



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
TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows: Competitive grant applications and amendments to competitivegrants@tea.texas.gov	

Authorizing legislation:	Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)
Grant period:	From 07/01/2021 to 08/31/2022
Pre-award costs:	ARE NOT permitted for this grant
Required attachments:	Refer to the program guidelines for a description of any required attachments.

Focus Area Selection

Focus Area 1

Focus Area 2

Amendment Number

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

1. Applicant Information

Name of organization <input style="width: 95%;" type="text" value="Brooks County ISD"/>					
Campus name	<input style="width: 25%;" type="text" value="Falfurrias High School"/>	CDN	<input style="width: 10%;" type="text" value="024901"/>	Vendor ID	<input style="width: 20%;" type="text" value="74-6000838"/>
		ESC	<input style="width: 5%;" type="text" value="1"/>	DUNS	<input style="width: 20%;" type="text" value="193515004"/>
Address	<input style="width: 35%;" type="text" value="200 E Allen St"/>		City	<input style="width: 15%;" type="text" value="Falfurrias"/>	ZIP
					<input style="width: 15%;" type="text" value="78355"/>
Phone	<input style="width: 80%;" type="text" value="(361) 325-8000"/>				
Primary Contact	<input style="width: 25%;" type="text" value="Dr. Maria Rodriguez Casas"/>	Email	<input style="width: 40%;" type="text" value="mcasas@brookscountyisd.net"/>		Phone
					<input style="width: 15%;" type="text" value="(361) 325-8000"/>
Secondary Contact	<input style="width: 25%;" type="text" value="Alissa Sanchez"/>	Email	<input style="width: 40%;" type="text" value="asanchez@brookscountyisd.net"/>		Phone
					<input style="width: 15%;" type="text" value="(361) 325-8000"/>

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name	<input style="width: 25%;" type="text" value="Dr. Maria Rodriguez Casas"/>	Title	<input style="width: 20%;" type="text" value="Superintendent"/>	Email	<input style="width: 30%;" type="text" value="mcasas@brookscountyisd.net"/>
Phone	<input style="width: 15%;" type="text" value="(361) 325-8000"/>	Signature			Date
					<input style="width: 15%;" type="text" value="4/27/21"/>
Grant Writer Name	<input style="width: 25%;" type="text" value="Michael Gonzalez"/>	Signature			Date
					<input style="width: 15%;" type="text" value="4/27/2021"/>

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
Electricians (SOC 47-2111) is a target occupation for our workforce region (Coastal Bend), with an annual demand for 1,333 skilled employees and average salary of \$49,700.	The RSIZ Ignite Technical Institute at Falfurrias HS will implement a new dual credit Electrical Program of Study beginning in the 2021-22 school year. Courses will prepare students to high-wage, in demand skilled jobs by providing the opportunity to earn in-demand electrician certifications.
Regional target occupations in the Business Industry (Accountants, Computer Specialists, Operations Managers), have an annual demand for 3,837 employees and avg salary of \$50,400.	The RSIZ will launch the Business Academy at Falfurrias HS, offering a dual credit program of study in Business Management beginning in the 2021-22 school year and preparing students for high-wage jobs through certification attainment, and an associate's degree in Business Administration.
In the 2020-21 school year, 59% of RSIZ students (493/832) participated in RSIZ Career Academies (CTE). Our goal is to increase enrollment to 80% of RSIZ students in CTE programs of study.	To increase recruitment to RSIZ Career Academies, we will expand programs from gr. 9-12 to include gr. 7-12 (+450 students). Grade 7 students will take a Career Exploration course to learn more about each Career Academy and begin their CTE program of study in grade 8.

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.

By August 31, 2022 the Rural Schools Innovation Zone (RSIZ) (composed of Brooks County, Freer, and Premont ISDs) will have worked with our IHE partners and cross-sector partnership advisory council (RSIZ Impact Alliance) to successfully complete the following: 1) a final, signed MOU and course crosswalk with Del Mar College to provide dual credit courses in the new Electrical program of study (enrollment goal of 45 students by August 2022) and Business Management program of study (enrollment goal 30 students), 2) expanded college and career advising services through development of a comprehensive Advising Continuum in alignment with TEA's Effective Advising Framework, 3) increased RSIZ Career Academy enrollment to 80% of eligible students through increased recruitment and awareness, including a new 7th grade Career Exploration course and all Career Academy programs of study expanding enrollment to begin in 8th grade (RSIZ Academies enroll grades 9-12 only currently).

