



**2020-2021 CTE Perkins Reserve Grant**  
**Letter of Interest (LOI) Application Due 5:00 p.m. CT, April 8, 2020**

NOGA ID

Authorizing legislation

**Strengthening Career and Technical Education for the 21st Century Act Section 112©(2)**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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 **5:00 p.m. CT, April 8, 2020**.

Application stamp-in date and time

Grant period from

**July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

**Required Attachments**

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)**
- 2. Focus Area 1: Regional partnership agreement**
- 3. Focus Area 2: Intermediary Partnership Agreement**
- 4. Focus Area 2: Regional Partnership Agreement**

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

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):

- |                                                                                                |                                                                 |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> LOI application, guidelines, and instructions              | <input type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input type="checkbox"/> Lobbying Certification                 |

Authorized Official Name  Title

Email  Phone

Signature  Date

**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 NOGA is issued.

**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 2020-2021 CTE Perkins Reserve Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 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 provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
7. 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.
8. Applicants provide 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.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Funds will be used to continue building the programs of study within the Brazos Valley Manufacturing and Construction Regional Pathways Network. With the addition of a 4th LEA, additional equipment will be needed to provide ample technology/equipment support for students to be fully trained to meet the certification goals and employment targets. The Bryan CTE Center (CTEC) targets high wage-high demand careers within Brazos Valley, and the employer partners have committed to not only hiring the CTEC graduates, but providing a paid internship in the summer following their junior year of high school.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The overarching goal is to produce highly trained, highly skilled workers for the Brazos Valley Manufacturing and Construction affiliated industries and businesses. By inviting company representatives into the CTEC to share knowledge and skills with the students, connections between the students and business are being forged. Further, all curriculum used at CTEC is reviewed/approved/customized by knowledgeable representatives from partner industries, thereby allowing students trained at CTEC to have a "leg-up" in gaining meaningful employment with the Brazos Valley industries.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The goal is that every student graduating from the 2 year program at CTEC will:

1. Gain an industry recognized certification within their field
2. Earn technical college credits towards a degree
3. Receive professional assistance in preparing a resume and preparing for an interview
4. Complete a summer internship within an industry that uses the skills learned in their Program of Study
5. Receive at least one offer of employment within their chosen career path

To ensure that goals are met, data on each aspect will be maintained. A partnership with a professional employment agency will provide the resume and interview help, while a Job Fair and Signing Day will be used to help students choose where to intern and/ or where to sign for hiring. A college admissions person will assist students in registering for technical credits, as well as providing guidance on continuing towards an Associate's Degree.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. 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.

The Perkins Reserve Grant will allow Bryan ISD to fulfill 3 major goals towards ensuring that students are entering the workforce with the critical skills necessary for success:

1. Personnel to arrange and manage multiple WBL opportunities, including an intermediary for a single point of contact for businesses and a coordinator for our CTE Center as point of contact for partnering LEAs
2. Provide our partner LEAs with up to date equipment and curriculum to ensure that students entering the final 2 years of training are using familiar equipment and curriculum
3. Final equipment purchases for the manufacturing and construction labs at CTEC; equipment specified by our industry partners as critical to teaching necessary workplace skills.

**TEA Program Requirements**

**1. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

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.

**2. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must provide a sample crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the program of study can lead to a bachelor's degree.

**TEA Program Requirements (Cont.)**

**3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

**4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) CTE program of study that spans secondary and postsecondary education and includes 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.

The Brazos Valley Manufacturing and Construction Regional Pathways Network is increasing their partnership to include 4 LEAs: Bryan ISD, College Station ISD, Snook ISD, and Caldwell ISD. Recruiting among all four schools occurred prior to Spring Break, and all districts will have students participating in every program. Even with a change in scheduling, the CTEC is again at capacity for the 2020.21 school year. Students from partnering LEAs are provided instruction, uniforms, tools, materials, and certifications, as well as participation in the affiliated CTSO, including contest fees and all associated costs, as part of the LEA partnership. The students bear no costs for attendance.

**5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

[And/Or] The applicant must 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.

**TEA Program Requirements (Cont.)**

**6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

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.

