2025-2026 Tri-Agency Grant for Regional Conveners

Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, January 10, 2025

Texas Education Agency®

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to **competitivegrants@tea.texas.gov.**

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, January 10, 2025**.

Application stamp-in date and time

Grant period from **March 01, 2025-April 30, 2027**

Pre-award costs permitted from **Not Permitted**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. TRPN Regional Convener Assurance (linked along with this form on the TEA Grants Opportunities page)

Select Focus Area & Name Which of Texas' 28 Workforce Development Areas Being Applied For

- (●) **Focus Area 1**
- ( ) **Focus Area 2**

Workforce Development Area Transportation and Logistics

Amendment Number

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

Applicant Information

Organization T3 Partnership | CDN | Campus | ESC | DUNS 066284382

Address 300 Trinity Campus Circle, TRTR 2305 | City Fort Worth | ZIP TX | Vendor ID

Primary Contact Natalie Williams | Email nwilliams@t3partnership.org | Phone 817-717-3758

Secondary Contact Lauren Deen | Email ldeen@t3partnership.org | Phone 817-527-9493

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):

- [x] LOI application, guidelines, and instructions
- [x] General and application-specific Provisions and Assurances
- [x] Debarment and Suspension Certification
- [ ] Lobbying Certification

Authorized Official Name Natalie Williams | Title Executive Director

Email nwilliams@t3partnership.org | Phone

Signature Natalie Williams Digitally signed by Natalie Williams Date: 2025.01.10 16:36:33 -06'00' | Date 1/10/2025

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that 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.

☒ 2. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Tri-Agency Grant for Regional Conveners Program Guidelines.

☒ 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 Tri-Agency Grant for Regional Conveners Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 4. 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)

☒ 5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), 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.

☒ 6. To carry out the roles and responsibilities of a regional convener for a geographic region with boundaries identical to those of the workforce development area.

☒ 7. Identify at least one staff person, who meets the qualifications and experience of a regional convener lead as outlined in these guidelines, with adequate time allocated to the work of this grant project and who will serve as the regional convener lead.

☒ 8. Identify multiple staff at the regional convener organization to engage in the work and participate in grant activities. This includes someone in an executive leadership position who has decision-making authority on behalf of the regional convener organization.

☒ 9. To complete all grant activities and deliverables in a timely manner, as described in the description of program and performance and evaluation measures.

☒ 10. To coordinate with their assigned coach, to be provided by TEA for technical assistance, and meet with their coach frequently throughout the project, including within the first month to align on program priorities and requirements.

☒ 11. To participate and engage in statewide training and convenings during the grant period.

☒ 12. **Focus Area 1:** To convene and engage a cross-sector pathways leadership team in the strategic planning process within the first three months of the grant project.

☒ 13. **Focus Area 1:** To develop an asset map and gap analysis within six months of the grant start date under the direction and guidance of their assigned coach. In addition, the applicant will keep this landscape analysis updated throughout the grant project.

☒ 14. **Focus Area 1:** To develop, in collaboration with members of the cross-sector leadership team, a strategic plan and supporting action plans within the first 12 months of the grant project.

☒ 15. **Focus Area 2:** The applicant assures it will begin implementation of the strategic plan, including taking action on deliverables included in the two-year implementation plan.

☒ 16. **Focus Area 2:** To execute work-based learning that will address K-12 gaps and will expand upon existing work-based learning within their region.

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. Also include the following in your response:

a. *Current Regional Landscape* - Describe the key career and education pathway initiatives and/or programs currently underway in your WDA, including those funded by TEA, THECB, and/or TWC.

b. *Regional Convener Priorities* - What are your priorities for strategic alignment across current state, regional, and local pathways initiatives in the WDA? What would be necessary for that alignment to take place?

c. *Regional Convener Responsibilities* - Describe any current work your organization performs related to the additional functions of regional conveners. Include analysis of labor market information, convening of cross-sector teams, engagement of employers, communication across the region, and efforts to drive sustainability.

The Tarrant To & Through Partnership (T3) prepares Tarrant County students for postsecondary success and family-sustaining careers, contributing to workforce and economic development by equipping economically vulnerable and first-generation students with the tools to overcome barriers. Collaborating with schools, higher education institutions, and community partners, T3 closes resource and opportunity gaps, aligning education with industry demands through its Pathways to Careers (T3 P2C) initiative.

