



**2026-2027 Texas Regional Pathways Network (TRPN) Cohort 6
Informal Discretionary Competition (IDC) Due November 7, 2025**

NOGA ID

Authorizing legislation

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

The IDC 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, November 7, 2025**.

Application stamp-in date and time

Grant period from **March 31, 2026 - August 31, 2027**

Pre-award costs permitted from **Award Date**

Required Attachments

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

NOTE: Must use FileName Convention: NAME_Cohort6_Budget.xls

2. TRPN Regional Partnership Agreement

NOTE: Must use FileName Convention: NAME_Cohort6_Agreement.pdf

Amendment Number

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

N/A

Applicant Information

Organization **Crane ISD** CDN **052901** Campus **Crane High School** ESC **15** UEI **R4TKYEVB5769**

Address **511 W. 8th Street** City **Crane** ZIP **79731** Vendor ID **1756001227**

Primary Contact **Roy Garcia** Email **rgarcia@craneisd.com** Phone **432-558-1022**

Secondary Contact **Jordan Clack** Email **jordan.clack@educatepb.org** Phone **432-770-9401**

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

☒ IDC application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **Roy Garcia**

Title **Superintendent**

Email **rgarcia@craneisd.com**

Phone **432-558-1022**

Signature

Date

11/7/25

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2027 TRPN Cohort 6 Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2026-2027 TRPN Cohort 6 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 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.
- ☒ 7. Applicants provide assurance that they will work closely with the identified pathways team facilitator throughout the project and support the pathways team facilitator with the necessary resources to be successful throughout the project. This includes coordination with the assigned coach and assurance that the grant administrator and pathways team facilitator will meet frequently with the assigned coach throughout the project. In addition, the grant administrator will coordinate with the pathways team facilitator on all performance reporting requirements. The grant administrator will meet with the assigned coach and identified pathways team facilitator within the first month of the grant project to align on roles and responsibilities.
- ☒ 8. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan a work-based learning opportunity for all students across partner districts within the first three months of the grant project.
- ☒ 9. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan an advising interventions opportunity for all students across partner districts within the first three months of the grant project.
- ☒ 10. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan postsecondary opportunities for all students across partner districts within the first three months of the grant project.
- ☒ 11. The applicant provides assurances that they will engage in a fiscal mapping exercise as part of their grant activities, resulting in a resource that provides an analysis of funds that are currently directed toward their pathways efforts and can be leveraged in the future to support sustainability of the program. The applicant provides assurances that they will work with their assigned coach throughout the grant project to gain support on the fiscal mapping efforts.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs of the organization. Also include the following: *a. Industry Target and Labor Market Justification* - Discuss the targeted industry, supported by regional labor market data such as wages, projected growth, and annual openings, highlighting why it qualifies as a targeted industry. *b. Career and Education Pathways* - Detail the career and education pathways, or specific programs of study, leading to the targeted industry that will be supported by the grant project. *c. Key Project Partners* - List and describe the key partners involved in the project, including the required partners: pathways team facilitator, grant administrator, a public institution of higher education, three LEAs, two employers, the regional education service center, and a workforce development board. *d. Grant Activity Overview* - Outline the grant-funded activities aimed at improving pathways from secondary to postsecondary education into the targeted industry. Highlight specific areas of focus such as work-based learning opportunities, advising interventions, dual credit participation and attainment, and middle school career awareness.

The Permian Basin Innovation Zone (PBIZ) embodies the strength of rural West Texas by uniting small school districts to prepare and support students, educators, and communities for success in college and careers. Our mission is to dismantle barriers faced by rural students by expanding access to high-quality Career and Technical Education (CTE) pathways that lead to college credentials and high-wage, high-demand employment. Many rural students, though motivated, lack access to specialized programs, industry exposure, and dual credit options. PBIZ leverages collective impact to ensure geography is not a barrier to opportunity.

