TEA
Texas Education Agency

2021-2022 CTE Perkins Reserve
Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID		Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

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

Required attachments: Refer to the program guidelines for a description of any required attachments.

Focus Area Selection

☐ Focus Area 1

☒ Focus Area 2

Amendment Number

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

1. Applicant Information

Name of organization: Region 10 Education Service Center

Campus name		CDN	057950	Vendor ID	1751249185	ESC	10	DUNS	074875592

Address: 400 E. Spring Valley   City: Richardson   ZIP: 75081   Phone: 972-348-1700

Primary Contact: Ligia Curtis   Email: ligia.curtis@region10.org   Phone: 972-348-1370

Secondary Contact: Chris Grey   Email: chris.grey@region10.org   Phone: 972-348-1522

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: Gordon Taylor   Title: Exec. Director   Email: gordon.taylor@region10.org

Phone: 972-348-1004   Signature: *Gordon D. Taylor*   Date: Apr 23, 2021

Grant Writer Name: Renda Songer   Signature: *Renda Songer*   Date: 4/24/21

◉ Grant writer **is** an employee of the applicant organization.   ○ 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
The 2019-20 TAPR for Region 10 shares that only 7.2% of Region 10 graduates earned an industry based certification, well below the state average of 10.2%. NEED: Increase number of industry based certifications obtained by minimum of 25% over 4 years.	Implementing the WIRED program in 6 large R10 school districts to increase opportunities for students to earn industry based certifications that prepare them to enter the workforce in a high need, livable wage career upon graduation.
Amongst 2019 R10 Graduates only 0.5% of Region 10 students graduated with a level I or II certificate, and only 36.6% of students graduated college, career, or military ready. (TAPR) NEED: Increase CCMR grad 50%	Implement WIRED program to include multiple entry and exit points that will allow students to graduate college, career or military ready with stacked credentials that prepare them to enter the workforce or transfer into a 4 year post-secondary institution.
Texas ranks 2nd in the nation for the highest employment level for electricians. Area Labor Market Data demonstrates that by 2028 - number of jobs for electricians in Dallas County will grow by almost 17%. NEED: Implement a training program to meet need	In collaboration with Dallas College, industry partners, and certification partners such as NCCER and IEC, implement the WIRED program to train and develop associate degree and level I or II certificate, licensed electricians through innovative and comprehensive high school dual credit program.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Working to Implement Regional Electrical Pathways in DFW (WIRED) Network will convene 6 Region 10 LEA's including Forney, Duncanville, DeSoto, Dallas, Cedar Hill and Duncanville ISD to implement the WIRED Engineering Program of Study for enrollment for the Fall of 2022. The WIRED Network will add cohorts including a minimum of 25 students per LEA annually; estimated 150 students per cohort; 100% students who enroll in the WIRED program will meet college TSIA college readiness standards no later than the end of the 1st year in the program; ESC 10 will expand the NTXWIRED.org Repository to include Electrical Engineering for teacher/student tools over the course of the next year to reach a minimum of 200 educators and a minimum of 2000 additional 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

No later than September 1, 2021, all WIRED Network students will enroll in the first course in the Electrical POS, principles of construction; LEA's will furnish enrollment data to Region 10 and co-intermediary, Interlink, and complete an equipment and materials needs assessment issued by Region 10 in cooperation with industry partners. Enrolled students will take the TSIA prior to the end of the 1st quarter of the grant (September 30, 2021) in order to determine which students will need to enroll in a supplemental course offered through Texas College Bridge - College Prep English and/or College Prep Math. No later than the end of the 1st quarter, intermediary will schedule bi-monthly meetings of all stakeholders to provide updates and information pertaining to measurable progress toward meeting the process and implementation goals defined for the grant.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

No later than October 31, 2021 - WIRED Network LEA's will furnish a list of enrolled students including TSIA data to Interlink and to Region 10 ESC. Students who did not meet TSIA college ready criteria in English and/or Math should be enrolled in EdReady in order to assist them in increasing their TSIA score to meet THECB standards for enrolling in college level courses. By the conclusion of the second quarter (December 31, 2021), LEA's will begin to market the WIRED program to current 8th graders in preparation for the enrollment process for the 2nd cohort in the Fall of 2022. Intermediary will assist with regional convening meetings between LEA's and IHE partners to facilitate completion of MOU's, and will regularly plan and schedule meeting to include all stakeholders. These meetings should inform stakeholders of measurable progress toward meeting the process and implementation goals defined for the grant.

