

LETTER OF INTEREST (LOI) PROGRAM GUIDELINES: 2020–2021 CTE PERKINS RESERVE GRANT

LOI Application Due Date

5:00 p.m. Central Time, April 8, 2020

Program Authority

Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part C, §112(a)(1)

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INTRODUCTION

The Texas Education Agency (TEA), as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, open-enrollment charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This document MUST be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding. For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

REFERENCE TO THE GENERAL AND FISCAL GUIDELINES

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Letter of Interest (LOI) Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

OVERVIEW OF LOI PROCESS

The following steps provide a high-level overview of the process for responding to a letter of interest (LOI), including submitting an LOI application, and being selected for funding:

1. TEA publishes LOI application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit LOI application, and any required attachments to TEA by the specified deadline.
3. LOI applications reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their LOI application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. *For LOI applicants selected for funding, the LOI application will serve as the grant application. This eliminates the need for selected applicants to submit a separate grant application.*
6. TEA staff conducts budget negotiations on the LOI application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

U.S. DEPARTMENT OF EDUCATION AND/OR STATE APPROPRIATIONS

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$8,420,548
Percentage to be financed with federal funds	100%
Amount of federal funds	\$8,420,548
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

APPLICANT ASSISTANCE

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), *TEA Contacts*.

The following TEA staff member should be contacted with questions about the LOI:

Jarrad Toussant, Deputy Director
College, Career, and Military Preparation
Jarrad.Toussant@tea.texas.gov
Phone: (512) 784-5029

Errata Notices

See the [General and Fiscal Guidelines](#), *Errata Notices*.

LOI TIMELINE

Dates, except the grant ending date, may vary slightly as conditions require.

Date	Event
February 18, 2020	LOI available
February 21, 2020	Last date to submit questions to be addressed in the Applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
February 21, 2020	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines , Frequently Asked Questions
February 28, 2020	<ul style="list-style-type: none"> FAQs posted to TEA Grant Opportunities page Webinar: 10:00 AM CST (see registration link above)
April 8, 2020	Due date for the LOI application, which must be submitted via email to loiapplications@tea.texas.gov . The LOI application must be received by the TEA by 5:00 p.m., Central Time. <ul style="list-style-type: none"> See General and Fiscal Guidelines, LOI Application Due Date and Time
April 8, 2020- May 18, 2020	LOI review period See General and Fiscal Guidelines , LOI Review Process
May 18, 2020	Anticipated award announcement
July 1, 2020	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
June 2, 2021	Final date to submit an amendment (if selected for funding)
August 31, 2021	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a due date falls on a weekend or holiday, the date will be on the following business day. All dates except the grant ending date may vary slightly as conditions require.

LOI AT A GLANCE

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This LOI is authorized by the This grant program is authorized by Strengthening Career and Technical Education for the 21st Century Act Section 112 (C) (2).

Where to Submit the LOI Application

See the [General and Fiscal Guidelines](#): *Where to Submit the LOI Application*

Number of Copies

See the [General and Fiscal Guidelines](#): *Copies and Signature for LOI Applications*

Purpose of Program

The purpose of this program is:

- Fostering innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies that prepare individuals for non-traditional fields, and
- Promoting the development, implementation, and adoption of programs of study or career pathways aligned with state identified high skill, high wage, in-demand occupations or industries.

Eligible Applicants

See the [General and Fiscal Guidelines](#), *Eligibility To Apply for LOIs*.

Focus Areas 1 and 2: Eligible applicants are cross-sector regional teams that must include at least one intermediary, three school districts, one public institution of higher education, and at least two employers in the region. Regions are defined by the Texas Workforce Commission Workforce Development Areas (see <https://twc.texas.gov/partners/workforce-development-boards-websites>), and priority points will be awarded to regional teams that include a workforce development board. LEAs, IHEs, and ESCs may serve as fiscal agents for the grant.

APPLICATION ATTACHMENTS

This section describes the required attachments that must be included with the application.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#): *Required Program-Related Attachments*

Focus area 1:

- Regional partnership assessment (optional)
- Regional partnership agreement

Focus Area 2:

- Intermediary partnership agreement
- Regional partnership agreement

LOI APPLICATION REQUIREMENTS AND ASSURANCES

This section describes the types of requirements that applicants must assure adherence to in order to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the [General and Fiscal Guidelines](#), *Statutory Requirements*.