The targeted industry for this grant is Transportation, Distribution, and Logistics, with a focus on launching a new Automotive Technology Academy at Crane ISD. The academy will implement the state-approved Automotive and Collision Repair program of study, featuring a four-course sequence: Principles of Transportation Systems (Level 1), Automotive Basics (Level 2), Automotive Technology I: Maintenance and Light Repair (Level 3), and Automotive Technology II: Automotive Service (Level 4). Diesel-specific units will be woven throughout instruction to ensure relevance to the region's transportation and energy sectors. According to the Texas Workforce Commission, automotive service technicians and mechanics earn median annual wages between \$47,000 and \$65,000, while experienced diesel technicians in the Permian Basin often exceed \$70,000 annually. Statewide employment for automotive service technicians is projected to grow 10 percent over the next decade, with more than 3,000 annual openings. These data confirm a robust and sustained demand for skilled technicians who can service both standard and diesel vehicles that keep the Permian Basin economy moving.

Using TRPN Cohort 6 funds, PBIZ will design and prepare for the launch of the Automotive Technology Academy during SY 2025 - 2026, leading to the first student cohort beginning Principles of Transportation Systems in SY 2026 - 2027. Students will gain access to industry-recognized ASE credentials, hands-on training, and dual credit opportunities through Odessa College, which offers certificates and associate degrees in automotive technology. This alignment ensures that graduates can transition seamlessly into the workforce or continue into advanced postsecondary programs.

The project represents a strong regional collaboration. Jordan Clack, Director of PBIZ, serves as pathways team facilitator, coordinating alignment across districts, higher education, and employers. Crane ISD will serve as the grant administrator and fiscal agent and will host the new academy. McCamey ISD and Grandfalls-Royalty ISD will expand regional access to students across multiple rural communities. Odessa College is the lead higher education partner, aligning its automotive technology curriculum with the high-school sequence and supporting dual credit and credential attainment. On the employer side, Collin Sewell of the Sewell Automotive Group has been identified as a prospective anchor partner due to his deep regional workforce leadership. Confirmed partners include Quad-C Energy Services & Rentals and H & S Automotive—both founded by Crane ISD alumni—who will provide input on program design, equipment recommendations, and work-based learning opportunities. Workforce Solutions Permian Basin will provide ongoing labor-market data and ensure program alignment with regional workforce priorities, while Regions 15 and 18 Education Service Centers will deliver professional development and technical assistance.

Grant funds will support development of core program elements: building employer-aligned curriculum and facilities plans; expanding hands-on, work-based learning experiences; embedding career advising to keep students on track toward ASE certification and postsecondary transition; scaling dual credit participation with Odessa College; and expanding middle-school career awareness to introduce students early to transportation and automotive careers. By strengthening access to high-quality CTE in rural West Texas, the Automotive Technology Academy will prepare students for success in a rapidly evolving transportation sector while meeting regional workforce needs across automotive, diesel, and logistics industries.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed. Include the following in your response: *a. Identified Districts and Staff Commitment* - Identify the partner districts and the staff dedicated to this project on behalf of each district. Describe the process used to identify each partner district and demonstrate their commitment to the project. *b. Key Personnel and Their Qualifications* - Introduce the pathways team facilitator and grant administrator, including their organizations, qualifications, and relevant experiences related to this project. Indicate whether the position is existing or proposed. *c. Collaboration and Roles* - Describe how the pathways team facilitator and grant administrator will collaborate, outlining their clear roles and responsibilities to ensure the project's success and avoid duplication of effort. *d. Sustainability Strategy* - Explain how the grant administrator and pathways team facilitator will work with all key partners to develop a strategy for the project's sustainability beyond the grant period.

The Permian Basin Innovation Zone (PBIZ) is anchored by three rural school districts—Crane ISD, Grandfalls-Royalty ISD, and McCamey ISD—each of which has formally committed to supporting the launch of the Automotive Technology Academy at Crane ISD. These districts were identified through the collaborative design of PBIZ, which intentionally brings together small, rural LEAs that would otherwise be unable to offer robust CTE opportunities independently. Each district has designated a representative who will dedicate a minimum of 0.10 FTE to this project to ensure local ownership of program implementation, support student recruitment into the new academy, and participate in regional planning and evaluation.