Third-Quarter Benchmark

By the conclusion of the third-quarter of the grant: 1. Students who have been enrolled in EdReady courses should take the TSIA assessment for a 2nd time in order to measure progress. Scores demonstrating progress will be submitted to intermediary and Region 10 for evaluation and program modification, if necessary. 2. All students in the first co-hort will apply for admission with Dallas College for the Dual Credit portion of the Electrical program of study. 3. In collaboration with all stakeholders, intermediary will plan for and offer options to LEA's for work-based learning experiences for students. 4. LEA's will finalize list of students to enroll as the 2nd cohort in the Fall of 22'. These students should take the TSIA prior to the end of the 3rd quarter. 5. In collaboration with all stakeholders, LEA's will plan for a summer bridge program for students in the 1st and 2nd cohort. This program will span a minimum of 4 days with a focus on WBL experiences and student support around meeting TSIA criteria.

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.

Throughout the course of the grant, LEA's will furnish enrollment and benchmark data to ESC 10 and the intermediary for evaluation. This data will be compiled into reports shared with all stakeholders including industry and IHE partners. ACADEMIC REMEDIATION: WIRED has a plan in place to offer College Prep English and Math training for students who are unable to meet TSIA criteria on their first and/or second attempt. Additionally, a multi-tiered approach will be implemented for the Summer of 22' to expand remediation efforts for students who have failed to make progress. It is critical for students to meet CCMR criteria in order to take full advantage of the opportunities provided through the WIRED. STUDENT RETENTION: WIRED realizes the importance of work-based learning experiences for students in order to increase engagement, motivation, and retention of learners. In order to meet the goal of 150 new students in each annual cohort with 75% retention throughout the duration of the 4 year program of study, intermediary will involve industry partners to develop innovative, interesting, and real-world work based learning experiences for students. Job-site visits, NEPRIS events, Inner-Network collaboration, student competitions, guest speakers, virtual tours, podcasts, and webinars may be offered and utilized at regular intervals. Student leaver data to include an exit interview and documentation will become a part of the program evaluation analyzed in order to modify and improve the program. PROGRAM GROWTH: Intermediary Interlink will collaborate with ESC 10, LEA's, and all stakeholders to monitor student enrollment numbers in order to evaluate the success of marketing efforts. In the event that enrollment numbers are not meeting the established annual goal, program will be modified to increase odds of meeting the goals. PROGRAM SUSTAINABILITY: One aspect of program sustainability is qualified teaching staff. Stakeholders will collaborate to develop a professional development training plan for LEA teaching staff to assist them in meeting Dallas College credentials to become an embedded dual credit faculty employed by their respective LEA. LEA's will complete an annual needs assessment. Stakeholders will collaborate to develop methods of meeting needs with regard to tools and equipment. In the unlikely event that these needs can not be met, program will be modified to promote sustainability, and ultimately, student success.

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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 ReserveProgram Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.

☒ 7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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| RFA/SAS # | 701-21-112/424-22 | | 2021-2022 CTE Perkins Reserve | Page 4 of 12 |

9. Program Requirements

1. **Summary of Program** (<u>Focus Area 1</u>): 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?

N/A

2. **Summary of Program** <u>(Focus Area 2)</u>: 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?

