
- e. WSDet is working with partners to drive sustainability planning, including coordinated funding strategies, across education and workforce development entities. WSDet convenes timely webinars with ISDs regarding upcoming JET grant RFAs. Representatives from over 20 districts are in attendance and the shared recording enables additional districts to be informed. WSDet also promotes Workforce programs that can help the ISD leverage funding for students who qualify for programs such as WIOA or Vocational Rehabilitation Services. Whenever possible, WSDet leverages partnerships with private foundations, chambers of commerce and economic developers to produce projects exposing students to careers and high occupations. For example, WSDet recently partnered with Nacogdoches Chamber of Commerce, Stephen F. Austin State University Center for Applied Research and Rural Innovation, Bright Foundation and Better Together Nacogdoches to produce Gateway to The Future for the 8 ISDs in Nacogdoches County. Over 800 8th and 9th grade students attended hands-on sessions focusing on career pathways of electrician, plumber, phlebotomist, automotive technician, network technician and pharmacy technician.

Statutory/Program Requirements (Cont.)

7. **Partnerships** - Describe your current partnership(s), including the specific activities involved, with the following: a. Industry partnerships or specific employer partners (by sector); b. Postsecondary education; c. Secondary education; and d. Workforce or economic development.

a. Industry partnerships or specific employer partners (by sector);

- WSDET has several youth and job seeker programs that help to match jobs to customers. To ensure these programs are successful, we engage our local industry and employer partners. These initiatives help customers (students and job seekers) complete career exploration, as well as prepare for interviews and work.

- 44 employer partners have participated in the Teacher Externship programs. Industry sectors include: manufacturing, health care, transportation, utilities, mining, construction, trade contractors, administrative/support services and professional/technical services.

- Seven employers have partnered on Workforce Career and Education Outreach Specialist program. Industry sectors include: manufacturing, health care, transportation, and professional/technical services.

- East Texas Healthcare Partnership Alliance plans Grow Our Own Healthcare Career Expos in 2023.

- East Texas Manufacturing Alliance. WSDET participated in planning and executing Manufacturing Day. The East Texas Manufacturing Alliance, which includes over 75 companies in the region, hosted Manufacturing Day to inspire the students to consider high demand manufacturing careers.

- WSDET Workforce Center staff sustain and build new relationships with regional employers by hosting Industry Q&A sessions with employers.

b. Postsecondary education;

- Angelina College partners with WSDET on JET grants, Skills Development Fund grants, facilitating testing, advisory boards, and education and training.

- Angelina College Adult Education and Literacy recently received the first place award from TWC which recognized the high level of collaboration between ACAEL and WSDET. The AEL Co-enrollment Award is a performance-driven award focused on a grant recipient's co-enrollment efforts in Workforce Solutions Deep East Texas operated programs.

- Panola College and Portacool are in partnership with WSDET with regards to a Skills Development Fund grant to upskill current workforce

- WSDET collaborates with Lamar State College Orange and Lamar Institute for Technology as they partner with ISDs in the region's three southern counties.

c. Secondary education; and

- 21 ISDs partner with WSDET on Workforce Career and Education Outreach: Apple Springs, Central, Coldspring-Oakhurst, Corrigan-Camden, Crockett, Diboll, Hudson, Huntington, Jasper, Latexo, Livingston, Lufkin, Nacogdoches, Newton, San Augustine, Shepherd, Spurger, Tenaha, Timpson, West Sabine, and Zavalla. WCEOS assists ISDs with workshops, career fairs, college fairs, and CTE signing days.

- 15 ISDs partnered with WSDET on Teacher Externship: Brookeland, Central, Corrigan-Camden, Crockett, Diboll, Grapeland, Hudson, Huntington, Jasper, Latexo, Lufkin, Nacogdoches, Newton, West Sabine, and Zavalla.

- SHN partners with regional ISD's to promote workforce services to enhance inclusion and equitable access to educational and employment resources for students with disabilities and various barriers.