The project will be led by Jordan Clack, Director of PBIZ, who serves as the pathways team facilitator. This is an existing position within PBIZ. Ms. Clack has extensive experience coordinating multi-district collaboratives and aligning secondary, postsecondary, and workforce partners to improve CTE opportunities for rural students. She is responsible for convening stakeholders, maintaining communication across the regional team, and ensuring that all grant activities are carried out with fidelity to PBIZ's mission of equity and access. To expand her capacity, PBIZ will also contract with CareerCraft, Inc., which will provide technical assistance to support grant compliance, strengthen implementation planning, and assist with program evaluation. This contracted support ensures that the pathways team facilitator has both the bandwidth and expertise needed to deliver on the project's goals. PBIZ's capacity is further strengthened by its designation as a Rural Pathways Excellence Partnership (R-PEP), which reflects state-level recognition of its commitment to building sustainable, high-quality pathways. Crane ISD will serve as the grant administrator and fiscal agent for this project, leveraging its role as the host site for the Automotive Technology Academy. Superintendent Roy Garcia and Business Manager Sylvia Villegas bring extensive experience in district leadership, financial management, and oversight of state and federal funding streams. Their existing capacity ensures fiscal compliance and accountability. Crane ISD will oversee all grant expenditures, coordinate with PBIZ and TEA, and ensure that resources flow equitably to partner districts to support student participation.

The collaboration between the pathways team facilitator and the grant administrator is designed to maximize efficiency and avoid duplication of effort. The facilitator will manage program design, stakeholder engagement, and reporting of programmatic outcomes, while the grant administrator will oversee fiscal management, compliance, and alignment of district-level staff efforts. Both roles will maintain close communication and work jointly with the assigned TRPN coach to ensure all deliverables are met. PBIZ's capacity is strengthened by its higher education and employer partners. Odessa College is the lead higher education partner, aligning its automotive and diesel technology programs with the academy's course sequence, which includes Principles of Transportation Systems, Automotive Basics, Automotive Technology I: Maintenance and Light Repair, and Automotive Technology II: Automotive Service. On the employer side, PBIZ is engaging regional companies across the Permian Basin that employ automotive service technicians, maintenance professionals, and diesel specialists. Collin Sewell of the Sewell Automotive Group has been identified as a prospective anchor partner due to his strong history of workforce leadership in the region. Confirmed partners include Quad-C Energy Services & Rentals and H & S Automotive, both led by Crane ISD alumni, who will support the project through advisory participation, internships, and equipment input. Region 18 Education Service Center will provide professional development and curriculum support, while Workforce Solutions Permian Basin ensures the academy remains aligned to labor market demand and regional workforce priorities.

To ensure sustainability beyond the grant period, the pathways team facilitator and grant administrator will work with all key partners—LEAs, Odessa College, employers, ESC Region 15, ESC Region 18, Workforce Solutions Permian Basin, CareerCraft, and the Education Partnership of the Permian Basin (EPPB)—to develop a long-term strategy. This will include fiscal mapping to identify braided funding streams (including R-PEP, Perkins V, and CCMR funds), expanding employer commitments to support work-based learning and credential opportunities, and embedding the Automotive Technology Academy into district course catalogs and postsecondary crosswalks. By building a system of shared ownership across districts and partners, PBIZ will position the Automotive Technology Academy as a permanent feature of the regional education-to-career pipeline, ensuring continued impact well beyond the grant period.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? Include the following in your response: *a. Workforce Development Region and Board Roles* - Identify the workforce development region where the project will be located and describe the regional workforce development board's role in the project. If the project spans multiple workforce development regions, name each region and explain the role of each board. *b. Regional Strategy and ESC Role* - Describe the regional strategy for leveraging programs and resources across multiple school districts, including the role the regional ESC will play. *c. Targeted Industry and Pathways* - Describe the targeted industry, including career and education pathways or programs of study that lead to meaningful employment within the industry. Justify with labor market data and local knowledge. *d. Employer Engagement Strategy* - Outline the strategy for engaging employers in the project.