ESC 10, local high schools. IHE's, employer partners, Interlink, and workforce development boards have completed a very active WIRED Grant planning process during the 2020-21 school year. All stakeholders collaborated to develop a regional network of schools aligned with industry needs and certification standards by planning for the implementation of an Electrical Program of Study in the Architecture and Construction Implementing a Regional Electrical Pathway will assist in meeting and support demands for current and future jobs in the North Central Texas area through the WIRED Electrical program. In the past, throughout the planning year, stakeholders worked together to develop a 4 year program of study, dual credit crosswalk, and a marketing and recruitment plan. When decisions were needed pertaining to 2 different curriculum platforms, stakeholders worked together in deciding to utilize BOTH curriculum's because that is what is best for students. It is this student-centered focus that will ensure the WIRED program is a success. STUDENT PLACEMENTS Throughout the implementation, stakeholders are committed to supporting the program, and most importantly the students, in a variety of manners. With the support of grant funds, Interlink will continue to serve as the intermediary of the implementation grant and will be responsible for functions related to this role, including 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. The ultimate goal of this program is to meet the workforce needs in our Region and provide students the opportunity to gain knowledge and skills that will prepare them for high-demand, livable wage careers.

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RFA/SAS #　701-21-112/424-22　　　　　　2021-2022 CTE Perkins Reserve　　　　　Page 5 of 12

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.

FA 2 - ESC 10, all LEAS, and all stakeholders including Interlink (EDA), and The North Central Texas Workforce Development Agency; Employer partners Texas Instruments, Amber Electric, Interlink, Saber Power, IEC, Natl' Field Services, Sherm-Co, and Walker Engineering; IHE Partners Dallas College, Texas A&M Commerce, University of North Texas, and UT Arlington participated in planning to develop a regional network of schools aligned with industry needs and certification standards by planning for the implementation of a dual credit Electrical Program of Study in the Architecture and Construction career area. Electrical jobs are projected to grow nationally 18 % from 2019 to 2029, much faster than the average for all occupations. Increases in construction spending and demand for alternative energy sources will drive demand for electricians. Alternative power generation, such as solar and wind, is an emerging field that should require more electricians for installation. Electricians will be needed to link these alternative power sources to homes and power grids over the coming decade. Employment growth stemming from these sources, however, will largely depend on government policy. About 82,200 openings for electricians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Electricians who can perform many different tasks, such as electronic systems repair, solar photo-voltaic installation, and industrial component wiring, should have the best job opportunities. The WIRED POS includes the appropriate sequence of courses aligned with high-wage, in-demand occupations identified by LWDA. Growth in 2026 is expected to reach 17.3% (annual demand of 2,445 Electricians), Med. Annual Wage $47,126.

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.

N/A

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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.

Interlink has the vast experience needed to carry out the functions related to this role by providing regional, employer-driven labor market information to support educators in their goal of meeting regional workforce needs. Showcasing high skill/ high wage career opportunities to students is part of this initiative that Interlink is well equipped to steer. Interlink represents the 16 County North Central Texas Region and is a bridge between business and education with a 75-member board of directors represented by half business and half secondary, post-secondary, workforce boards and other government entities, and a large number of advisory groups representing employer organizations. Interlink has proven success in the role of intermediary through their service with the North Central Texas Aerial Robotics project in neighboring Tarrant County. Interlink oversees highly qualified consultants that will support intermediary responsibilities such as convening and leading a regional pathways leadership group; establishing metrics for success; serving as a lead in planning for sustainability. You will see that the proposed budget for the WIRED Electrical program supports the role of Interlink as the intermediary through a budget of approximately 10% of the grant award. They will continue to provide a WIRED project manager to oversee the implementation year. Over the course of the planning year, Interlink has been an integral part of our success. Some of the accomplishments include collaboration to provide relevant work-based learning experiences for students, data collection, development of outcome based measures, and convening all stakeholders for monthly steering meetings. ESC 10 will serve as co-intermediary in collaboration with Interlink. The WIRED program anticipates rapid growth during implementation year. Thus, ESC 10 has the capacity to furnish a full time staff person to handle grant coordination and assist with a range of intermediary duties.

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.