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

By October 1, 2021, the RSIZ will have successfully begun the first year of implementation of two new CTE programs of study: Electrical and Business Management. The Electrical program will have 30 students enrolled (8 and 9th grade only in Y1, phase-in model) in the Principles of Construction course. The Business Management program will have 20 students enrolled (open to grades 8-12) in Principles of Business, Marketing, and Finance. Our existing MOU with Del Mar College will be revised to add these programs of study and build course crosswalks for a) Electrical students to earn NCCER Core Curriculum, OSHA-30 Hour Construction, and NCCER Electrical Level 1 certifications, a Level 1 Certificate Residential/Commercial Electrician and Level 2 Certificate Industrial Electrician, and an associate degree (Electrician); b) Business students to earn Microsoft Office Word and Excel Specialist and Entrepreneurship/Small Business certifications, and an associate degree (Business Management).

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

By February 1, 2022, the RSIZ Impact Alliance (cross-sector partnership) will have formed two ad hoc committees to guide the development of each new pathway (Electrical, Business Management). These committees will be composed of representatives from Del Mar College (IHE partner), each RSIZ partner school district (BCISD, FISD, PISD), at least two business partner representatives from regional businesses associated with each program, a representative from our regional Workforce Board, our lead teachers, and our intermediary. The ad hoc committees will be charged to meet monthly through June 2022 to complete the following: college/career advising materials, suggestions for custom college/career advising continuum practices, a work-based learning continuum to provide work based learning in each grade level for both programs, analysis of labor market information to identify target credentials and ensure program activities are aligned with the economic data, and parent and student-facing information resources to increase awareness, recruitment, and enrollment in each program.

Third-Quarter Benchmark

By June 1, 2022, the two RSIZ Impact Alliance ad hoc committees will have completed their work developing the following for each new program of study (Electrical, Business Management): work-based learning continuum organizing work-based learning for each grade level (7-12), college/career advising continuum detailing activities that should occur in each grade level, parent and student facing resources explaining each career program, and the labor market data/alignment and student expectations related to the program. In addition, the RSIZ Impact Alliance, in coordination with the RSIZ Academy Leaders and school counselors, will have developed targeted college and career advising materials and activities in alignment with TEA's Effective Advising Framework. All grant funds will have been expended or be on schedule to expend by August 1, including purchase of equipment needed for the Electrical dual credit courses, instructional materials/supplies, and funds to support the intermediary activities and capacity. Amendments will have been submitted to TEA (if needed) and processed before the July 1 deadline.

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.

Our metrics are rooted in our goal to increase the number of students who pursue a postsecondary education and/or receive high-paying jobs after high school. In addition to TEA Performance Measures, we will measure progress based on the following metrics (exact percentage increases will be determined by the RSIZ Impact Alliance cross-sector partnership this fall): CCMR achievement increase to ensure at least 90% of students from each RSIZ ISD meet CCMR criteria among all student groups (including students with disabilities, economically disadvantaged, at-risk, and historically underrepresented ethnicities); number of dual credit courses completed/college credit hours earned (goal: 80% of students will complete each dual credit course offered); percentage of students participating in dual credit (goal: 90%); number and percentage of students earning industry-based certifications (goal: 471 students); number of students enrolled in and participating in our career academy pathways/programs of study, including capstone courses (goal: 665 students); number and percentage of students participating in work-based learning activities (goal: 832 students, 100%). We will be collecting this data as well as participation data on the type and scope of work-based learning (job shadowing, internship, etc.), employer/industry type (manufacturing, health science, etc.); alignment with academy pathway; and number of hours participated in each work-based learning experience. All data monitored as part of the performance measures will be summarized in data dashboards provided by an external partner who has already committed to this work for the RSIZ. We will also be developing new four-year plans to implement the aligned CTE course offerings to industry and postsecondary opportunities in formalized documents for students, parents, and our communities. These plans already exist for our existing career programs, but will need to be developed for our new programs to build community, parent, and student awareness of all opportunities available through the RSIZ partnership. In addition, CCMR metrics will be further analyzed to drive toward goals for CCMR completion and success on the CCMR Outcomes Bonus. The CCMR Outcomes Bonus, paired with successful increase in enrollment in our career academies (CTE weighted funding) will provide funding for sustainable operations year over year. We will strive for 90% of students to meet CCMR and 85% of students to remain enrolled in the CTE programs of study year-over-year to build toward these sustainable funding streams.

