



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.

Prosper Waco is a collective impact organization with portfolios of work across health, education/workforce, and financial security. We have 2 full-time staff that work on education/workforce projects and 1 full-time staff dedicated to data/research. Each has K12, workforce, and higher education expertise. All are involved with the key initiatives/programs outlined in this section and will be utilized for the grant project. Our Director of Education and Workforce will be the grant project lead. The director has 15 years of non-profit and workforce development experience. She has strong relationships across industry, education, and workforce systems and a successful track record of moving cross sector convenings into action teams with tangible results. A keen data analyzer, she can understand and synthesize data and outcomes within and across K12, higher education, and workforce to make strategic and tactical moves. Key regional initiatives/programs led by other partners include the Greater Waco Advanced Manufacturing Academy (GWAMA), Greater Waco Advanced Health Care Academy (GWAHCA), YES! Youth Employment Solutions initiative, and Workforce Solutions for the Heart of Texas. GWAMA and GWAHCA, led by Waco ISD, offer work-based learning, industry-based credentials, and dual credit to area juniors and seniors. Both academies receive funding from TEA. We meet with CTE, P-Tech, and Early College High School staff in our WDA as part of an education and workforce landscape analysis we conduct on an ongoing basis to share with the community. This includes meetings with GWAMA and GWAHCA staff. Another regional initiative/program for K12 students includes the YES! Youth Employment Solutions initiative, run by Workforce Solutions for the Heart of Texas. This initiative increases awareness among high school students, parents, teachers, and counselors about careers, education, and high demand training opportunities. Additionally, Workforce Solutions administers our region's publicly funded workforce and training programs (WIOA, TANF Choices, and SNAP E&T) and can approve registered apprenticeship programs. Texas Veterans Commission and Vocational Rehabilitation Services are also housed within our workforce office. We include Workforce Solutions in our landscape analysis and share information across our communication channels to promote awareness and connection to their opportunities. Initiatives where we serve as a convener to align efforts and track progress/impact using data include the Central Texas College Access Network (CTCAN), UpSkill Waco, and Texas Opportunity Youth Network (TOYN). CTCAN promotes access and persistence to 2-4 year local colleges/universities. UpSkill Waco is an initiative to increase equitable education-to-workforce pathways in high-demand, high paying occupations. TOYN falls within UpSkill Waco and focuses on Opportunity Youth (16-24). We leverage the TEA, THECB, and Workforce Solutions funding/contracts of our non-profit and higher education partners to support these initiatives.

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?

Our regional strategic alignment priorities include the following:

- 1) Develop the Heart of Texas Education to Workforce initiative in alignment with Tri-Agency goals. This new initiative comprises industry, chambers of commerce, non-profits, higher education, and K12. Led by the Greater Waco Chamber of Commerce and Prosper Waco, the initiative seeks to accomplish the following: 1) bring current local education/workforce initiatives and efforts under an overarching regional umbrella and 2) expand regional pathways work to surrounding rural WDA counties (Bosque, Hill, Freestone, Falls, Limestone). Initiative partners are currently working to establish a leadership committee with defined goals, strategies, and data. Emerging action teams to implement initiative efforts include Work Based Learning, Postsecondary Access, and Data/Impact. This overarching initiative is crucial to building regional career and education pathways. Currently, efforts are disjointed and consist mostly of convening. While convening is important, moving from convening to implementing regional alignment efforts has mostly been limited to the UpSkill Waco initiative. Additionally, having a trusted, neutral intermediary organization like Prosper Waco that can synthesize data, programs, and eligibility criteria across education and workforce systems is important to ensure efforts are comprehensive.
- 2) Build a regional data infrastructure to connect the K12, higher education, and workforce systems. Currently, granular individual and programmatic data measuring outcomes such as postsecondary persistence/completion, credential attainment, and living wage employment are tracked disparately by individual partners. There is no system to synthesize and evaluate outcomes and impact of regional/local efforts as a collective. Nor is there a system to track K12 students as they move through postsecondary and into the workforce. While we have tools from TEA, THECB, and TWC to give an overview of our WDA 's education and workforce landscape, they do not serve as evaluation tools for collective regional and local efforts. We do know of other regions around Texas that have implemented regional data infrastructures using Salesforce, a system we currently use. We will need to build the infrastructure in our Salesforce with an implementation partner to accomplish a regional education and workforce data system.

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.