T3 prioritizes connecting students to high-wage, high-demand jobs using data to drive strategies and evaluate outcomes. Its partnerships with the Fort Worth Mayor's Council on Education and Workforce Development ensure alignment with local economic priorities and smooth transitions from education to the workforce.

Current Regional Landscape:
Tarrant County's education and career pathways ecosystem includes programs like P-TECH/Early College High Schools, supported by the Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission. These initiatives allow students to earn industry credentials and college credits tuition-free before graduating high school. T3 complements these efforts by providing individualized advising, financial aid support, and skill development through the T3 P2C platform.

Strategic Alignment and Regional Convener Priorities:
T3 facilitates strategic alignment among state, regional, and local initiatives to create a cohesive system for educational and career outcomes. Key actions include the following: establishing data-sharing agreements, implementing coordinated advising models across institutions and engaging corporations to ensure workforce readiness. Career Coaches play a critical role, providing personalized guidance to help students identify career goals, select endorsements, and complete postsecondary success plans. These advisors assist with career exploration, durable skills training, and connecting students to high-demand industries.

T3 serves as a regional convener by:
Analyzing labor market data to align programming with high-demand careers, convening cross-sector teams of educators, employers, and community leaders, and maintaining active communication and partnerships across the region. Through corporate sponsors and local government partnerships, T3 supports program sustainability and ensures alignment with regional workforce needs.

T3's efforts are guided by three internal and external committees focused on bridging education and employment gaps:
Workforce Pipeline Strategy and Corporate Partnership:
Targets potential corporate partners and fosters mutually beneficial relationships.
Collaborates with industries to identify emerging skills and develop training modules.
Tracks and reports partnership outcomes, such as job placement rates and student feedback.

Tarrant County Economic Development Strategy:
Advocates for policies to bolster workforce initiatives.
Engages the community through events and partnerships.
Leverages networks to secure resources and ensure program sustainability.

Education Pathway and Credential Completion:
Supports students in completing educational credentials aligned with industry needs.
Advocates for public policies that enhance career pathways and credential attainment.

T3's overarching goal is to connect students to in-demand, high wage jobs.

Qualifications and Experience for Key Personnel

Outline the required qualifications for primary project personnel and any external consultants to be involved in the program's implementation and delivery. Include the following in your response:

a. *Organizational Capacity* - Describe your current level of involvement in key career and education pathways initiatives in your region, how current staff is involved, and anticipated staff hires (including their qualifications and experience) for this grant.

b. *Regional Alignment Experience* - Describe your organization's experience in leading strategic planning for regional career and education pathways, including collaboration with industry, K-12 education, higher education, and workforce stakeholders.

c. *Regional Convener Responsibilities (related to staff involvement)* - Include experience in engaging employers, convening cross-sector leadership, and sustaining coordinated efforts.

Organizational Capacity

T3 demonstrates robust organizational capacity, with 44 full-time and 14 part-time staff and 45 high school adviser positions funded through its partnership with the Texas Christian University College Advising Corps (TCU CAC). Current staff are deeply involved in key initiatives, including comprehensive advising programs in high schools and postsecondary institutions, family engagement, and workforce development efforts.

T3 is led by T3 Executive Director Natalie Williams (strategic oversight) and Hillwood Executive Vice President Tom Harris (corporate relations). Together they leverage their combined 55 years of experience in workforce development to build strong partnerships with leading corporations. Prior to joining T3, Williams' leadership secured partnerships with over 30 corporations in Dallas and Fort Worth while leading the Paul Quinn College Urban Workforce Model as Chief of Staff to President Michael Sorrell. As Hillwood's Executive Vice President and T3's loaned executive from the Fort Worth Mayor's Council, Harris brings a wealth of experience as evidenced by the nearly $120 billion in economic impact Hillwood and Alliance has brought to the North Texas region.

Regional Alignment Experience

T3 has extensive experience leading regional alignment efforts in career and education pathways, engaging over 70 community, education, and workforce partners. Its work spans collaboration with K-12 districts, higher education institutions, and industry leaders to address workforce needs in Tarrant County.