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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?

Not Applicable

2. **Summary of Program (Focus Area 2):** Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

The Rural Schools Innovation Zone (RSIZ) is a partnership made up of three school districts and four institutions of higher education. The RSIZ is a nonprofit organization designed as a sustainable collaborative between Brooks County, Freer, and Premont ISDs with a mission of providing rural students high-quality opportunities for postsecondary success. Our vision is to reinvent the rural education experience by providing students in all three of our school districts more high-quality opportunities through shared partnership. The regional pathways approach benefits our community and workforce development efforts in our region because each RSIZ district shares the vision of and commitment to expanding opportunities for students in the region to attain meaningful and valuable career opportunities. Each district is home to one or two Career Academies, open to enrollment to any student in the RSIZ, which allows our campuses to more efficiently use resources and staffing to offer high-quality CTE pathways. Our work is supported by our cross-sector partnership (RSIZ Impact Alliance), composed of our partner district and IHE leaders, the regional workforce board, and regional business partners and industry representatives. The Impact Alliance supports the work by ensuring our programs, certifications, and activities are aligned with current industry standards, regional workforce needs, and dual credit/IHE courses. Knowing that preparing students for the 21st century job market is critical to their success, the RSIZ Impact Alliance has identified the needs addressed in our proposed use of grant funds: 1) design and implement dual credit programs of study in Electrical and in Business Management leading to highly valued credentials; 2) expand existing RSIZ Career Academies from serving grades 9-12 to serving grades 7-12; 3) engage in strategic planning for sustainability and regional impact of the RSIZ with cross-sector stakeholders; and 4) develop a comprehensive college and career advising continuum for grades 7-12 (including parent information resources, student communication, advising based on grade level) to increase awareness and enrollment in the Academies and build students success in college, career, or the military.

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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.

The RSIZ works with four IHEs to implement our Career Academy pathway options: Coastal Bend College, Del Mar College, Texas A&M Univ- Kingsville, and Texas A&M Univ-Corpus Christi. Partnership with our regional workforce board (Workforce Solutions Coastal Bend) provides career and labor market insights that drive our decision making. Our employer partners include La Paloma Nursing, Premont ISD, GPM Engineering, Texas Department of Transportation, and Los Mestenos. Through this grant, we will be adding two new dual credit pathways (identified through insights from our cross-sector partnership, regional labor market data): an Electrical pathway (housed in our existing Ignite Technical Institute/Academy), and a Business Management pathway (a new Academy housed at BCISD). The Electrical pathway will be supported by two new business partners: Gulf Electric and Woodpecker Construction. Through Del Mar College, students will have the opportunity to earn: NCCER Core Curriculum, OSHA 30 Hour Construction, NCCER Electrical (Level 1) certifications; Level 1 Certificate (Residential/Commercial Electrician), Level 2 Certificate (Industrial Electrician), and associate degree (Electrician). Electricians (SOC 47-2111) is a target occupation for our workforce region, with an annual demand for 1,333 skilled employees and avg salary of \$49,700. The Business Management pathway will be supported by business partners: BCISD Business Office and the City and County offices. Del Mar College will provide courses leading to Microsoft Office Specialist certifications (Word, Excel), Entrepreneurship/Small Business certification, and associate degree (Business Administration). Students will be prepared for immediate entry into targeted occupations such as Computer User Specialists (SOC 15-1151), Executive Assistants (43-6011), and Accounting Clerks (43-3031) and may continue along the pathway leading to other targeted occupations, such as Accountants (13-2011). Regional Business Industry occupations have an annual demand for 3,837 employees and avg salary of \$50,400.