Our role as a collective impact and intermediary organization is to convene and align efforts around shared community goals that are grounded in data and equity. We do this by connecting the dots between public and private sectors at the local, regional, and state levels. Using this approach, we strategically align regional career and education pathways through following initiatives:

UpSkill Waco is an initiative to increase equitable education-to-workforce pathways in high-demand, high paying occupations. Utilizing the strengths of our higher education, business, and workforce development partners, we serve as an intermediary to coordinate and align their efforts around increasing flexible and accessible skills training, credential attainment, and job placement support in target occupations. In the first pilot year, partners credentialed and facilitated higher wage employment opportunities for 50 individuals. Our current efforts include working with the Aspen Institute’s Texas Opportunity Youth Network (TOYN) and UpSkill Waco partners to create systems-wide and community level changes to achieve better outcomes in education and employment for opportunity youth. Pairing TOYN with broader UpSkill Waco efforts will allow our partners to scale the initiative to our WDA.

Central Texas College Access Network (CTCAN) is an initiative composed of high school counselors and higher education partners to increase postsecondary access/persistence for more students throughout our WDA. Supporting district College, Career, and Military Readiness (CCMR) efforts is a focus of the initiative, along with hosting College Blitz events at area high schools to help students complete FAFSA. We leverage our participation in the Texas Impact Network (TIN), led jointly by Commit Partnership and Educate Texas, to collaborate and strategize with area districts to increase capacity of their CCMR efforts.

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?

Our first approach is to conduct an ongoing regional landscape analysis to understand current programs/initiatives across and within K12, higher education, and workforce systems. We also participate in statewide groups to understand effective and emerging pathway programs/initiatives and the metrics/data systems used to evaluate them. All groups are informed by Tri-Agency goals and include the following: TxCAN (2-4 year college access/completion), WE CAN TX (work-based learning/apprenticeships), and Aim Hire Texas (credentialing for high demand, living wage jobs). Through the Commit Partnership and Educate Texas, we participate in the Texas Impact Network (HB 3 implementation), and Texas Community College Finance.

As we analyze our regional landscape and the efforts of other state regions, we work with K12, higher education, and workforce development partners to understand their program/initiative goals and strategies. Through this process, we are able to set shared metrics. Current shared metrics we are tracking include the following (all disaggregated by race/ethnicity): 1) College, career, and military readiness 2) Postsecondary Credential Attainment (industry-based credential, license, 2-4 year degree) 3) Higher education enrollment/persistence 4) Labor Market Participation Employment and 5) Median household income.

These metrics are tracked in our Roundtable and Salesforce databases. Roundtable is a publicly available data tool for community members and partners to look at all of our data metrics across health, education/workforce, and financial security. Salesforce allows us to track and analyze the outputs, outcomes, and impact of our education and workforce projects and initiatives using our common metrics. This allows us to gather more granular data of regional and local efforts that we can aggregate and disaggregate across partners on a collective scale. Specific outcomes we track include 1) Employment in Target Occupations 2) Increased Wages 3) Increased Benefits. Our long-term intended impact is increased hiring of skilled talent for businesses and living wage attainment for households.

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 ” We partnered the UpSkill Waco initiative with Triple Win, a summer out-of-school-time program for area juniors and seniors that provides paid work-based learning opportunities and industry certifications in mechatronics and entrepreneurship. The goal of this partnership is to increase Triple Win ’ s capacity to serve students and provide additional earn-and-learn opportunities for youth enrolled in Communities in Schools of the Heart of Texas programming (TWC contractor for WIOA Youth services). As an intermediary, we worked with both organizations to plan, implement, and evaluate the project during summer 2022. Career exploration is a component of both CIS Youth Workforce and Triple Win programming. We were able to leverage both organization resources to ensure students had opportunities to visit worksites and participate in informational interviews with local employers. In addition to the Triple Win partnership, UpSkill Waco partners are currently working with the Aspen Institute Texas Opportunity Youth Network (TOYN) on a planning grant to increase education-to-workforce pathways for Opportunity Youth (ages 16-24 not enrolled in secondary/postsecondary and/or unemployed). The focus of our planning grant is to explore implementing the YouthBuild model as a complement to CISWIOA Youth program. Career exploration is a component of YoutBuild and an already established function of CISWIOA Youth program. Our role is to facilitate and support partners in the planning, implementation, and evaluation of the project.