In order to have a single point of contact for business partners, Bryan ISD will be creating a professional position, funded the first year by the Perkins Reserve Grant, for an intermediary. This position will be responsible for networking in order to:

1. develop WBL opportunities, including paid summer internships for students entering their senior year and facilitating permanent employment after graduation
2. support curriculum development that meets workforce and college readiness goals
3. organize and convene groups from all partnerships
4. work with the CTEC coordinator to ensure that any business support needs from teachers or students are being met, ie. speakers for classes, Job Fair employers, Career Day participants

**7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must provide, for all pathways, crosswalks that identify secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

Manufacturing Pathways: Welding Technologies				Manufacturing Pathways: Engineering Technologies				Construction Pathways: Building Construction Technologies			
HS Credits available		Exit points		HS Credits available		Exit points		HS Credits available		Exit points	
	WLDG 1313	3 hrs	AAS		DFTG 1309	3 hrs	AAS, BAAS, BS		BMGT 1327	3 hrs	AAS, BS, BAAS, Carpentry Level 2
Intro to Welding PEIMS ID 13032250	WLDG 1425	4 hrs	AAS, NCCER Core Certificate	Practicum In Manufacturing I PEIMS ID 13033000	MCHN 1338	3 hrs	AAS, BAAS, BS		BMGT 2305	3 hrs	AAS, BS, BAAS, Carpentry Level 2
Welding I PEIMS ID 13032300	WLDG 1428	4 hrs	AAS, OSHA 30	Practicum In Manufacturing II PEIMS ID 13033010	MCHN 2303	3 hrs	NOCTI FANUC Level I, Manufacturing Technician Certificate, AAS, BAAS, BS		CBFM 2387	3 hrs	AAS, Carpentry Level 1
	WLDG 1430	4 hrs	AAS						CBFM 2386	3 hrs	AAS, Carpentry Level 1
	WLDG 1434	4 hrs	AAS					Construction Tech I PEIMS ID 13005100	CNBT 1210	2 hrs	AAS, BS, BAAS
	WLDG 1435	4 hrs	AAS					Construction Tech I PEIMS ID 13005100	CNPT 1318	3 hrs	OSHA 30
Welding II PEIMS ID 13032400 or Practicum in Manufacturing PEIMS ID 13033010	WLDG 1457	4 hrs	AAS, NCCER Welding I					Construction Tech II PEIMS ID 13005200	CRPT 1329	3 hrs	AAS, BS, BAAS, Carpentry Level 1
	WLDG 2288	2 hrs	AAS						CRPT 1323	3 hrs	AAS, BS, BAAS
	WLDG 2447	4 hrs	AAS						CRPT 1341	3 hrs	AAS, BS, BAAS
	WLDG 2451	4 hrs	AAS						CRPT 1311	3 hrs	AAS, BS, BAAS
	WLDG 2453	4 hrs	AAS						CRPT 1325	3 hrs	AAS, BS, BAAS
	QCTC 1446	4 hrs	AAS						CRPT 1345	3 hrs	AAS, BS, BAAS
									CRPT 1315	3 hrs	AAS, BS, BAAS
									CRPT 1345	3 hrs	AAS, BS, BAAS
									CRPT 1347	3 hrs	AAS, BS, BAAS
									CRPT 1315	3 hrs	AAS, BS, BAAS
									ENTC 1347	3 hrs	AAS, BS, BAAS
									QCTC 1446	4 hrs	AAS, BS, BAAS
									TECM 1301	3 hrs	AAS, BS, BAAS



**TEA Program Requirements (Cont.)**

**8. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

The Brazos Valley Manufacturing and Construction Regional Pathways Network has a strong base of support among their partners, as well as strong partner participation in advisory councils.

1. more than 15 businesses are dedicated, active partners.
2. a 2 year college that also partners with area 4 year universities allows students a wide range of choices in furthering their education
3. Brazos Valley Workforce Solutions provide timely labor market information regarding openings, as well as provide financial resources that our students sometimes may need, such as providing a means for transportation for qualifying students
4. the Brazos Valley Economic Development Board partners help determine rising labor needs according to new industries looking to develop within the Brazos Valley. The Development Board both promotes our students as the future workforce to potential business concerns and informs our Advisory Council of rising career opportunities
5. LEA partners advise, actively recruit, and transport students to CTEC to participate in programs; currently, these partners represent more than 1/3 of the total student population. By redesigning the master schedule at CTEC, all applying students from our partner LEAs were able to be accepted/seated at the center in their program of choice

**9. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.

At the end of the 2020-2021 school year, the intermediary position will become a position paid through the Perkins Grant funds that are received each year. With funds currently running in excess of \$200K (at least for the last 5 years), this position can become part of that grant package. Further, the CTEC coordinator will be reassigned to the state budget funds, using salary dollars generated through CTE. A last option is seeking reimbursements from out partner LEAs, but that is indeed a last option.

