



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:

Grant period: **Pre-award costs:**

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="Roscoe Collegiate ISD"/>									
Campus name	<input style="width: 25%;" type="text" value="Roscoe Collegiate"/>	CDN	<input style="width: 10%;" type="text" value="177901"/>	Vendor ID	<input style="width: 20%;" type="text" value="1756002339"/>	ESC	<input style="width: 5%;" type="text" value="14"/>	DUNS	<input style="width: 15%;" type="text" value="042308791"/>
Address	<input style="width: 35%;" type="text" value="PO Box 579"/>		City	<input style="width: 15%;" type="text" value="Roscoe"/>	ZIP	<input style="width: 10%;" type="text" value="78545"/>	Phone	<input style="width: 20%;" type="text" value="325-766-3629"/>	
Primary Contact	<input style="width: 25%;" type="text" value="Marina Wilcox"/>		Email	<input style="width: 30%;" type="text" value="mwilcox@roscoe.esc14.net"/>			Phone	<input style="width: 15%;" type="text" value="325-766-3327"/>	
Secondary Contact	<input style="width: 25%;" type="text" value="Andy Wilson"/>		Email	<input style="width: 30%;" type="text" value="awilson@roscoe.esc14.net"/>			Phone	<input style="width: 15%;" type="text" value="325-766-3629"/>	

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 Title Email

Phone Signature Date

Grant Writer Name Signature Date

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
Only 13% of rural students are achieving post-secondary outcomes leading to a lack of readiness for high wage/high demand careers and creating an environment of perpetual generational poverty for rural Texas.	The creation of a regional pathway focusing on advanced manufacturing outcomes (3D printing, welding, advanced machinery, machine mechanics) with alignment to dual credit programs with Level I and II certifications and AAS degrees. Through partnerships with IHE, students with AAS degrees can opt to pursue BAAS degrees under the CEN P-20 model.
Mechanics in the advanced manufacturing pathway have 28% anticipated growth with \$53,735 average wage. Without rural training pathways, the workforce needs will not be met leaving West TX in a shortage.	Through the CEN network, schools will create regional maker spaces specializing in manufacturing-focused training allowing rural students to access state-of-the-art equipment to provide an authentic educational environment for student learning. The P-20 model of CEN will provide age-appropriate training and job exposure.
Small rural schools typically do not have access to adequately trained teachers and appropriate facilities to support a high-quality advanced manufacturing programs of study.	Through intensive teacher training programs supported by the CEN network, member districts can identify local teachers and invest in training to support rigorous classroom and lab-based instruction. Appropriate facilities with well-equipped student labs with trained teachers will support authentic student learning opportunities aligned to secondary and post-secondary instruction.

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 May 2022, 75 students across the three CEN rural schools network will have completed the Principles of Manufacturing course in the manufacturing program of study with an additional 80 students identified for future enrollment in the 2022-23 school year increasing to a current enrollment of 155. Of the students completing the Level I course in the manufacturing program of study, 95% of the students will be enrolled in a Level II course in the manufacturing program of study for 2022-23. 70% of the enrolled students will earn an OSHA 30 industry-based certification in 2022-2023. 100% of the partner districts will have a trained manufacturing teacher and a dedicated maker space with appropriate equipment to support student training. 100% of the partner districts will engage in a planning year for the addition of a manufacturing program of study under a P-TECH model by the end of 2023.

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 the end of the first quarter, the CEN Rural Schools Network will meet the following benchmarks:
 >>Teacher identified and initial training to support student in each partner district (PD), >>Curriculum resources identified and in place for each PD, >>75 students enrolled in Principles of Mfg cumulative across all PD, >>60 students completed Bridge Camp to prepare for dual credit pathway in advanced manufacturing with intentional focus on TSI success, >>CEN/industry training plan for PD cohort teachers with summer externships through TWC followed by 10 days of on-site and cohort training during year one with quarterly artifacts (2 days completed in Q1), >> PD have space identified for manufactured-focused maker space, >>Collaborative plans launched for mobile manufacturing lab for awareness and exploration options to increase interest in manufacturing pathways.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, the CEN Rural Schools Network will have the following benchmarks: >>Procurement of equipment for campus-based maker space in each PD complete, >>Collaborative mobile VR manufacturing lab launched with 100 P-5th students exposed to advanced manufacturing activities to increase student exposure across PD, >> 50 6th-8th PD students completed job shadowing in advanced manufacturing through coordinated support with CEN experts, >> 65 9th students successfully completed OSHA 10 certification across PD, >>100% of cohort teachers completed externship and 5 professional development days with one satisfactory artifact as designed by CEN/industry training program, >>80% of students enrolled in advanced manufacturing programs of study in PD will demonstrate growth in NWEA MAP Math and Reading (BOY-MOY),>>40% of students across PD in Principles of Mfg will successfully pass TSI in either reading or math.