Within the Heart of Texas Education and Workforce initiative we are developing in partnership with the Greater Waco Chamber of Commerce (GWCC) is a regional work-based learning program for high school students. This program is designed to incorporate non-district employees into the counseling suite within area high schools to connect students with local industry driven WBL opportunities and credentials of value. In addition to easier WBL pathways within our K12 system, the program seeks to remove eligibility barriers and build an industry funded system of sustainability. Similar to UpSkill Waco and TOYN, our role is to facilitate and support partners in the planning, implementation, and evaluation of the program.

b. “ Learning through Work ” The UpSkill Waco/Triple Win partnership includes employability skills training and entry level credentials such as OSHA 30 as part of the program. To further support the program as an evaluation partner, we tracked the industry-based certification (IBCs) students earned that are included in TEA ’ s IBC list for CCMR accountability in our Salesforce database. This also allowed us to calculate the potential outcomes-based funding each district could receive based on the number of their students enrolled in Triple Win ’ s summer program (if students also met TSI criteria). Employability skills training and entry level credentials are also foundational components of the YouthBuild model we are currently exploring with TOYN partners. We will also utilize our Salesforce database to track credentials earned in this project, particularly those that align with labor market demand and CCMR accountability as well as employment outcomes. Additionally, we are working with the GWCC to determine the scope and scale of career preparation activities in their student WBL project. For the adult population served in the UpSkill Waco initiative, Heart of Texas Goodwill embeds employability skills as part of the services they provide in each UpSkill Waco course. Our higher education partners, TSTC and MCC, each provide practicums and/or unpaid internships as part of their UpSkill Waco training courses. Current UpSkill Waco training courses include Industrial Core, Industrial Systems Electricals and Instrumentation, Mechatronics, Hospitality Fundamentals, and Medical Office Administration. All courses offer full scholarships to low-income students along with flexible evening hours. After piloting a full year of courses from 2021-2022, UpSkill Waco partners awarded 50 credentials to unemployed/underemployed adults and facilitated guaranteed interviews for graduates with local industry partners. Our role is to align partner services and programming along with tracking outputs, outcomes and impact data in Salesforce to monitor initiative progress.

c. “ Learning at Work ” The UpSkill Waco/Triple Win partnership includes hands-on training and paid internships with employer partners. Students concentrate in entrepreneurship or mechatronics, with the ability to earn IBCs in Entrepreneurship and Small Business, Certified Adobe Professional, and Certified Solid Works Associate. Employers host students at their location and/or allow them to work on projects at the Triple Win shop. Triple Win staff provide classroom instruction and prepare students for certification exams. In addition to tracking credentials for CCMR and evaluation purposes, we also work to leverage additional funding for Triple Win to provide more paid internships. Funding for paid internships is also a focus as we work with TOYN and the GWCC on their respective projects to promote equity for students that cannot afford to take unpaid internships.

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. Overall, we synthesize and analyze labor market information at the state, regional, and local levels using multiple data sources across education and workforce systems on a continual basis. We primarily leverage data tools provided by our statewide partners (Commit Partnership, Educate Texas, Texas 2036, TxCAN, and WE CAN TX). These tools source data from the following databases: Bureau of Labor Statistics, U.S. Census, U.S. Department of Education, U.S. Department of Labor, Texas Workforce Commission, Texas Higher Education Coordinating Board, Texas Association of Community Colleges, Texas Education Agency, MIT Living Wage, and Lightcast (formerly EMSI/Burning Glass). We also analyze data from our Workforce Solutions board to understand their target occupations. This synthesis allows us to 1) understand high demand occupations and wage potential at the state/regional/local levels 2) assess the skills/credentials and demographics of our regional talent pool 3) determine skills/credential gaps in high demand occupations and 5) analyze equity gaps in our education and workforce systems. This process helps us see the strengths and gaps in how our regional/local education and workforce development initiatives/programs are preparing our workforce for high demand occupations

B. UpSkill Waco’s advisory group is composed of education, workforce, and industry stakeholders to set and implement the initiative’s vision and strategy. This cross sector leadership approach is also utilized in the Texas Opportunity Youth Network (TOYN) and Central Texas College Access Network (CTCAN). Through our partnership with the Greater Waco Chamber of Commerce (GWCC) on the Heart of Texas Education and Workforce initiative, we are also in the process of establishing a cross sector leadership committee. This will allow us to bring all the initiatives/projects in our education/workforce portfolio underneath this overarching initiative to develop and implement a larger regional vision and strategy.

C. As an intermediary, we bring together organizations that regularly engage employers with education and training providers through our work with UpSkill Waco and the Heart of Texas Education and Workforce initiative. Our primary partners that engage employers include the Greater Waco Chamber of Commerce, Cen-Tex African American Chamber of Commerce, Cen-Tex Hispanic Chamber of Commerce, and Area Industry Managers. Having these industry partners lead employer engagement leverages the strengths of our partners and helps education and training providers (MCC, TSTC, Goodwill, CIS) better customize their programming to meet local employer demand.