**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 program.

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**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 program?

- Yes  No

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

**5A: 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.

**5B: Equitable Services Calculation**

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



**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**

Texas Regional Pathways Network

## Cross-Sector Partnership Assessment Tool

**Objective:** Cross-sector partnerships are a key component of high-quality pathways and are critical to the success of regions in the Texas Regional Pathways Network. This assessment is intended to provide regional stakeholders with an overview of the roles and responsibilities of key stakeholders and with a framework for assessing the capacity and commitment of current and potential regional pathways partners to fulfill those roles and responsibilities. *Note: this document should be completed in conjunction with potential TPRN stakeholders or by TRPN intermediary or grant lead.*

**Sample Assessment Variables:** The following categories provide example activities representative of the stages of stakeholder partnership and development. It can be used to assist in assessing current and potential cross-sector partnerships.

Planning	Emerging	Scaling
<ul style="list-style-type: none"> <li>• Work related to pathways is ad-hoc and informal</li> <li>• Clear systems and processes do not exist, and therefore work often occurs irregularly or inconsistently</li> <li>• Work is not aligned to a regional strategic vision or plan for education and workforce development that is documented and shared by all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Work related to pathways is somewhat formalized</li> <li>• Clear systems and processes may be in place, and work often occurs occasionally or with some regularity</li> <li>• Work is not fully aligned with a regional strategic vision or plan for education and workforce development, but attempts to respond to the needs of stakeholders as they are identified on an ad hoc basis</li> </ul>	<ul style="list-style-type: none"> <li>• Work related to pathways is formalized and systematic</li> <li>• Clear systems and processes drive the work forward on a regular and consistent basis</li> <li>• Work is aligned with a regional vision and strategic plan for education and workforce development that was developed with stakeholder input from cross-sector stakeholders and connects all the major activities</li> </ul>

## Pathways Key Component 1: Cross-Sector Partnerships

- Collaboration across sectors is critical to building effective pathways that incorporate all key components and propel students to success. Cross-sector partners must include, at a minimum, secondary and postsecondary education, employers, and workforce development. They may also include local government, economic development, Chambers of Commerce, industry associations, and community-based organizations.
- Partners from all sectors should be engaged in the design and implementation of local pathways to ensure that they successfully bridge K-12, higher education, and the labor market.

### Sources of Evidence:

- List of cross-sector leadership team members
- Strategic plan for pathways development
- Landscape analysis of related programs and initiatives in the region
- Documentation of roles and responsibilities of intermediary and other stakeholders
- Calendar of meetings
- Meeting agendas or minutes
- Memoranda of Understanding (MOUs)
- Documentation of processes for working across organizations

Lead Stakeholder(s)	Key Roles and Activities	Assessment <b>Planning</b> – <b>Emerging</b> - <b>Scaling</b>
Intermediary	<p>Provides leadership and staff support for cross-sector partnerships and convenes leadership team made up of cross-sector stakeholders to design and implement pathways aligned to share vision and goals</p> <p>Leads the development and implementation of regional vision and strategic plan, ensuring that the plan advances the goals of all stakeholders</p> <p>Understands existing pathways-related education and workforce development programs and initiatives in the region and leverages and aligns them with pathways work</p> <p>Develops MOUs and processes to support work across institutions and organizations</p>	<p>Emerging:</p> <p>moving from ESC intermediary to a full-time on site intermediary to provide single point of contact for businesses and to provide liaison with Coordinator for Programs</p>
LEAs	Participates in cross-sector leadership team and contributes to the development of regional vision and strategic plan	Emerging

	Signs and implements formal agreements (e.g., MOUs) and processes for working across institutions and organizations are in place.	
IHEs	Participates in cross-sector leadership team and contributes to the development of regional vision and strategic plan  Signs and implements formal agreements (e.g., MOUs) and processes for working across institutions and organizations are in place.	Emerging
Employers	Participates in cross-sector leadership team and contributes to the development of regional vision and strategic plan  Signs and implements formal agreements (e.g., MOUs) and processes for working across institutions and organizations are in place.	Emerging

### Pathways Key Component 2: Alignment with Labor Market Demand

- Pathways equip students for the 21<sup>st</sup>-century economy and lead to jobs in high-wage, in-demand industries with career advancement opportunities.
- Pathways are designed using regional labor market information to identify growing industries and occupations, as well as the skills and credentials needed for a career in targeted sectors.
- Pathways are reverse mapped from industry to postsecondary to K-12 to ensure that students develop the skills and competencies they need to succeed in careers.