Third-Quarter Benchmark

The CEN Rural Schools Network will have the following benchmarks: >> 100% of campus-based maker space in each PD complete, >>Collaborative mobile manufacturing lab with at least two visits to each PD across CEN Network, >> 100 6th-8th PD cumulative students completed job shadowing in advanced manufacturing through coordinated support with CEN experts, >> 20 9th students successfully completed OSHA 30 certification across PD, >>100% of cohort teachers completed externship and 3 professional development days with two satisfactory artifacts as designed by CEN/industry training program, >>80% of students enrolled in advanced manufacturing programs of study in PD will demonstrate growth in NWEA MAP Math and Reading (BOY-EOY),>>60% of students across PD in Principles of Mfg will successfully pass TSI in either reading or math, >> 95% of current program students enrolled in Level II class for SY22-23, >>150 new students enrolled in Mfg POS for SY22-23.

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.

Progress monitoring and modification of the program will be possible because (a) the time intervals for benchmarks are programmatically meaningful; and (b) all the benchmarks are quantifiable. The benchmark indicators are designed to produce a strong program of study focused on student outcomes. Evaluation data that will be used to determine adjustments needed in three critical areas: student recruitment, teacher development, and student achievement. >>Student Recruitment: Student enrollment in the advanced manufacturing courses across PD will be reviewed quarterly. Retention of students in the program will be monitored to determine if adjustments are needed in program design and student engagement. Awareness and exposure activities targeting elementary and middle school student will be followed with a student and teacher survey to monitor quality and intended outcomes for student understanding.>>Teacher Development: PD cohort teachers will be monitored for completion of the CEN/Industry-designed training through both professional development hours and the quality of the submitted quarterly artifacts. Teachers determined to need additional training will receive increased support via CEN trainers and/or industry externships. Student surveys will be used quarterly to evaluate classroom needs and the planned cohort training program will be adjusted based on survey data and classroom observation information. Teachers will report use of maker space and cross-curricular learning opportunities via quarterly teacher surveys to inform potential adjustments to instructional planning. >>Student Achievement: Student outcomes data (IBC attainment, TSI results, NWEA MAP Growth Data) will be reviewed quarterly with the CEN Data Support Team to determine needed adjustments in classroom instruction, extended student learning time needs, additional classroom instructional resources, and adjustments to inquiry-based learning opportunities using the grant initiatives of the campus-based maker space. Progress toward the SMART goal will be monitored in bi-monthly meetings of all organizations involved in our program and monitored during weekly CEN leadership meetings. The progress monitoring meetings will begin after the NOGA is received. By meeting at this faster cadence, successful strategies and areas for improvement will be more easily identified.

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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?

N/A

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 CEN efforts focus on a P-20 systems approach resulting in post-secondary credentials for all students. The expansion of the Advanced Manufacturing and Machinery Mechanics pathways across the CEN Partner Districts in West Central Texas Workforce Region will provide access quality to rural students across West Texas.

>>Stakeholder Support: The collaborative led by Collegiate Edu-Nation involves 31 partners representing nine sectors—one Collegiate EduNation convener, one higher education university, two regional community colleges, West Central Workforce Board (TRPN member), 2 Texas A&M AgriLife Extension districts, three economic development corporations, 4 manufacturing organizations, three Cohort ISDs, and consultants/project evaluators.

>>Previous Stakeholder Contributions: CEN stakeholders have a well-established history as documented in the success of Roscoe ISD's early college model. The collection of identified stakeholders are regional organizations and individuals with a history of working together but not as a focused group.