D. Continuous communication is one of the seven core elements of the collective impact model. Our strategy is to raise awareness among all members of the community, focus alignment of mutually reinforcing activities for more effective outcomes, and increase levels of engagement of individuals and organizations to bring about measurable and sustainable change. We serve as a communication hub for community work across health, education/workforce, and financial security through our website and newsletter. We also host periodic community-wide convenings to share the work of our partners, gather feedback, and engage new stakeholders.

E. Mobilizing funding is another core element of the collective impact model. We use a braided funding approach with public and private funding from within and outside our region. This first involves understanding the funding streams of our partners, how to leverage existing sources, and when to supplement gaps with new sources. As a neutral intermediary, we have brokered relationships between funders and partner organizations, served as a fiscal agent for pass through funds or subgrants to partners, and provided direct funding to supplement gaps in partner initiatives/programs. Through this role as a collective impact organization, we are better able to build capacity and/or catalyze new efforts across the education and workforce systems by focusing on how partners can collectively work together to build and sustain maximum funding impact.

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) Greater Waco Chamber of Commerce (GWCC) - We leverage our relationship with GWCC to engage industry leaders and other chambers of commerce across our WDA. Specifically, GWCC has helped connect industry and employer partners to the UpSkill Waco initiative. Additionally, GWCC is a member of the U.S Chamber of Commerce ' s Talent Pipeline Management. We have worked with GWCC staff on how to utilize the TPM database to collect and analyze granular employer/industry talent needs and then map those needs to education/training programs. Existing programs are modified and/or new programs are created based on industry needs. We are also working with GWCC to develop a leadership network as part of a regional Education and Workforce initiative. GWCC also invites Prosper Waco leadership to engage in the following convenings: 1) Area Industry Managers (AIM) - Comprising over 100 advanced manufacturing industry leaders, one of the largest industries in our WDA 2) Future Workforce Committee - Led by GWCC and Workforce Solutions board members, this committee brings together education and workforce leaders to discuss future workforce challenges and opportunities.

Cen-Tex African American Chamber of Commerce (CTAACC)/Cen-Tex Hispanic Chamber of Commerce (CTHCC) - Core partners in the Upskill Waco initiative. CTAACC provides funding for the initiative and both chambers are referral partners for both businesses and individuals seeking reskilling/upskilling opportunities.

B. Baylor University - Baylor staff participate in the Central Texas College Access Network (CTCAN) and are part of UpSkill Waco's advisory group.

Texas State Technical College/McLennan Community College - Core partners in UpSkill Waco. TSTC/MCC provide all training and credentialing for UpSkill Waco courses. Both also participate in CTCAN. We work with MCC on the Center for Transforming Alternative Preparation Pathways (CTAPP) to address our regional teacher shortage as well as an industry-advised Workforce Readiness Certificate. Additionally, TSTC/MCC leadership will be part of the Education to Workforce leadership committee.

C. ESC Region 12 - We partner with ESC Region 12 as part of our work with Commit Partnership ' s Texas Impact Network (focuses on district CCMR activities and how they utilize outcomes funding). We engage with Region 12 ' s CTE team to understand the training and resources the team rolls out to ISDs and areas of opportunity for increased impact. This is data and information we include in our regional education and workforce landscape analysis. Region 12 is also an active member of CTCAN.

Waco ISD/La Vega ISD/Connally ISD/Lorena ISD/China Spring ISD/Rapoport Academy - WISD and LVISD partner with Prosper Waco in the following projects/initiatives: Texas Impact Network (TIN), CTCAN, and UpSkill Waco. For TIN, we work with CTE and counseling staff at WISD and LVISD high schools to understand their CCMR work and outcomes bonus utilization. Counselors are also members of CTCAN. The UpSkill Waco initiative funded paid mechatronics internships for WISD and LVISD juniors and seniors as part of an Out of School Time summer program through the organization Triple Win.

D. City of Waco Economic Development (ED) - The ED team contracts with the Greater Waco Chamber of Commerce for business retention & expansion (BRE) visits. The partnership between the ED team and GWCC provides key industry and business data for Prosper Waco and the UpSkill Waco initiative. Leadership from the ED team are also part of the UpSkill Waco advisory group.