#### Sources of Evidence:

- CTE program of study selection
- Regional wage data
- Perkins V needs assessments and annual plans
- LMI source reports used in pathways development
- Documentation of reverse-mapping process from regional LMI
- Documentation of reverse mapping process that includes employers
- Crosswalk between postsecondary and secondary education
- Transfer agreements from secondary programs to postsecondary
- Bridge programs from secondary to postsecondary

Lead Stakeholder(s)	Key Roles and Activities	Assessment <span style="background-color: #f08080; padding: 2px;">Planning</span> – <span style="background-color: #ffff00; padding: 2px;">Emerging</span> – <span style="background-color: #90ee90; padding: 2px;">Scaling</span>
LEAs	<p>Uses regional labor market information (LMI) to develop pathways in in-demand industries that equal state or regional median wages</p> <p>Ensures that programs are cross-walked and aligned with postsecondary programs to support seamless transitions for students in pathways</p> <p>Utilizes employer input gathered through reverse-mapping process to design pathways programs of study</p>	Scaling
IHEs	<p>Uses regional labor market information (LMI) to develop pathways in in-demand industries that equal state or regional median wages</p> <p>Ensures that programs are cross-walked and aligned with secondary programs to support seamless transitions for students in pathways</p> <p>Utilizes employer input gathered through reverse-mapping process to design pathways programs of study</p>	Emerging
Workforce Board	Provides regional labor market information (LMI) to guide the development of pathways in in-demand industries that equal state or regional median wages.	Scaling
Employers	Provides input on skills and competencies needed through participation in reverse-mapping process used to inform the development of secondary and postsecondary programs of study	Scaling
Intermediary	<p>Supports reverse-mapping process by convening stakeholders and coordinating across sectors</p> <p>Supports educators in working with workforce board to secure needed labor market information</p>	Emerging

## Pathways Key Component 3: Integration of Rigorous Core Academics and Career-Focused Learning

- Pathways provide preparation, aligned with the Foundation High School program, for college and careers that is applicable to all students' educational and career interests and plans.
- Students in pathways apply classroom learning in real-world settings while enrolled in advanced academic programs, including early college, dual credit, AP, and IB.

Sources of Evidence:

- Crosswalk between postsecondary and secondary education
- Course descriptions
- Master Schedule
- Sample unit and/or lesson plans
- Teacher externship program

Lead Stakeholder(s)	Key Roles and Activities	Assessment <span style="background-color: #f4a460; padding: 2px;">Planning</span> – <span style="background-color: #ffff00; padding: 2px;">Emerging</span> - <span style="background-color: #c6e0b4; padding: 2px;">Scaling</span>
LEAs	<p>Creates pathways at the high school level that include advanced academics (i.e., dual credit, early college, AP, and/or IB)</p> <p>Designs pathways that prepare students for multiple postsecondary opportunities, starting with industry-based certifications and progressing to level 1 and 2 certificates, associate's degrees, and bachelor's degrees</p> <p>Implements structures and processes to integrate rigorous core academics and career-focused learning</p>	Emerging
IHEs	<p>Designs pathways that include multiple, stackable postsecondary degrees and credentials, starting with industry-based certifications and progressing to level 1 and 2 certificates, associate's degrees, and bachelor's degrees</p>	Emerging



## Pathways Key Component 4: College and Career Information and Advising

- Students learn about a range of college and career options—and the education requirements linked to careers of interest—through a sequence of developmentally appropriate activities.
- This continuum begins with career awareness and exploration in elementary school and progresses to comprehensive college and career advising in middle and high school.

Sources of Evidence:

- Sample continuum that includes milestones
- Student-facing tools and resources related to activities along the continuum
- Professional development plan for counselors and teachers related to college and career advising
- Student 6 year plans
- Tools and resources to help students and families understand student plans

Lead Stakeholder(s)	Key Roles and Activities	Assessment <span style="background-color: #f4a460; padding: 2px;">Planning</span> – <span style="background-color: #ffff00; padding: 2px;">Emerging</span> - <span style="background-color: #90ee90; padding: 2px;">Scaling</span>
LEAs	<p>Designs and implements, in collaboration with intermediary and IHE partners, a continuum of structured activities and experiences that bridges secondary and postsecondary and provides all students in pathways with a clear understanding of their college <b>AND</b> career options and the steps required to achieve them</p> <p>Defines student milestones within the college and career information and advising continuum and plans for how educators will help students achieve those milestones</p> <p>Supports all students in developing, no later than 8<sup>th</sup> grade, individualized 6-year plans that identify career goals and include the sequences of classes and activities (e.g., advising, work-based learning) needed to achieve them</p>	Emerging
IHEs	<p>Designs and implements, in collaboration with intermediary and LEA partners, a continuum of structured activities and experiences that bridges secondary and postsecondary and provides all students in pathways with a clear understanding of their college <b>AND</b> career options and the steps required to achieve them</p> <p>Defines student milestones within the college and career information and advising continuum and plans for how educators will help students achieve</p>	Planning