>>Regional Pathway Goal: The goal for all CEN PDs are for 90% of rural students to graduate with an Associates degree and 100% of PD students graduate with post-secondary credentials. The students in the Advanced Manufacturing POS will have four exit points in the program: an aligned state-level IBC, a Level 1 Advanced Mfg certificate, and an AAS or a BAAS degree through the partnerships of the CEN collaborative.

>>Community Benefits: Rural Texas is impacted by generational poverty and students do not access post-secondary options for high wage/high demand careers. Only 13% of rural students currently earn PS credentials leaving over 85% of the rural students limited CCMR access. The educational opportunities provided to rural students through this CEN Network and PD will provide the teacher and student training to access HWHD careers.

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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.

POS: Manufacturing Pathway: Advanced Manufacturing & Machining with optional TSTC DC Arch/Engineering 12 hr. DC component includes Welding also. >>The RCHS AM&M pathway is designed as a non DC pathway except through the 4th course, Engineering and Design, as an online DC 4 course/12 hr from TSTC in Architectural & Engineering design focusing on blueprint sketching/ design/reading and CAD in Architecture and Engineering the online capability and component allows for an CTE industry professional to teach the curriculum and hands on practices of manufacturing and not having to be credentialed or have the background knowledge to teach CAD and drafting. We choose to teach this sequence with the DC component. Because we begin our Principles classes in 8th grade, all pathways allow for an additional 5th course the students senior year for a Practicum or Career Prep course. This is where we invest time with our senior students within a declared pathway to intern in the respective Edu-related business to their pathway. In the AM&M & Welding pathways, each begin with Principles of Advanced Manufacturing allowing for optimal use of campus faculty and facilities. The P-20 model allows for students to extend their education with an AAS degree in Industrial Systems from TSTC or Cisco College and a BAAS degree from West Texas A&M. >>The POS is supported by three ISDs under the CEN network, TSTC and West Texas A&M as the higher education partners, Big County Manufacturing Alliance (BCMA) representing regional manufacturing organizations, and the West Central Workforce Board. Although this POS supports multiple career options for rural students, the primary workforce need addressed is industrial machine mechanics. This is also named a targeted career for the West Central workforce region with over 3700 anticipated openings with 27% growth and a median wage of \$55,271.

4. **Intermediary Capacity (Focus Area 1):** The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

N/A

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9. Program Requirements (Cont.)

5. Intermediary Capacity (Focus Area 2): The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

Collegiate Edu-Nation (CEN) is a 501(c)(3) non-profit. The CEN Network is a collaborative that comprises public schools, community colleges, universities, Extension county, district, regional offices, regional workforce commissions, regional planning commissions & councils of government, & industries/employers of rural Texas in the nine economic engines which drive this regional ecosystem--trade, transportation, utilities, agriculture, business services, construction, education, energy, health, information and technology, & manufacturing. CEN acts to facilitate collaborations among the partner schools, with their community college partners, and, ultimately, with WTAMU, TTU, Angelo State University, and others. A relatively new collaborator has been the addition of Rural Student Success Initiative, an effort led by Texas A&M Agri-life Extension to support students in completing FASFA applications and post-secondary school applications. >>CEN supports the development of Work-based learning (WBL) experiences: Under CEN guidance, each of the network schools has a STEM advisory committee to guide the local school and its personnel to identify and provide WBL opportunities for students. Examples from Roscoe are Edu-Drone, Edu-Maker, Edu-Vet, Edu-Realty, and Edu-Weld. These businesses are operational in Roscoe allowing student interns access to authentic learning.>>CEN supports student attainment of post-secondary credentials: Currently in the CEN network, students can earn AWS welding certification, FAA unmanned aerial vehicle (UAV) pilot certification, Texas Veterinary Medical Association certified veterinary assistant—Levels I and II, and others. >>CEN provides access for rural districts to intermediary staff with expertise: CEN staff provide a variety of services to partner districts designed to increase the efficacy of implemented programs. CEN provides board training, teacher and leadership professional development, data support, and school improvement processes.

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.