Regional Convener Responsibilities
As a regional convener, T3 plays a key role in fostering collaboration among employers, education leaders, and community stakeholders. Through partnerships with corporate and educational entities, T3 ensures that career pathways align with labor market demands and address systemic barriers for students. The organization's data-sharing capabilities, including the use of Salesforce and Tableau dashboards, facilitate transparency and collaboration across institutions, promoting coordinated efforts to support student success.

As a lead partner of the Fort Worth Mayor's Council, T3 works to align education with future workforce needs in Fort Worth and streamline the relationship between education and economic growth. The Council comprises 20 community, civic, and philanthropic partners who support T3's initiatives, including the Fort Worth Chamber of Commerce and Texas Education Agency Region 11.

T3's leadership in cross-sector partnerships and strategic alignment highlights its capacity to drive sustained impact in career and education pathways. The organization's history of proactive engagement and adaptability based on real-time data further establishes its qualifications to lead initiatives under this grant.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. Detail any strategies that will be implemented to meet those goals/objectives. Include the following in your response:

a. *Regional Work-Based Learning Experience* - Using the Tri-Agency WBL Continuum, describe your experience planning, implementing, and monitoring work-based learning activities and summarize gaps in work-based learning in your region.

b. *Regional Convener Responsibilities (related to goals)* - Include specific regional goals like aligning pathways to labor market needs, engaging cross-sector teams, and improving communication and sustainability efforts.

c. *Partnerships* - Describe your partnerships with industry, postsecondary education, K-12 education, and workforce/economic development, and detail specific collaborative activities.

The proposed program aims to ensure Tarrant County students are prepared to enter family-sustaining wage careers by increasing access to and completion of postsecondary credentials. Key goals include:

Aligning educational pathways with regional labor market needs to address workforce shortages.

Expanding work-based learning (WBL) opportunities through industry partnerships in transportation and logistics. Strengthening cross-sector collaboration to enhance program sustainability and impact.

Strategies to achieve these goals include embedding comprehensive advising models in partner schools, leveraging theT3 P2C platform to connect students with real-time workforce data, and enhancing communication between education and workforce stakeholders.

Regional Work-Based Learning Experience:
Using the Tri-Agency Work-Based Learning (WBL) Continuum as a framework, T3 supports the planning, implementation, and monitoring of WBL activities through its Workforce Development pillar. This includes guiding students in setting SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) career goals, creating competitive resumes and LinkedIn profiles, and gaining durable skills such as critical thinking and collaboration. The T3 P2C virtual platform offers dynamic content, enabling students to explore career pathways, understand credential requirements, and access resources such as industry certifications and tuition-free college credits through partnerships with P-TECH and Early College High Schools (ECHS). This platform helps grow the local talent pipeline by connecting students to in-demand jobs.

Regional Convener Responsibilities (Related to Goals):

As a regional convener, T3 focuses on aligning education pathways with labor market needs, engaging cross-sector teams, and enhancing communication and sustainability. T3 collaborates with the Fort Worth Mayor's Council on Education and Workforce Development to align its efforts with regional economic priorities. Through this partnership, T3 connects schools, postsecondary institutions, and corporate stakeholders to develop career-connected learning opportunities, ensuring students acquire credentials that meet local workforce demands.T3 leverages its data and analytics capabilities to monitor outcomes and identify gaps, sharing findings with regional partners through Tableau dashboards. This approach enhances communication across stakeholders and informs the refinement of educational and workforce programs. Sustainability efforts are supported through funding models that combine philanthropic support with earned revenue, including district contributions and corporate sponsorships.

Partnerships:
T3 has data sharing agreements with 13 Tarrant County ISDs and offer our full program model in Fort Worth ISD, Crowley ISD, Castleberry ISD and Arlington ISD. Corporate partners like Lockheed Martin, Hillwood, City of Fort Worth, Texas Health Resources and Autobahn support the T3 P2C platform by offering real-world job opportunities and workforce requirements.