Intermediary	Designs and implements, in collaboration with LEA and IHE partners, a continuum of structured activities and experiences that bridges secondary and postsecondary that provides all students in pathways with a clear understanding of their college <b>AND</b> career options and the steps required to	Emerging
Employers	Contributes to the implementation of activities (e.g., career fairs, classroom guest speakers) along the college and career advising continuum	Emerging

## Pathways Key Component 5: Links Between Secondary and Postsecondary Education

- Pathways propel students to and through postsecondary education—including short-term certificates and associate’s and bachelor’s degrees—by clearly linking high school and college.
- High school curricula are aligned with available programs of study at local postsecondary institutions; students can earn dual credit; and educators plan for articulation and transferability.

Sources of Evidence:

- Scope and sequence from secondary to postsecondary
- Crosswalk between postsecondary and secondary education
- Transfer agreements from secondary programs to postsecondary
- Bridge programs from secondary to postsecondary Class schedules
- Tools and resources for teachers and staff
- Transfer agreements
- Articulation agreements

Lead Stakeholder(s)	Key Roles and Activities	Assessment <span style="background-color: #f4a460; padding: 2px;">Planning</span> – <span style="background-color: #ffff00; padding: 2px;">Emerging</span> - <span style="background-color: #90ee90; padding: 2px;">Scaling</span>
LEAs	<p>Collaborates with IHE partners to seamlessly connect secondary and postsecondary pathways through curriculum alignment and cross-institutional faculty and administration collaboration</p> <p>Supports IHEs in designing and implementing bridge programs that support students’ transitions into postsecondary education</p>	Emerging
IHEs	<p>Collaborates with LEA partners to seamlessly connect secondary and postsecondary pathways through curriculum alignment and cross-institutional faculty and administration collaboration</p> <p>Leads the design of bridge programs that support students’ transitions from secondary into postsecondary education</p> <p>Works with other IHEs to develop and implement transfer and articulation agreements that extend pathways from secondary into a range of postsecondary options, including level 1 and 2 certificates, associate’s, and bachelor’s degrees.</p>	Emerging

	Embeds contextualized developmental education and/or acceleration and/or co-requisite remediation strategies in literacy and mathematics to provide support and on-ramps for all students	
Intermediary	<p>Supports the development of partnerships among LEAs and IHEs</p> <p>Collaborates with LEAs and IHEs to develop structures and processes (e.g., working groups made up of secondary and postsecondary educators) that strengthen links between secondary and postsecondary education</p>	Emerging

## Pathways Key Component 6: Credentials with Value in the Labor Market

- Pathways enable students to earn industry-recognized certifications that are stackable and portable, allowing them to compete in the labor market.
- Degrees and credentials create on- and off-ramps for pathways that allow students to enter the workforce and/or pursue further education according to their interests and career goals.

### Sources of Evidence:

- List of certifications offered connecting to points along the pathway
- Tools and resources designed to help students understand how to earn certifications and their value
- Labor Market Information justifying certifications
- Documentation of process for soliciting employer feedback
- Agendas or minutes from meetings with employers regarding certifications

Lead Stakeholder(s)	Key Roles and Activities	Assessment <span style="background-color: #ff6666; padding: 2px;">Planning</span> – <span style="background-color: #ffff66; padding: 2px;">Emerging</span> - <span style="background-color: #92d050; padding: 2px;">Scaling</span>
LEAs	<p>Embeds opportunities and supports for students to earn industry-recognized certifications in pathways</p> <p>Ensures that embedded certifications are aligned with industry needs and are stackable and portable, creating on- and off-ramps for students at multiple points along the pathway</p> <p>Uses LMI and employer feedback to ensure that all certifications embedded in pathways have labor-market value</p>	Emerging
IHEs	<p>Embeds opportunities and supports for students to earn industry-recognized certifications in pathways</p> <p>Ensures that embedded certifications are aligned with industry needs and are stackable and portable, creating on- and off-ramps for students at multiple points along the pathway</p> <p>Uses LMI and employer feedback to ensure that all certifications embedded in pathways have labor-market value</p>	Emerging
Employers	<p>Provides feedback to LEAs and IHEs to ensure that all certifications embedded in pathways have labor-market value</p>	Emerging