The current crosswalk in place for Roscoe Collegiate ISD which would be the foundation for replication to the CEN Partner Districts is as follows:

>>Principles of Applied Engineering or Manufacturing/8th or 9th Grade PEIMS# 13036200/1 credit (Local IBC-OSHA 10)
 >>Manufacturing Engineering Technology I/9th Grade PEIMS# 13032900/1 Credit (TSIA Complete)
 >>Manufacturing Engineering Technology II /10th Grade PEIMS#13032950/1 credit
 >>Engineering Design & Presentation/11th Grade/PREQ Algebra 1 PEIMS# 13036200/1 credit (IBC Complete-OSHA 30)
 >>TSTC Arch Design & Engineering Graphics Crosswalk/12 CTE DC hrs.
 >>Practicum in Manufacturing/12th Grade/PEIMS# 13033000/2 credits

Students will continue with TSTC or Cisco College to complete the AAS degree followed by options for the BAAS degree with West Texas A&M. Through the CEN network, partnership districts are supported in the establishment of a program of higher education to support students in the P-TECH model with the continued access to college degrees upon the completion of required high school courses for graduation.

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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.

As the intermediary, CEN has established partnerships to support the work of a regional advanced manufacturing pathway: >>Cisco College/TSTC: Through the established crosswalk and MOUs, CEN supports partner districts in the alignment of high school curriculum with post-secondary course work through community or technical college programs. Courses are offered in an embedded or online environment and allows rural students to access post-secondary credentials prior to high school graduation leading to a Level I, Level II, and an AAS degree. >>West Texas A&M: Through the CEN partnership network, students may opt to earn a BAAS >>West Central Workforce Board: Through the work of CEN, a Tri-Agency alignment between public education, IHE, and TWC is critical to the efforts of the P-20 system model. Identification of HWHD needs and coordination between industry and education is a vital function in the partnership.>>Big County Manufacturing Alliance: Industry leaders from the region work with CEN schools to provide authentic learning opportunities for all students while informing education decisions through regular advisory meetings. >>Extension county, district, and regional offices: The CEN model focuses on life-long learning for all students. The research support from Extension Services develops college-going mindsets along with the 4C's of future-ready learning. >>CEN rural ISD's in West Central Workforce Region: Roscoe (program model), Hamlin, and Throckmorton ISDs members of CEN Cohort 1 and have successfully navigated the implementation of the framework for a CEN partner district. Due to the foundation of work already completed, the districts are prepared to effectively scale the implementation of a regional advance manufacturing pathway for students. >>RSSI Network: The Rural Schools Success Initiative provides support through Texas A&M AgriLife Extension for removal of college-going barriers for rural students (FAFSA completion, college application support).

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?

The planned budget supports efforts to achieve the overall SMART goal as listed:
 >>Increase in student enrollment in Advanced Manufacturing POS: awareness and exploration activities (mobile virtual reality lab) to encourage younger students to consider options in the advanced manufacturing environment.
 >>Student attainment of state-level IBC in Advanced Manufacturing POS: dedicated funds to provide student access costs for training and certification testing fees, career counseling support for all PD students in AM pathway.
 >>Student attainment of Level I Certificate in Advanced Manufacturing POS: dedicated funds to support the costs of dual credit tuition with IHE partners. Additional pursuit of AAS and BAAS will result from P-TECH pathway.
 >>District-level trained Manufacturing Instructor: Stipends and supplies to support a grow your own program targeting teachers' development of the needs skills and expertise to provide instruction and hands-on learning opportunities for students using modern manufacturing tools and machinery
 >>Student and Teacher access to industry-aligned training center: Funds are allocated in the budgetary plans to move past the traditional CTE "shop" to create a modern maker space environment designed to support cross-curricular learning while allowing students access to technology and machinery needed in future manufacturing careers. These "Edu-Maker" spaces will provide access to WBL as a student-based enterprise working with public.
 >>P-20 implementation of a P-TECH model: Via CEN support, districts can create a P-TECH pathway with multiple exit points for students preparing them for both college and career success including funding for POS sustainability.

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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 CEN PDs currently share a Welding and an HVAC pathway with support of the network's stakeholders including: West Central Workforce Board, Big Country Manufacturing Alliance, Cisco College, TSTC, and CEN. The pathways are supported with student-based enterprises to allow for authentic experiences.