- WSDET Center staff hosts Youth Career Summits in partnership with regional ISDs whereby students have the opportunity to explore careers and industries.

d. Workforce or economic development.

- Jasper Economic Development Corporation and Deep East Texas College and Career Academy in Jasper are partnering with WSDET on a High Demand Job Training grant

- Nacogdoches County Chamber of Commerce and Stephen F. Austin State University are partnering with WSDET on a three-day hands-on career exploration event for 8th grade students in the County.

- Texas Forest Country Partnership is the 12-county regional economic development organization. WSDET partners with TFCP as TFCP works to attracting new businesses to the region.

- WSDET partners directly with many city governments on their economic development activities. WSDET also collaborates with Chambers of Commerce in the region.

We plan to leverage these existing and develop new partnerships to determine how to better streamline data collection and sharing, communicate more intentionally and effectively, establish deliberate and advantageous WBL experiences and high quality pathways that align to local skill and occupation demand.

Statutory/Program Requirements (Cont.)

8. Budget narrative - Describe how the proposed budget will support the goals of the program. Please include justification for the specific funding allocations in the proposed budget, including how costs are connected to the grant activities described in this solicitation. Please also describe how each item in the proposed budget will support the needs of the regional team, beyond any one specific regional partner. In addition, include a description of other funding sources the region will leverage, if any, to support implementation of this project and future work.

The budget is based on the instruction given within the grant. Our administrative cost does not exceed the allowed 10%. Payroll budget includes the following positions:

- Manager of Career Awareness and Partnerships- Responsibility of the Regional Convener Lead (RCL) who will provide oversight and administer grant and oversee the program and persons assisting.
- Workforce Career Education and Outreach Specialists (WCEOS) – Allocating 25% of their time to assist the RCL. Their current position provides assistance and guidance to 22 ISD's and presents information on career exploration to 12,000 children in grades 6-12. This existing partnership strategy will provide an avenue to accomplish the goals set within this grant.
- Operations Manager – Allocating 25% to provide guidance and direction to the RCL. This position assisted with creating the WCEOS program and will be able to provide direction on how to begin this program.
- Executive Director – Allocating 5% for oversight of the grant and activities performed. Responsible for the overall performance and oversight of board administrative activities.
- Finance Staff – Finance Director, Accountant, and Accounting Tech II – Allocating 5% for the fiscal oversight, reporting, and payables.
- Policy and Planner – Allocating 10% for the assistance to RCL to develop policies and procedures to provide instruction and guidance in managing grant activities.
- Network Administrator and Information Technology Specialist – 5% - support of computers and programming of network.

Professional and Contracted Services: Costs consist of the following:

- Rent – 5.56% calculated based on the percentage of total square footage and FTE located in the Board Office.
- Support, design and development – design/develop communications, outreach strategies, materials, e-communication systems for newsletter and social media.
- CRM – utilize online platforms which would allow RCL to regularly monitor and report on the metrics identified in the strategic plan.
- Statistical Data – online access to platforms to view, analyze and report data.
- Work-based learning - plan, develop and implement WBL experiences for students.
- Web landing page - provide an avenue of communications and access to resources for stakeholders and the public.

Supplies and Materials: Costs consist of the following:

- Office Supplies – Allocated \$100 per month
- Printing – Brochures, training materials
- Laptop & accessories – Purchase laptop, mouse, keyboard, docking station, and monitors.
- Mobile phone/mifi – Provide a company mobile phone and mifi.

Other Operating costs:

- Travel – In state and out of state travel for employees, which includes RCL and leadership team members. Travel includes, hotel, rentals or mileage, airfare, conference fees, and meals.
- Stipends – for students and pathway leadership team members - Students – work-based learning opportunities; Team members – reimbursement for time spent by members to support grant activities
- Host eight regional conferences
- Overhead – 5.56% allocation. Board office utilities, telephone, insurance, internet

Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
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