Intermediary	Manages process through which employers provides LEAs and IHEs with feedback on certifications embedded in pathways	Emerging
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## Pathways Key Component 7: Continuum of Work-Based Learning Experiences

- A continuum of work-based learning (WBL) experiences, from career awareness and exploration (such as job shadowing) to career preparation (such as internships), is incorporated into pathways and aligned with the industry focus of the pathway.
- Work-based learning is integrated with classroom learning, allowing students to reflect on and apply what they have learned and develop both technical and transferable employability skills.

### Sources of Evidence:

- Sample continuum
- Student-facing tools and resources related to activities along the continuum
- Documentation of pathway learning objectives or outcomes
- Documentation of co-design process
- Meeting agendas or minutes from cross-sector stakeholder meetings focused on continuum design
- Sample lesson plans
- Sample assignments
- Documentation showing how effectiveness of WBL is assessed
- Intermediary staffing plan
- Employer-facing tools and resources developed by intermediary
- Educator-facing tools and resources developed by intermediary
- Student-facing tools and resources developed by intermediary

Lead Stakeholder(s)	Key Roles and Activities	Assessment <span style="background-color: #f4a460;">Planning</span> – <span style="background-color: #ffff00;">Emerging</span> - <span style="background-color: #90ee90;">Scaling</span>
Employers	<p>Designs and implements, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:</p> <ul style="list-style-type: none"> <li>• is aligned with the pathway</li> <li>• articulates expectations for students beginning in elementary and continuing through postsecondary</li> <li>• incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL</li> </ul> <p>Provides WBL experiences in which students attain academic, technical, and employability skills</p>	<p style="text-align: center;">Planning</p>

	<p>Collaborates with intermediary to design WBL experiences and, where appropriate, job descriptions</p> <p>Collaborates with intermediary and educators to design student assessments and train employees who will supervise students</p>	
LEAs	<p>Designs and implements, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:</p> <ul style="list-style-type: none"> <li>• is aligned with the pathway</li> <li>• articulates expectations for students beginning in elementary and continuing through postsecondary</li> <li>• incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL</li> </ul> <p>Collaborates with intermediary to prepare students to participate in WBL experiences</p> <p>Collaborates with intermediary and partner LEAs to identify WBL opportunities and place students in them</p> <p>Collaborates with intermediary, employers, and other educators to design WBL experiences that support student progress toward learning outcomes and are assessed to determine students' attainment of academic, technical, and employability skills</p>	Planning
IHEs	<p>Designs and implements, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:</p> <ul style="list-style-type: none"> <li>• is aligned with the pathway</li> <li>• articulates expectations for students beginning in elementary and continuing through postsecondary</li> <li>• incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL</li> </ul>	Planning

	<p>Collaborates with intermediary to prepare students to participate in WBL experiences</p> <p>Collaborates with intermediary to identify WBL opportunities and place students in them</p> <p>Collaborates with intermediary, employers, and other educators to design WBL experiences that support student progress toward learning outcomes and are assessed to determine students' attainment of academic, technical, and employability skills</p>	
<p>Intermediary</p>	<p>Designs and implements, in collaboration with all cross-sector partners, a structured, sequenced continuum of WBL experiences that:</p> <ul style="list-style-type: none"> <li>• is aligned with the pathway</li> <li>• articulates expectations for students beginning in elementary and continuing through postsecondary</li> <li>• incorporates, where appropriate, programs and resources, such as out-of-school and summer youth employment programs, that can be leveraged to scale WBL</li> </ul> <p>Manages logistics related to WBL for the entire region, including coordinating among LEAs, IHEs, and employers to broker and aggregate WBL opportunities and provide needed supports</p> <p>Recruits employer partners to ensure that all students have equal access to WBL opportunities</p> <p>Provides support to employers, including designing WBL experiences and developing job descriptions, training supervisors, and navigating legal and liability issues</p> <p>Collaborates with educators to align WBL with pathways, establish</p>	<p>Planning</p>

	learning outcomes, prepare students for WBL, match students with available opportunities, and assess student learning	
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**Signature:** *David Reynolds*  
David Reynolds (Apr 21, 2020)

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# Application and Stakeholder.final

Final Audit Report

2020-04-21

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