The primary goal of this project is to design and prepare for the launch of the Permian Basin Innovation Zone (PBIZ) Automotive Technology Academy at Crane ISD. During the 2025 - 2026 school year, PBIZ will focus on building the infrastructure, partnerships, and curriculum alignment necessary to ensure a strong and sustainable launch of the academy's Level 1 course, Principles of Transportation Systems, in the 2026 - 2027 school year. Objectives for the planning year include securing employer partnerships, aligning secondary coursework with Odessa College's automotive technology program, identifying instructors and facility needs, developing advising systems, and creating early career awareness opportunities for middle and high school students.

The project is located in the Permian Basin workforce development region, served by Workforce Solutions Permian Basin. As the regional workforce development board, Workforce Solutions provides critical labor market intelligence, identifies priority occupations, and advises PBIZ on aligning pathways with current and projected workforce needs. The board will also help PBIZ engage employers during the planning year to provide structured input into program design and ensure that the curriculum reflects current workforce expectations.

The regional strategy is rooted in PBIZ's collective impact model, which leverages shared resources and coordinated planning across Crane ISD, Grandfalls-Royalty ISD, and McCamey ISD. By working together, the districts can create robust career pathways that no single district could sustain on its own. Region 18 Education Service Center will play an essential role during the planning year by supporting professional development, assisting with curriculum development, and ensuring consistency in implementation across districts.

The targeted industry is Transportation, Distribution, and Logistics, with a focus on the Automotive and Collision Repair program of study. The pathway will follow a four-course sequence: Principles of Transportation Systems (Level 1), Automotive Basics (Level 2), Automotive Technology I: Maintenance and Light Repair (Level 3), and Automotive Technology II: Automotive Service (Level 4). The sequence prepares students for ASE industry certifications, entry-level automotive technician roles, and advanced postsecondary training through Odessa College's Automotive Technology programs. Diesel units will be woven throughout instruction to reflect the region's economy, and the Level 4 course will serve as a capstone Practicum in Automotive Technology integrating structured work-based learning (WBL) opportunities with regional employers.

Labor market data supports this focus. According to the Texas Workforce Commission, automotive service technicians and mechanics earn median annual wages between \$47,000 and \$65,000, while diesel and heavy equipment technicians in the Permian Basin often exceed \$70,000 annually. More than 3,000 new automotive-related positions are projected to open statewide each year over the next decade, confirming strong regional demand for skilled technicians who can support energy, construction, and logistics operations.

Employer engagement will be a central focus of the planning year. PBIZ will work with Workforce Solutions Permian Basin to convene automotive, fleet, and energy service employers to shape the design of the program and ensure alignment with industry needs. Collin Sewell of the Sewell Automotive Group has been identified as a prospective anchor partner due to his established workforce leadership and strong record of supporting education initiatives in the region. Confirmed partners include Quad-C Energy Services & Rentals and H & S Automotive, both led by Crane ISD alumni, who recognize the value of cultivating a local pipeline of skilled technicians. Additional employers will be engaged to provide input on curriculum design, identify critical certifications, and develop WBL opportunities such as internships, job shadowing, and equipment demonstrations.

By the conclusion of the 2025 - 2026 school year, PBIZ will have established a fully developed framework—including curriculum sequencing, facilities planning, employer commitments, advising systems, and dual credit alignment with Odessa College—that positions the Automotive Technology Academy for a successful launch of Principles of Transportation Systems in 2026 - 2027. This deliberate approach ensures the program begins with the strength and sustainability needed to serve rural students for years to come, while creating a clear, four-course pathway into high-demand regional automotive and transportation careers.

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. 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. *b. Identified IHE Partners, Programs and Dual Credit Opportunities* - Identify the IHE partner(s) and the staff dedicated to this project on behalf of the IHE. Describe the programs offered at the IHE that align with the targeted industry, including dual credit opportunities available at the IHE that can be embedded into a district's program of study, projected number of students that will participate in dual credit, and anticipated outcomes. *c. Additional Grant Activities* - Briefly mention other grant activities and interventions to be implemented with grant funds, such as middle school career awareness, career-focused curriculum, middle school to secondary bridge programming, secondary to postsecondary bridge programming, and educator professional development.