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.

Not Applicable

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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.

The intermediary for our work is the Rural Schools Innovation Zone (RSIZ), which is a nonprofit organization that oversees each campus in the RSIZ (BCISD, FISD, PISD). The RSIZ is uniquely positioned to lead coordinated efforts and convene stakeholders to drive sustainability because RSIZ leaders are deeply committed to/ingrained in the work of all three LEAs in this regional pathways network. Intermediary work/responsibilities will be led by the RSIZ Executive Director and overseen by the RSIZ Board, which is composed of representatives from all 3 LEAs, one IHE partner, and subject matter experts in curriculum/governance. The RSIZ (as intermediary) will subcontract areas of work (work-based learning strategic planning and MOU development, logistics for convenings, development of college/career advising resources, dual credit articulation analysis, data analysis and program evaluation) to experts who understand our communities and objectives. The RSIZ will lead the work in collaboration with our contractors and RSIZ Impact Alliance convening participants (employers, regional workforce board, IHEs, LEAs), to build infrastructure needed for sustainability and ensure high quality implementation of all components of secondary/postsecondary pathways, work-based learning, and regional labor market alignment. Through this grant, we will further expand the RSIZ capacity as intermediary (currently only 1 staff member) by adding a new position to the RSIZ. This position (Director of Partnerships and Student Success) will allow the RSIZ to drive toward gold-standard implementation of high-quality career pathways by deepening regional partnerships, aligning curriculum across pathways to postsecondary coursework, and facilitating targeted recruitment and enrollment efforts. This position will be grant funded for 1 year (the grant will provide seed funding to begin this position). Our goal is to determine sustainable funding for this position to continue past year 1 through reorganizing the RSIZ budget and projected funding based on our successes in CTE course enrollment (weighted funding), and CCMR Outcomes Bonus dollars (which will be achievable through the success of the RSIZ Career Academy 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.

Course crosswalks (Del Mar College) for the two proposed new programs of study (Electrical, Business Management) are attached to the grant application. Electrical program students will have the opportunity to earn: NCCER Core Curriculum, OSHA 30 Hour Construction, NCCER Electrical (Level 1) certifications; Level 1 Certificate (Residential/Commercial Electrician), Level 2 Certificate (Industrial Electrician), and associate degree (Electrician). Students will take Principles of Construction (Gr. 9), Electrical Technology I (Gr. 10; crosswalked with ELPT 1321 Intro to Electrical Safety/Tools, CNBT 1300 Residential/Light Commercial Blueprint Reading), Electrical Technology II (Gr. 11; ELPT 1311 Basic Electrical Theory, ELPT 1325 National Electrical Code I, CNBT 1110 Basic Construction Safety), Extended Practicum in Construction Technology (Gr. 12; ELPT 1429 Residential Wiring, ELPT 1445 Commercial Wiring). In years 5/6, students will take ELPT 2323/2325, ELPT 1457/2305, ELPT 2231/ 2347, ELPT 2201/2164, ENGL 1301, ELPT 1341, and 2 Electives. Students in the new Business Management program of study will have the opportunity to earn Microsoft Office Specialist certifications (Word, Excel), Entrepreneurship/Small Business certification, and associate degree (Business Administration). Students will take Principles of Business, Marketing, and Finance (Gr. 9; BUSI 1301 Business Principles), Business Information Management I + Lab (Gr. 10, BCIS 1305 Business Computer Applications), Business Management (Gr. 11; ACCT 2301 Principles of Financial Accounting, ECON 2302 Principles of Microeconomics), Practicum in Business Management (Gr. 12; ACCT 2302 Principles of Managerial Accounting, BUSI 2305 Business Statistics). Students may continue in year 5/6 to complete the associate degree: ENGL 1301, Math 1324/1325, ECON 2301, PSYC 2301, GOVT 2305/2306, and 7 Electives.