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), *Fingerprinting Requirement*.

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.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), *Program Requirements*.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

Focus Area 1 – Texas Regional Pathways Network Planning Grant

1. 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. The applicant must provide a signed regional partnership agreement (see attachment), which commits the required application partners to the prescribed activities and deliverables.
3. 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.
4. 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.

Focus Area 2 – Texas Regional Pathways Network Implementation Grant

1. 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.
2. [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.
3. 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.
4. Applicant must submit a signed intermediary agreement (see attachment) to indicate that the intermediary agrees to fulfill the responsibilities of this role.
5. The applicant must provide a signed regional partnership agreement (see attachment), which commits the required application partners to the prescribed activities and deliverables.
6. 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.
7. 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.
8. 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.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), *Provisions and Assurances*.

See the General and Fiscal Guidelines, Provisions and Assurances.

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 that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
4. Applicants provide assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
5. 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.

PROGRAM ELEMENTS

This section provides detailed information about the LOI.

Description of Program

The purpose of the Perkins Reserve grant is to assist applicants in

- Fostering innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies that prepare individuals for non-traditional fields, and
- Promoting the development, implementation, and adoption of programs of study or career pathways aligned with state identified high skill, high wage, in-demand occupations or industries.

Focus Area 1: Texas Regional Pathways Network Planning Grant

The purpose of Focus Area 1: Texas Regional Pathways Network Planning Grant is to assist cross-sector regional partnerships with planning for the implementation of high-quality college and career pathways that are aligned with regional workforce needs. Successful applicants will join the [Texas Regional Pathways Network](#), which provides support to regions across the state that are developing college and career pathways.

Regions in the Texas Regional Pathways Network commit to developing pathways that include the [seven key components](#) of high-quality college and career pathways:

1. Alignment with high-wage, in-demand labor market information (greater than \$35,339 annual salary and greater than 17% annual growth for the state)
2. Links between secondary and postsecondary education with multiple entry and exit points
3. Credentials and degrees with value in the labor market
4. Integration of rigorous academics and career-focused learning
5. Strong college and career advising and counseling supports
6. Continuum of work-based learning experiences
7. Cross-sector partnerships

Applicants must represent a regional team consisting of, at minimum, the following entities to be qualified for this grant:

- An intermediary who will convene and support the below stakeholders, as well as any other community and regional stakeholders who are crucial to implementing the seven key components of high-quality pathways in the Texas Regional Pathways Network.
- A minimum of three LEAs in the region;
- A minimum of one public institution of higher education;
- A minimum of two employers in industries aligned to regional labor market data;

The roles and responsibilities of each member of a regional team are described in the Texas Regional Pathways Network Cross-Sector Partnership Self-Assessment (see attachment). The pathways should help accelerate completion of training in high-wage, in-demand fields and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing transfer agreements with institutions of higher education in the region. LEAs should ensure the courses count toward certificate and/or degree programs (demonstrating multiple entrance and exit points into postsecondary and the workforce).

Grant funds may be used to support regionally aligned college and career pathways by supporting collaboration among intermediaries, LEAs, institutions of higher education, industry partners, and other relevant stakeholders, as appropriate, to conduct activities focused on implementing high-quality pathways aligned to the Fidelity of Implementation Rubric. Grant activities may include:

dedicated personnel to provide intermediary support to foster cross-sector partnerships, plan for the implementation of the regional partnership agreement, and advance operational priorities

- dedicated personnel to support development of inter-district career and technical, advanced academic, advising, financial, and transportation partnerships
- engage technical assistance partners to support planning for pathways aligned to the implementation of fidelity of implementation rubric
- ensure high-quality CTE programs of study reflect regional labor market information
- develop and refine crosswalks that demonstrate the alignment of pathways course sequences that lead to certificates and associate's degrees and connect to bachelor's degree options
- include advanced academics—such as dual credit, AP, IB, etc.—within the pathway; activities may include the development of agreements that support the inclusion of advanced academics in pathways
- conduct industry-led regional labor market analyses and reverse curriculum mapping
- dedicate personnel to expand employer partnerships tied to curriculum development and/or work-based learning and career exploration
- provide or expand parent- and student-facing resources to increase student awareness of in-demand industries and pathway options