FA 2 All stakeholders collaborated to develop a regional network of schools aligned with industry needs and certification standards by planning for the implementation of a dual credit Electrical Program of Study in the Architecture and Construction career area. Courses will include: ELPT 1311 Basic Electrical Theory, ELPT 1321 Introduction to Electrical Safety Tools, ELPT 1319 Fundamentals of Electricity I, ELPT 1320 Fundamentals of Electricity II, ELPT 1370 Electrical Blueprint Reading, ELPT 1341 Motor Control, ELPT 1325 National Electrical Code, ELPT 2325 National Electrical Code II, ELPT 1329 Residential Wiring, ELPT 2443 Electrical Systems Design, ELPT 2437 Electrical Planning and Estimates, ELPT 1345 Commercial Wiring, ELTN 1380 Cooperative Education, 1343 ELNT Electrical Troubleshooting, and 1357 ELPT Industrial Wiring. Completion of these courses will result in completion of a level I certificate. Students will be provided with the opportunity to earn industry based certifications in this stackable credential program. Finally, students who desire to complete an AAS in Commercial Electrical Technology will be provided with the opportunity to complete 5 additional college courses such as English 1301, ARTS 1301, ECON 1301, SPCH 1311, and a math or science course in order to fulfill degree requirements. WIRED remains mindful of the oversight needed to ensure students complete the courses and training necessary for employment or transfer to a four year university. We will work with all stakeholders to ensure students do not enroll in unnecessary coursework.

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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.

ESC 10 has regional partnerships and/or initiatives that are aligned to Tri-Agency efforts that are already in place and provide an advantage in implementing the Electrical Program of Study. These include: Dallas College, Membership in the P-16 Council, Metroplex Higher Education Regional Council, Dallas Workforce Investment Board, WECM Advisory Committee, Amber Electric, IEC - Independent Electrical Contractors Intex Electrical Contractors, Inc., Nat'l Field Services, Shermco Industries, Saber Power, Texas Instruments, Inc., and Walker Engineering. Through the WIRED Repository, bit.ly/NTXWIRED, this project will share ongoing efforts to expand awareness of the WIRED program and increase access for all students who can benefit from the opportunities and experiences provided through the program. STRENGHTEN FOUND. CROSS SECTOR WORK: WIRED Partnerships have been utilized to strengthen the foundation of the program by collaboration to backwards map the 4 year crosswalk aligning high school to college dual credit courses, and compile a list of knowledge and skills that industry partners explain are a necessity in the future success of the Electrical industry. Finally, one of the most significant needs for this program is the assurance that students will have access to the tools and equipment that are needed in order to develop the hands-on, real-world skills that are required in the industry. Curriculum from The National Center for Construction Education and Research (NCCER) and Independent Electrical Contractors (IEC) have been aligned to ensure students are receiving a comprehensive education that includes the opportunity to earn stackable credentials and industry based certifications that span both curriculum standards. The mapping process resulted in the opportunity for students to earn college credit while enrolled in high school resulting in an Associates degree and clear path for transfer to earn a Bachelors degree with University partners. No barriers.

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?

WIRED will implement pathways based on the 2020-21 planning efforts with a focused plan for continuous expansion and improvement. All strategies, resources, tools, program information, and curriculum support will be shared publicly via bit.ly/NTXWIRED. Specific enrollment and development strategies include tools that ESC 10 is able to leverage low or no cost purchase of for LEA's: EdReady from The NROC Project (Network - Resources - Open - College & Career) - assist students with meeting TSIA college readiness criteria needed for dual credit enrollment; CareerPrepped - career success system for teachers and students that includes LIFETIME access to integrated suite of user-centric, mobile-friendly tools such as competency-based skill development process empowering users to continuously develop and validate their soft skills - digital portfolio for each student with badges that display soft skills that have been mastered; Nepris - tool that assists in connecting industry and students through work-based learning experiences and opportunities for students; and finally, XELLO - career exploration tool that will allow students to connect with careers such as Electrical Trades earlier in their school career and make good decisions about future educational and career plans.
All stakeholders have completed a survey indicating their needs for the program implementation. Grant budget will allow us to meet these needs. Additionally, grant funds will support the Intermediary contract, salary for Grant Project Coordination, and be used to purchase equipment and supplies.