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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 RSIZ is governed by the RSIZ Board, made up of representatives from each RSIZ LEA (Brooks County ISD, Freer ISD, Premont ISD), IHE representative, and experts in governance and curriculum. While the RSIZ Board oversees the financial operations of the RSIZ and ultimately approves new programs/pathways, the RSIZ depends on its cross-sector partnership (RSIZ Impact Alliance) to guide the development of programs of study and career preparation/CTE activities. The RSIZ Impact Alliance is modeled after best practices communicated through the Tri-Agency Initiative, TEA, and case studies produced by Jobs for the Future (JFF). The Impact Alliance is composed of administrators from each of the RSIZ LEAs, representatives with decision-making authority from each of our IHE partners, representatives from the regional workforce board, regional business partners and industry representatives, experts in curriculum, data analysis, and work-based learning, and our intermediary (RSIZ staff). The Impact Alliance supports our work by ensuring our programs, certifications, and activities are aligned with current industry standards, regional workforce needs, and IHE programs. In Fall 2021, the RSIZ Impact Alliance will form two ad hoc committees to guide the development of each new pathway (Electrical, Business Management). These committees will be composed of representatives from Del Mar College (IHE partner), each RSIZ LEA, at least two business partner representatives from regional businesses associated with each program, workforce board representative, and lead teachers. The work of the Impact Alliance is vital in the development of these new pathways, as well as the continuous improvement of the existing pathways/programs of study already offered in the RSIZ. The collaboration of the cross-sector stakeholders allows us to view our programs through the lens of K-12, higher education, and the workforce, thus strengthening our program content, curriculum, college/career readiness and planning (through work-based learning, employability skills, college/career advising), and financial sustainability (monitoring of expenses and enrollment numbers, identification of future funding streams).

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?

Our grant budget is structured to meet the objectives of the grant through providing funds to develop our new programs of study, expand existing programs to align with the 7 components of high-quality pathways, and expand intermediary capacity. Existing funding streams have allowed us to offer our existing 4 Career Academies. These grant funds will allow us to move our existing programs to a gold-standard and kick-start our new programs. Grant funds will be allocated to stakeholders by BCISD (fiscal agent) in collaboration with the RSIZ Executive Director to: 1) develop the new Electrical and Business programs of study (supplies/materials, required equipment) and expand existing programs to include grades 7-8 (gr. 7 Career Exploration course, gr. 8 principles-level CTE courses); 2) provide extra duty pay for staff who will be going above job responsibilities to develop curriculum and recruitment/ advising materials, participate in teacher externships, mentor novice CTE teachers; 3) travel to TEA convenings, partner LEAs, regional intermediary collaborators (ESC 1, Workforce Solutions Coastal Bend); 4) provide student liability insurance for work-based learning placements; 5) provide professional development for middle school CTE and the new Business Academy; 6) maximize intermediary capacity through 1-year contractors to collect/analyze evaluation data, design pathway advising tools, analyze articulation agreements; and coordinate convening logistics/resources/topics with LEAs/IHEs/employers/workforce board; and 7) expand RSIZ capacity as intermediary (currently only 1 staff) by adding a new position to the RSIZ. This position will be grant funded for 1 year (the grant will provide seed funding to begin this position) and sustained by reorganizing the RSIZ budget and allocating funds from CTE course enrollment (weighted funding) and CCMR Outcomes Bonus dollars.

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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?

