

## ABSTRACT

<b>State Apprenticeship Expansion Formula2 Funding Opportunity</b>	
<b>Lead Applicant / Organization Name (Base Funding):</b> Texas Workforce Commission	
<b>Lead Applicant Entity Type:</b> U.S State - Texas	
<b>Lead Applicant City and State:</b>	Austin, Texas
<b>Application Type:</b>  <i>Base Funding</i>	
<b>Project Title:</b> State Apprenticeship Expansion Formula (SAEF2) Base Funding (2 <sup>nd</sup> Year) 2 <sup>nd</sup> year of 5-year State continued Capacity/Plan Development and Implementation	
<b>Funding Amount Requested:</b> \$2,812,636.00	
<b>Total Number of apprentices enrolled in RAPS during the life of the grant, if applicable:</b>  <b>Not applicable</b>	
<b>Population(s) to be served:</b> Continuing to build and develop statewide structure (including both Education and Workforce) to support equity focused on career awareness to underrepresented populations (women, people of color, individuals with disabilities, veterans, justice impacted individuals, youth (including foster youth), as well as individuals in rural communities).	
List the name of the <b>Required Partner</b> ( <i>for states with federally-recognized SAAs</i> ): Not Applicable	
List the name(s) of <b>Optional Partners</b> , as applicable:	
Texas Higher Education Coordinating Board (THEB)	State Agency
Texas Education Agency (TEA)	State Agency
Department of Labor – Office of Apprenticeship (DOL-OA)	Federal Government
5 to 7 Workforce Boards (Boards)	Council Governments
3 to 5 Community College	Institutions of Higher Education
3 to 5 ESCs/ISDs/CTE	Educational Institutions
8 to 10 DOL-OA Registered Apprenticeship Programs	Workforce /Training Providers
<b>Targeted Industry(ies) and/or Occupation(s):</b> Business/Industry will impact development, but focus will be on K-12 Teachers, Healthcare, Child Care, Public Sector, Supply Chain, and Semi-conductors.	
Summary of program <b>activities:</b> TWC is applying for an extension for SAEF(1). Several delays were experienced in the planning process including Texas legislative sessions as well as Tri-Agency (THECB, TEA and TWC) staffing changes. This plan as originally envisioned each subsequent year of the plan will build on the previous year implementation and success. TWC will be moving forward with the	

development of the initial year of the 5-year plan with this second-year layer in – to fully implement the overall plan – with Competitive Funding used to fully implement during the 3-year Period of Performance – not just plan.

**Activities** embedded in the 2<sup>nd</sup> year of the 5-year plan will incorporate 4 to 5 outlined activities in the FOA to be implemented in the Competitive Funding application also being submitted.

TWC's plan will continue to build capacity and statewide awareness as we continue building stronger partnerships with Tri-Agency and their subsidiaries as well as DOL-OA/RAPs. This building and benefiting from stronger partnership will include all TWCs internal divisions (Adult Education and Literacy (AEL), Vocational Rehabilitation (VR), Workforce Innovation and Opportunity Act (WIOA), Trade Adjustment Assistance (TAA), and Worker Opportunity Tax Credit (WOTC) as well.

Continue to work with employers to develop new RAPs or expand existing programs – adding incentives to this strategy.

Develop and expand quality Pre-Apprenticeship leading to Registered Apprenticeship as a successful workforce training model. Using this strategy to capitalize on high school CTE programs.

Continued development and expansion of RAP (earn while you learn) to particularly include underrepresented populations – and building exposure to career pathways to highly skilled/high paying jobs.

**Subrecipient Roles:** List all subrecipients and the roles (activities) they will fill on the proposed project. Roles should be aligned to proposed workplan.

Basically, a mirror of the roles contained in the Competitive Funding – since the Formula Funding 5-year plan will include the activities.

**THECB:** will support the development of RA in both traditional and non-traditional areas to ease workforce shortages through engaging and assisting employers to explore/begin/develop/implement RA and quality pre-apprenticeship with direct pathways into RAPs

- **Community College:** through THECB leadership will develop new and expand current RAPs and where identified need develop quality pre-apprenticeship activities/programs that lead directly to RAP enrollment.

**TEA:** will focus creating and implementing a plan on expanding quality pre-apprenticeship in high schools that will have career pathways into RAPs. TEA will capitalize on already thriving CTE programs, thus providing highly skilled, highly paid long-term careers for individuals supporting business/industry with a pipeline supporting a productive workforce.

- **Texas ESCs/ISDs/CTE:** through TEA leadership will develop quality pre-apprenticeship activities/programs that lead directly to RAP enrollment.

**DOL-OA Region IV- Director and Texas State Director:** will continue to support TWC's Apprenticeship Texas staff as well as its grantee navigators throughout the state in review/approval of RAP standards. TWC has received Apprenticeship Training Representative (ATR) training and from both Regional and State staff as need was identified to support the continue ability to expedite program approvals in Texas.

- DOL-OA RAPs will engage and mentor other developing programs as Apprenticeship Texas staff do. RAPs will also explore/develop new occupations and quality pre-apprenticeship

programs that will open career paths for youth (including foster youth), as well as underrepresented populations and their communities.

Board: will continue to support education and other workforce partners in the development of new RAPs as well as the expansion of current RAPs throughout Texas. Boards will continue to use any appropriate funding including but not limited to, DOL apprenticeship expansion, WIOA, AE, VR, etc., to support quality pre-apprenticeship and RA.

As all partners, will focus on:

- underrepresented populations (women, people of color, individuals with disabilities, veterans, justice impacted individuals, youth (including foster youth), as well as individuals in rural communities) being enrolled in a RAP.
- Targeted industries such as K-12 Teachers, Healthcare, Child Care, Public Sector, Supply Chain, and Semi-conductors while allowing for other business/industry to impact RAP development and expansion.

List of **credential(s)** to be awarded: Not Applicable – credentials contained in Competitive abstract.

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