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RFA/SAS #   701-21-112/424-22   2021-2022 CTE Perkins Reserve   Page 8 of 12

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?

Current pathway work in our Region spans a wide range of programs of study. The Region 10 Education Service Center proudly serves more than 880,000 students and 112,000 school staff, of which 58,000 are teachers in over 130 ISDs, charters and private schools across 10 north Texas counties. Through cross-sector partnerships (Pathway Key Component - PKC- 1) we have ensured planning led to the design of a program that will propel students to success. Examples include the following: 1) PKC 2 - Alignment with Labor Market Demand - has also been met and exceeded through the planning process as demonstrated through regional wage data and reverse mapping; 2) PKC 3 - Rigorous Academics - planning focused lens included development of a program that would challenge all students and develop the skills necessary for employment while incorporating dual credit core academic opportunities such as English 1301 or AP English courses.; 3) PKC 4 - LEAs will provide comprehensive college and career information and advising to all students.; 4) PKC 5 - Links between Secondary and Post-Secondary - Students will begin to earn college credit while in high school; have opportunity to earn stackable credentials leading to an associates degree with a clear 4 yr university articulation plan; 5) PKC 6 - Credentials with Value in the Labor Market - cross collaboration with multiple industry partners had led to embedded certifications that have labor-market value; 5) PKC 7 - Work-Based Learning - WIRED students will be provided with opportunities for WBL at each level of the program; 6) WBL experiences will allow students to expand their technical knowledge and employability skills which will be documented through their online employment portfolio. Input from IHE, Workforce Board, Intermediary, and Employer Partners have led to an exciting and engaging opportunity for WIRED students. We will continue to expand the program and opportunities through the WIRED repository.

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.)

a. WIRED will implement pathways based on the 2020-21 planning efforts with a focused plan for continuous expansion and improvement. All strategies, resources, tools, program information, and curriculum support will be shared publicly via bit.ly/NTXWIRED. Specific enrollment and development strategies include tools that ESC 10 is able to leverage low or no cost purchase of for LEA's: EdReady from The NROC Project (Network - Resources - Open - College & Career), CareerPrepped - career success system for teachers and students that includes LIFETIME access to integrated suite of user-centric, mobile-friendly tools such as competency-based skill development process empowering users to continuously develop and validate their soft skills - digital portfolio for each student with badges that display soft skills that have been mastered; Nepris - tool that assists in connecting industry and students through work-based learning experiences and opportunities for students; and finally, XELLO - career exploration tool that will allow students to connect with careers such as Electrical Trades earlier in their school career and make good decisions about future educational and career plans. b. WIRED feels confident that the tools and strategies mentioned in (a), along with the http://bit.ly/NTXWIRED repository, and effective communication and social media promotion will drive an increase in the number of participants. c. The WIRED POS includes the appropriate sequence of courses aligned with high-wage, indemand occupations identified by LWDA. Growth in 2026 is expected to reach 17.3% (annual demand of 2,445 Electricians), Med. Annual Wage $47,126.

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RFA/SAS # 701-21-112/424-22 | 2021-2022 CTE Perkins Reserve | Page 9 of 12

10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

○ Yes ⦿ No

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

Are any private nonprofit schools participating in the grant?

○ Yes ⦿ No

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

Assurances

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

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

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

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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.	ESC CTE Grant Project Coordination	$50,001
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Intermediary Contracts	$92,500
7.	Labor Market Services Contract	$6,100
8.	CURRICILUM CONTRACTS: Xello, EdReady, CareerPrepped, Nepris, Transfr VR	$100,000
9.	Technical Assistance	$45,000
10.	Learning Management System	$6,500

Supplies and Materials

11.	Supplies and Materials for 6 LEA's	$200,000
12.		
13.		
14.		

Other Operating Costs

15.	Other Operating Costs	$8,500
16.		
17.		

Capital Outlay

18.	Capital Outlay for 6 LEA's	$350,000
19.		
20.		

Direct and indirect administrative costs: $66,283

TOTAL GRANT AWARD REQUESTED: $924,884

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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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