Based on an assessment conducted in partnership with the West Central Texas Workforce Board liaison, the planned partnership expansion aligns with the TRPN's seven components (completed assessment is available as an artifact within this packet): >>Cross-Sector Partnerships: Scaling (PDs have established MOUs between businesses, IHEs with defined crosswalks, workforce board, and BCMA. All three districts are approved P-TECH programs with ability to expand with an Advanced Manufacturing pathway under the P-TECH framework.) >>Alignment with Labor Data: Scaling (HW/HD careers in workforce area identified with 27% growth and \$55,271 median salary specifically targeting machinery mechanics) >>College & Career Information & Advising: Emerging (Action plan: Stipend to support career counselor for replication of support in PDs and use of mobile lab to increase awareness and exploration opportunities) >>Link between Secondary & Postsecondary: Scaling (The Roscoe crosswalk and TEA-aligned POS will be replicated to PDs under CEN guidance and support with multiple exit points for students: IBC, Level I, Level II, AAS, BAAS degrees within the Advance Manufacturing Pathway) >>Credentials with Value in Labor Market: Emerging (Action plan: BCMA input into needed adjustments to IBCs and Level I/II certificates with CEN acting in intermediary role to align stakeholders through reverse mapping as the manufacturing industry evolves with technology) >>Continuum of WBL Experiences: Scaling (TWC, Roscoe Collegiate, Hamlin Collegiate, and Throckmorton Collegiate current offer WBL experiences in welding and AutoCAD. The creation of the district-based maker spaces will replicate the WBL experiences for all students in the PDs in Edu-Maker spaces).

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.)

Grant funds will be used to achieve the following:

>>Increase the number of students in the advanced manufacturing pathway in the region through a P-20 focus to increase awareness and exploration opportunities for younger students while providing resources to allow high school students to learn in the authentic environment of a student-based enterprise (Edu-Maker).

>>By creating a regional advanced manufacturing pathway, the success of the Roscoe CISD Edu-Maker can be replicated in two additional rural districts and continual enhancement of the Roscoe space can occur. The expansion to Hamlin and Throckmorton opens training opportunities to an additional 30+ students. Additionally, the established crosswalk in Roscoe can be expanded to two additional rural districts to expand current IHE access to an additional 30-50 students in future years creating a regional pipeline for manufacturing workforce development.

>>Hamlin, Throckmorton, and Roscoe are all P-TECH districts with the ability to expand P-TECH pathways to support the Advanced Manufacturing & Machinery Mechanics POS.

>>Through the CEN support, the students in the POS will be able to access post-secondary training options expanding beyond IBS and Level 1 certificates with students accessing aligned options for AAS and BAAS degrees.

>>Although this POS supports multiple career options for rural students, the primary workforce need addressed is industrial machine mechanics. This is also named a targeted career for the West Central workforce region with over 3700 anticipated openings with 27% growth and a median wage of \$55,271.

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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	<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"/>

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	<input type="text" value="1,217"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,217"/>
4. Total current-year grant allocation	<input type="text" value="925,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="27,750"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="897,250"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="737"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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

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.	Lead Teacher Trainer Stipend	\$12,000
2.	Externship and Training Stipends	\$12,000
3.	Summer Bridge Stipends	\$6,000
4.	PD Career Counselor Stipend	\$3,000
5.		

Professional and Contracted Services

6.	Intermediary Network Model Implementation	\$88,000
7.	Intermediary Teacher Professional Development Services	\$40,000
8.	IHE Dual Credit Tuition	\$30,000
9.		
10.		

Supplies and Materials

11.	Maker space Consumables	\$100,000
12.	Instructional Resources (Including teacher professional development and Summer Bridge)	\$50,000
13.	TSI Testing Fees	\$5,000
14.	IBC Certification Fees	\$12,250

Other Operating Costs

15.	Cohort Teacher Training Travel	\$2,000
16.		
17.		

Capital Outlay

18.	Campus-Based Maker space Furniture	\$100,000
19.	Mobile Manufacturing Lab	\$150,000
20.	Campus-Based Maker space Machinery	\$287,000

Direct and indirect administrative costs: \$27,750

TOTAL GRANT AWARD REQUESTED: \$925,000

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

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