Workforce Solutions for the Heart of Texas Board - WSHOT funds multiple UpSkill Waco partners (MCC, TSTC, Goodwill, CIS) and is a referral source for partners in the initiative. UpSkill Waco partners leverage WIOA and Child Care Services (CCS) resources, with Prosper Waco providing scholarship opportunities for participants ineligible for WIOA or other TWC funded programs.

Heart of Texas Goodwill Industries/Communities in Schools of the Heart of Texas - Core members of the UpSkill Waco initiative (including Texas Opportunity Youth Network) and provide job coaching/wraparound support to UpSkill Waco participants. CIS is the contractor for WSHOT ' s WIOA Youth program and Goodwill also contracts with WSHOT for vocational rehabilitation services and TANF Choices. Both partners leverage their funding to support UpSkill Waco participants. Additionally, since Goodwill contracts with WSHOT for vocational rehabilitation services, WIOA youth services, and TANF Choices program, we are able to leverage their funding to support participants in UpSkill Waco. We also provide data support to CIS for their College/Career Bridge program.

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.

Project Director - Our Director of Education and Workforce will serve as the lead regional convener to oversee the development, implementation, and monitoring of the project. This includes our regional convener priorities that align with the responsibilities outlined in this project (regional alignment, regional work-based learning, and regional data/communications). Since the director's scope of work aligns with this project (currently overseeing UpSkill Waco, CTCAN, and the development of the regional Heart of Texas Education to Workforce initiative), she will be the lead staff to carry out project activities. As a neutral intermediary, the director's role and responsibilities will be to support the regional team. Costs for the project director are calculated at \$80,000 in annual FTE salary.

Project Coordinator - This FTE position will be hired to support the project director in coordinating leadership committee/action team meetings and tracking the development, implementation, and monitoring of grant project deliverables. Costs for the coordinator are calculated at an annual salary of \$45,000.

Director of Research and Impact - This is an existing role in our organization. The research director will work with the project director to implement our proposed regional data infrastructure, which will support the regional team and our WDA as a whole. Costs for the research director are calculated at 50% of annual FTE salary = \$41,000

Chief Program Officer (Direct Administrative Cost) - This is an existing senior leadership role in our organization. The CPO will provide administrative support for the project (compliance, accounting/fiscal activities and reporting). Costs for CPO admin support estimated at 8% of total direct program cost. Consolidated direct administrative cost calculated at \$551,000 x .8 = \$45,000

Employee Benefits - Covers health, dental, and vision insurance for the project director and project coordinator. Benefits are 26% of annual staff salaries calculated at \$125K in total FTE salaries x .26 = \$32,500.

Contract Services - Estimated cost to contract with a Salesforce implementation partner to build our proposed regional data infrastructure system using Tableau and Greenlight integrations. This would support regional partners and allow us to better track outputs, outcomes, and impact across and within our K12, higher education, and workforce systems. This is a one-time cost calculated at \$70,000 (design/build phase) + \$80,000 (test/implementation phase) = \$150,000

Contract Services - Estimated cost to contract with the Greater Waco Chamber of Commerce Funding to implement the proposed WBL program as part of the Heart of Texas Education to Workforce initiative. This program aligns with grant project deliverables to implement K12 WBL programming that addresses gaps and expands upon existing regional efforts. Contracting costs calculated at \$145,000 for half of start-up costs

Supplies and Materials that do not require specific approval - Estimated purchase price of a laptop and software for the project coordinator = \$2,500

Other operating costs that do not require specific approval - Includes estimated statewide travel costs (for Prosper Waco staff and core regional partners) and implementation/maintenance costs for a shared regional communications platform (website, regional hub) as outlined in project deliverables. Calculated at \$15,000

Software/Capitalized - Annual Salesforce cost for regional education and workforce data system. This will be an ongoing annual cost to maintain the system and will support the needs of the regional team along with the broader WDA. Cost is calculated by database capability to support data of up to 4,000 students at \$10/student. 4,000 x 10 = \$40,000

Currently, our education and workforce portfolio is funded by the following organizations: Trellis Foundation, Texas Mutual Insurance Foundation, City of Waco, Central Texas African American Chamber of Commerce, Aspen Institute, Texas State Technical College, Commit Partnership/Educate Texas, and Gates Foundation. In addition to overall staff support, we leverage funding to pay training and stipend costs not covered by our UpSkill Waco partners. Core UpSkill Waco partners (MCC, TSTC, Goodwill, and CIS), receive funding from TEA, THECB, and TWC that we primarily leverage to maximize their public funding sources. This braided funding approach is one we plan to continue using in our region to support the implementation of this project and future work.

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