Applicants must include an analysis of regional labor market information (aligned with the Texas Workforce Commission's Workforce Development Board Areas) and provide plans for how they are ensuring alignment between labor market information and secondary CTE program of study offerings.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. TEA staff will conduct regular program update meetings with grantees, for review and planning associated with grant activities. Grantees will be required to submit interim reports, developed by TEA, detailing the progress of the project. Grantees' regional teams will also be required to attend 1-2 in-person conferences aimed at providing robust technical assistance, peer resource sharing and networking, and regional team planning time. Grantees are allowed to use grant funds to assist in the travel costs associated with these events.

Focus Area 2 – Texas Regional Pathways Network Implementation Grant

The purpose of Focus Area 2: Texas Regional Pathways Network Implementation Grant is to assist cross-sector regional partnerships with providing high-quality college and career pathways that are aligned with regional workforce needs. Successful applicants will join—or, if they are already members, continue in—the [Texas Regional Pathways Network](#), which provides support to regions across the state that are developing college and career pathways.

Regions in the Texas Regional Pathways Network commit to developing pathways that include the [seven key components](#) of high-quality college and career pathways:

1. Alignment with high-wage, in-demand labor market information (greater than \$35,339 annual salary and greater than 17% annual growth for the state)
2. Links between secondary and postsecondary education with multiple entry and exit points
3. Credentials and degrees with value in the labor market
4. Integration of rigorous academics and career-focused learning
5. Strong college and career advising and counseling supports
6. Continuum of work-based learning experiences
7. Cross-sector partnerships

Applicants should already be launching and/or implementing high-quality pathways aligned to these seven components. This grant is designed to support expanded implementation of existing regional pathways initiatives. Expansion may include: 1) the development and implementation of new 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; or 2) the expansion of existing regional partnerships to include additional LEAs, and other partners as needed, leading to an increase in the number of students served.

The pathways should help accelerate completion of training in high-wage, in-demand fields and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing transfer agreements with institutions of higher education in the region. LEAs and IHEs should ensure the courses count toward certificate and/or degree programs (demonstrating multiple entrance and exit points into postsecondary and the workforce).

Applicants must represent a regional team consisting of, at minimum, the following entities to be qualified for this grant:

- An intermediary who will convene and support the below stakeholders, as well as any other community and regional stakeholders who are crucial to implementing the seven key components of high-quality pathways in the Texas Regional Pathways Network.

- A minimum of three LEAs in the region;
- A minimum of one public institution of higher education;
- A minimum of two employers in industries aligned to regional labor market data;

The roles and responsibilities of each member of a regional team are described in the Texas Regional Pathways Network Cross-Sector Partnership Self-Assessment (see attachment).

The designated intermediary must commit to participation during the grant period in a series of trainings and other professional development activities developed by TEA and its technical assistance partners. Activities may include travel to up to 3 in-person meetings, as well as regularly scheduled webinars, calls, and other virtual activities. Grant funds may be used to assist with travel costs for in-person meetings. The purpose of these activities is to build the capacity of intermediaries to support their regional teams in implementing all components of high-quality pathways.

Grant funds may be used to support regionally aligned college and career pathways by supporting collaboration among intermediaries, LEAs, institutions of higher education, industry partners, and other relevant stakeholders, as appropriate, to conduct activities focused on implementing high-quality pathways aligned to the [Fidelity of Implementation Rubric](#). Grant activities may include:

- dedicated personnel to provide intermediary support to foster regional cross-sector partnerships, drive implementation of a regional partnership agreement (see attachment), and advance operational priorities
- dedicated personnel to support development of inter-district career and technical, advanced academic, advising, financial, and transportation partnerships
- engage technical assistance partners to support implementation of pathways aligned to the implementation of fidelity of implementation rubric
- ensure high-quality CTE programs of study reflect regional labor market information
- implement crosswalks that align pathways course sequences that lead to certificates and associate's degrees and connect to bachelor's degree options
- increase opportunities for students to participate in advanced academics—such as dual credit, AP, IB, etc.—within the pathway
- purchase equipment for CTE programs of study aligned to regional labor market information
- conduct industry-led regional labor market analyses and reverse curriculum mapping
- dedicated personnel to expand employer partnerships tied to curriculum development and/or work-based learning and career exploration
- provide or expand parent- and student-facing resources to increase student awareness of in-demand industries and pathway options