Performance and Evaluation Measures

Describe the performance measures identified for this program that are related to student outcomes and consistent with the program's purpose. Include tools and processes that will be used to ensure effectiveness, such as annual labor market needs assessments and tracking project outcomes. Include the following in your response:

a. *Regional Data Experience* - How do you monitor progress and measure the quality of career and education pathway programs or initiatives? Include metrics or key performance indicators (KPIs) to assess the strength of your region's pathways.

b. *Regional Convener Responsibilities (related to performance)* - Focus on ensuring career pathways align with in-demand industries and convening cross-sector leadership teams.

c. *Anticipated Project and Student Outcomes* - Outline the anticipated outcomes for each grant activity and the projected student outcomes. Include the projected number of students from each partner school district that will participate in the activities related to this grant activity.

T3 evaluates its programs through metrics and processes designed to measure student outcomes, ensure alignment with workforce demands, and refine its offerings. T3 leverages data from partner school districts, postsecondary institutions, and corporate partners to track progress and evaluate the quality of career and education pathways. Tools such as Salesforce, Tableau dashboards, and direct reporting from higher education institutions are used to monitor student engagement and outcomes. T3 incorporates annual labor market needs assessments to ensure pathways align with regional in-demand industries.

Regional Data Experience:
T3 monitors progress and assesses the quality of its programs through key performance indicators (KPIs) aligned with student success metrics. These include:

As students are placed in jobs, T3 will have a 30-, 60, 90, and one-year check-in to collect success data.
The number of students completing the durable skills curriculum through the T3 Pathways to Careers (T3 P2C) platform.
Employer feedback on student preparedness and hiring outcomes to refine workforce readiness components.

T3 also uses data-sharing agreements with school districts and higher education institutions to track student progress and outcomes in real time. This includes bi-monthly updates from higher education partners and Tableau dashboards for aggregate reporting. These tools provide actionable insights to improve the alignment of programs with regional labor market needs.

Regional Convener Responsibilities:
As a regional convener, T3 ensures career pathways align with in-demand industries through collaboration with cross-sector leadership teams. T3 partners with the Fort Worth Mayor's Council on Education and Workforce Development to align educational programs with regional economic priorities and labor market data. Corporate partners such as Lockheed Martin, Bell, and American Airlines participate in vetting livable wage job opportunities on the T3 P2C platform, ensuring students have access to high-quality career pathways. T3 facilitates employer feedback loops to evaluate student preparedness and identify areas for improvement, enhancing the relevance of its curriculum and workforce readiness initiatives. T3 also convenes education leaders, industry representatives, and community stakeholders to streamline communication and improve regional pathways. These efforts are supported by annual labor market assessments, ensuring that programming reflects current and emerging workforce demands.

Anticipated Project and Student Outcomes
T3 projects measurable outcomes for its grant activities, including:
A projected number of students completing the durable skills curriculum.
Employer-reported improvements in student readiness for workforce entry.
Direct student placements into livable wage careers aligned with industry demand.

Budget Narrative

Describe how the proposed budget will meet the program's needs and goals, including staffing, project design, and resources needed to support the grant's implementation. Include the following in your response:

a. *Funding Allocations and Justification* - Provide justification for the specific funding allocations in the proposed budget and describe how each item will support the team's needs.

b. *Grant Activities Support* - Detail how the specific funding allocations will support the grant activities in each of the domains: Regional Alignment, Regional Work-Based Learning, Regional Data, and Regional Communications.

c. *Coordinated Funding Strategies* - Outline the coordinated funding strategies the team will use to incorporate other funding sources to support the implementation and future sustainability of this project.

Funding Allocations and Justification- The allocation of funds will support the hiring and compensation of a Senior Data Analyst that will oversee the cross sectional data across the tri-agency board.

Grant Activities Support- The funding will cover essential administrative costs for partners, including InterLink and Workforce Solutions of North Central Texas, as these agencies work to enhance WBL opportunities throughout the Dallas Fort Worth Metroplex, as well as funds allocated for travel as it relates to the grant activities.

Coordinated Funding Strategies- Funds allocated for data collection, analysis, and reporting will support data-driven decision-making and demonstrate the potential impact on the regional economy. T3 will also utilize funding from Texas Talent Connection and Dell to ensure the long-term sustainability of our workforce efforts.

CDN | Vendor ID | Amendment #

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