The RSIZ currently offers several pathways, which align to the Texas Regional Pathways Network (TRPN) Initiative, each offered by our partner LEAs: Brooks County ISD offers the Ignite Technical Institute/Academy (Manufacturing/Construction pathways in welding, heavy equipment, adding electrical) and is planning to add the new Business Academy (Business Management) in 21-22 SY; Freer ISD offers the Next Generation Medical Academy (Health Science pathways in nursing science, healthcare diagnostics); Premont ISD offers the STEM Discovery Zone (STEM pathway in engineering) and Grow Your Own Educator Academy (Education/Training pathways in early learning and teaching/training). Academies are open to enrollment to any RSIZ student. Our work aligns with the TRPN 7 components of high quality pathways through: 1) having a strong cross-sector partnership (RSIZ Impact Alliance, with members of workforce, K-12, and higher education with decision-making authority), 2) aligning each Career Academy program of study with regional labor market demand (as evidenced by labor market information and each Academy leading to targeted occupations from our regional workforce board), 3) utilizing high school courses, our IHE partner curriculum, and work-based learning to provide rigorous course crosswalks leading to postsecondary credentials and integration of academic with career-focused learning, 4) providing college/career advising in alignment with TEA's Effective Advising Framework pilot program (a draft continuum has been developed, with expansion of college/career advising in collaboration with perspectives from students, parents, teachers, IHEs, and the workforce being a top priority for our activities through this grant), 5) ensuring each program of study is linked from secondary to postsecondary education, providing pathways with multiple on- and off- ramps that allow students to choose whether they enter into a career or a postsecondary program immediately after high school, 6) assurance from our workforce board, labor market data, and regional employers that each pathway is offering credentials valued by the labor market, and 7) providing work-based learning experiences for students in each grade level (a continuum has been developed and will be implemented beginning in the 21-22 SY) with at least one business partner associated with each program of study offered.

10. Use of Funds (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

The RSIZ will use grant funds to: a) increase number of students (from 832 to 1,282) in existing pathways (Manufacturing/Construction, Health Science, STEM, Education/Training) by expanding existing programs (which currently only serve students in gr. 9-12) to include grades 7-8, adding an estimated 450 students served annually through a required gr. 7 Career Exploration course (hands-on career exploration labs to help students make informed decisions about Career Academy enrollment) and revision of course sequences to begin programs of study in gr. 8 with principles-level CTE courses; b) N/A will not be adding another LEA at this time; and c) increase the number of CTE programs of study offered by adding a new Electrical program of study (to be offered within the existing Ignite Technical Institute/Academy at BCISD, targeted enrollment of 30 students per grade level) and a new Business Academy (Business Management program of study, to be housed at BCISD, targeted enrollment of 20 students per grade level). Each program will be open to enrollment to any student in the RSIZ. All RSIZ Career Academies span secondary to postsecondary and lead to high-wage, in-demand occupations identified by our regional workforce board: Business Academy, Business Management (annual demand for 3,837 workers, avg salary \$50,400); Ignite Academy, Manufacturing/Construction/Electrical (9.9% (24,766) of jobs in the region, projected demand for over 3,400 skilled workers, leading regional GDP generator); Next Gen. Medical Academy, Health Science (10.8% industry increase over next 10 years, avg salaries \$46,200-\$66,100); STEM Academy, Engineering (4.3% of jobs in the region, annual engineer shortage, engineering degrees avg salaries \$76,000-\$108,000); GYOE Academy, Education/Training (9.6% of jobs in the region, annual teacher shortage, avg salary \$42,856).

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

10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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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.	Extra Duty Pay (Graphic Design, CTE Teacher Mentors, Externships, Program Development)	\$112,500
2.	RSIZ Staff	\$85,000
3.	Benefits	\$37,031
4.		
5.		

Professional and Contracted Services

6.	College and Career Advising and Recruitment	\$30,000
7.	Intermediary Support Services	\$162,500
8.	High School of Business (Professional Development)	\$17,000
9.	Professional Development Services	\$31,250
10.	Student Liability Insurance	\$9,100

Supplies and Materials

11.	Recruitment Materials and Printing Costs	\$2,500
12.	Career Exploration Lab Materials for 3 Middle Schools	\$244,000
13.	Business Academy Supplies and Materials	\$50,300
14.	Electical Program of Study Supplies and Materials	\$23,600

Other Operating Costs

15.	Travel to TEA Convenings	\$17,037
16.	Travel (regional) to Partner Districts and Regional Collaboration	\$9,600
17.		

Capital Outlay

18.	Electric Scissor Lift (Electrical Program, quantity of 2 needed)	\$35,000
19.	Cyclone Bender (Electrical Program)	\$6,000
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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