Applicants must include an analysis of regional labor market information (aligned with the Texas Workforce Commission's Workforce Development Board Areas) and provide plans for how they are ensuring alignment between labor market information and secondary CTE program of study offerings.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. TEA staff will conduct regular program update meetings with grantees, for review and planning associated with grant activities. Grantees will be required to submit interim reports, developed by TEA, detailing the progress of the project. Grantees' regional teams will also be required to

attend 1-2 in-person conferences aimed at providing robust technical assistance, peer resource sharing and networking, and regional team planning time. Grantees are allowed to use grant funds to assist in the travel costs associated with these events.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The Supplement Not Supplant provision applies to this grant program.

QUALIFICATIONS AND EXPERIENCE

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

N/A

PERFORMANCE AND EVALUATION MEASURES

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

Applicants for Focus Area 1 agree to collect data and report on the following mandatory performance measures:

1. Milestone accomplishments related to intermediary development and capacity building
2. Demonstration of engagement with existing regional cross-sector partnerships which have provided input on identified program(s) of study.
3. Crosswalk of secondary CTE course offerings and alignment to postsecondary program(s) and regional in-demand industries.

Applicants for Focus Area 2 agree to collect data and report on the following mandatory performance measures:

1. Number of LEAs participating in the grant program
2. Number of students enrolled in the pathways program
3. Number and percentage of students participating in the grant program that are classified as at-risk students and the percentage of the participating at-risk students compared to their representation in the whole student population from which they are drawn
4. Average number of college credit hours, industry-based certifications, or other advanced academic credit earned per student.
5. Number and percentage of students participating in the grant program that are classified as non-traditional (if applicable); also, the percentage of the participating non-traditional students compared to their representation in the whole student population from which they are drawn (if applicable).
6. Number of students participating in work-based learning, including internships, mentoring, job shadowing opportunities, work experience, and student leadership organizations as part of the career pathways program.
7. Four-year plan to implement aligned secondary CTE course offerings to industry and postsecondary, demonstrating ability for students to complete a program of study (all four courses and including a capstone Work-Based Learning course).

8. Increase in parent/student awareness of in-demand pathways

Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

APPLICATION FUNDING

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*

It is anticipated that approximately 15-22 applications will be awarded, ranging in amounts from \$100,000.00 to \$200,000.00 for Focus Area 1 and \$822,000.00 to \$925,000.00 for Focus Area 2.

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), *Cost Share/Match Requirement*.

There is no cost share or matching requirement.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), *Administrative Costs*.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

TEA limits the amount of direct administrative costs to no more than 5% of the total award.

Indirect Costs

The grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate for this federally funded grant. For IHE grantees with only an approved unrestricted indirect cost rate, the maximum indirect administrative cost that can be claimed for this grant program is 8%.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), *Pre-Award Costs*.

Pre-award costs **are not** permitted.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

Field Trips

Field trips may be funded under the grant program

Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Field Trips Justification form, refer to the [Administering a Grant page](#).

Advisory Council

An advisory council may be funded under the grant program

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences may be funded under this grant program. Conferences must be managed to minimize costs to the grant award.

Hosting or Sponsoring of Conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the cost of Hosting or Sponsoring of Conferences Justification form, refer to the [Administering a Grant page](#).

Out-of-State Travel

Out-of-state travel costs may be funded under this grant program. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members may be funded under the grant program.

General Allowable Activities and Use of Funds

Focus Area 1:

- Dedicated personnel to provide intermediary support to foster regional cross-sector partnerships and advance operational priorities
- Dedicated personnel to support development of inter-district career and technical, advanced academic, advising, financial, and transportation partnerships
- Dedicated personnel to expand employer partnerships tied to curriculum development and/or work-based learning and career exploration
- Provide or expand parent- and student-facing resources to increase student awareness of in-demand industries and pathway options
- Engage approved technical assistance partners to support implementation of fidelity of implementation rubric

- Expenses associated with labor and postsecondary data analyses
- Convening stakeholders required as a part of the grant
- New or expanded activities to move the program and address in-demand industry sectors
- New or expanded local partnerships of community organizations, institutions of higher education, and school districts to support CTE programs that align to in-demand industry sectors or occupations
- Travel to TEA required and/or optional meetings related to the grant
- Linguistically appropriate CTE programs, services, and activities for members of special populations
- Materials promoting nontraditional fields
- Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
- Activities for training sponsors from business and industry
- Allowable travel expenses
- Career interest and aptitude assessment materials and scoring costs, if applicable
- Printing costs that are necessary and reasonable for performance of the grant award

Focus Area 2:

- Dedicated personnel to provide intermediary support to foster regional cross-sector partnerships and advance operational priorities
- Dedicated personnel to support development of inter-district career and technical, advanced academic, advising, financial, and transportation partnerships
- Dedicated personnel to expand employer partnerships tied to curriculum development and/or work-based learning and career exploration
- Provide or expand parent- and student-facing resources to increase student awareness of in-demand industries and pathway options
- Engage approved technical assistance partners to support implementation of fidelity of implementation rubric
- Equipment necessary for implementation of identified programs of study
- Instructional materials, equipment, and resources for the delivery of instruction in career orientation programs
- Travel to TEA required and/or optional meetings related to the grant
- Linguistically appropriate CTE programs, services, and activities for members of special populations
- Modification or upgrade of equipment to meet current business and industry specifications
- Professional development for academic and CTE teachers to integrate academic and career and technical skills

- Materials promoting nontraditional fields
- Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
- Activities for training sponsors from business and industry
- Allowable travel expenses
- Printing costs that are necessary and reasonable for performance of the grant award

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Cost of Membership in Any Civic or Community Organization
- Food

FEDERAL GRANT REQUIREMENTS

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), *Equitable Access and Participation*.

This requirement does apply to this federally funded program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), *Private Nonprofit School Participation*.

This requirement does apply to this federally funded program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), *Maintenance of Effort*.

This requirement does not apply to this federally funded program.

LOI SCORING AND REVIEW

This section provides information on the scoring and review of LOI applications.

LOI Review and Funding Criteria

See the [General and Fiscal Guidelines](#), *LOI Review Criteria*.

<u>Focus Area 1</u>	Maximum Points
CTE programs of study identified are aligned to high wage and in-demand occupations reflective of regional labor market information	10
Grant partners reflect at least the minimum requirements for the focus area: a) An intermediary who will convene the below stakeholders as well as any other community and regional stakeholders who are crucial to implementing the key components of the Texas Regional Pathways Network. b) A minimum of three LEAs in the region c) A minimum of one public institution of higher education d) A minimum of two employers in areas aligned to regional labor market data Example intermediaries: Chamber of Commerce, Regional Workforce Board Director, Regional Education Service Center Director, Non-Profit Community Partner, 60x30TX Regional Target Advisory Group, etc.	10
Local Workforce Development Board included as a grant partner	5
Letters of commitment from grant partners	5
Sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should also demonstrate how the project can lead to a bachelor's degree.	10
Dedicated grant funding to support personnel capacity at identified regional intermediary	10
Total Maximum Number of Grant-Specific Criteria Points for Focus Area 1	50

<u>Focus Area 2</u>	Maximum Points
Grant partners reflect at least the minimum requirements for the focus area: a) An intermediary who will convene the below stakeholders as well as any other community and regional stakeholders who are crucial to implementing the key components of the Texas Regional Pathways Network. b) A minimum of three LEAs in the region	10

c) A minimum of one public institution of higher education d) A minimum of two employers in areas aligned to regional labor market data Example intermediaries: Chamber of Commerce, Regional Workforce Board Director, Regional Education Service Center Director, Non-Profit Community Partner, 60x30TX Regional Target Advisory Group, etc.	
Quality of proposed intermediary organization and scope of cross-sector regional partnerships	10
Sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should also demonstrate how the project can lead to a bachelor's degree.	10
Quality of proposed pathways, including plan to increase inter-district student enrollment in in-demand pathways.	10
Quality of sustainability plan	5
Local Workforce Development Board included as grant partner	5
Identified strategic partnerships that provide an advantage in implementing the proposed project/initiative.	10
Dedicated grant funding to support personnel capacity at identified regional intermediary	10
Total Maximum Number of Grant-Specific Criteria Points for Focus Area 2	70

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