The Permian Basin Innovation Zone (PBIZ) will use clearly defined performance measures to ensure accountability and continuous improvement in planning and launching the Automotive Technology Academy at Crane ISD. These measures are directly tied to student outcomes and aligned with the purpose of the TRPN Cohort 6 program: building sustainable, high-quality pathways that prepare students for high-wage, high-demand careers. PBIZ will track progress using enrollment data, advising interventions, dual credit attainment, industry-recognized credentials, and work-based learning participation. Effectiveness will be ensured through annual labor market needs assessments in collaboration with Workforce Solutions Permian Basin and ongoing data reviews with regional partners.

Anticipated Project and Student Outcomes: During the 2025 - 2026 planning year, outcomes will include establishing an employer advisory committee, completing curriculum and dual credit crosswalks with Odessa College, identifying instructors and facility needs, and developing career advising systems. By the start of the 2026 - 2027 school year, PBIZ will launch the Level 1 course, Principles of Transportation Systems, at Crane ISD, with initial enrollment expected from students in Crane ISD, McCamey ISD, and Grandfalls-Royalty ISD. While final enrollment projections are being refined, PBIZ anticipates a combined first-year cohort across the three partner districts, each receiving structured advising and early career exposure opportunities. As the pathway develops, students will progress through Automotive Basics (Level 2), Automotive Technology I: Maintenance and Light Repair (Level 3), and Automotive Technology II: Automotive Service (Level 4), where they will gain hands-on experience with local employers through structured work-based learning.

Identified IHE Partner, Programs, and Dual Credit Opportunities: PBIZ is partnering with Odessa College, which serves as the lead higher education partner for the Automotive Technology Academy. Odessa College offers certificate and associate degree programs in Automotive Technology Technology and will align dual credit courses to the academy's programs of study. Dual credit offerings are expected to begin in the second or third year of implementation, with participation increasing as students advance into technical coursework. Odessa College faculty and staff will support curriculum alignment, credential planning, and ongoing program evaluation. This partnership ensures students graduate high school with foundational technical skills and can seamlessly continue toward an ASE-aligned certificate or degree program at Odessa College.

Additional Grant Activities: Grant funds will also support student recruitment and transition activities. Middle school career awareness programming will expose students to transportation and automotive career pathways, building interest prior to high school enrollment. Bridge programming between secondary and postsecondary will connect academy students directly to Odessa College's automotive faculty and facilities, reducing barriers to enrollment after graduation. Educator professional development, supported by Region 18 ESC and CareerCraft, Inc., will focus on curriculum alignment, advising, and designing meaningful work-based learning experiences. These supports will ensure that the academy is built on high-quality instruction and a strong ecosystem of career guidance and regional coordination.

Through these performance measures and activities, PBIZ will monitor progress toward academy readiness, enrollment growth in Principles of Transportation Systems, and alignment with regional labor market demand. Data will be reviewed quarterly with LEA, IHE, employer, ESC, and workforce partners to ensure continuous improvement. This deliberate approach will ensure that rural West Texas students gain access to a sustainable, industry-aligned program of study that prepares them for ASE certifications and high-wage employment in the automotive and transportation sectors.

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 beyond any one specific district partner. *b. Partner Support and FTE Allocation* - Detail the minimum 0.10 FTE dedicated as pass-through to each district partner involved in the grant project. Identify the partner districts and the staff dedicated to this project on behalf of each district. Describe the process used to identify each partner district and demonstrate their commitment to the project. *c. Coordinated Funding Strategies* - Outline the coordinated funding strategies the team will utilize to incorporate other funding sources to support the implementation of this project and future work. *d. Sustainability and Cost-Effectiveness* - Briefly explain how the budget supports long-term sustainability and efficient use of funds. Include strategies for maintaining key components beyond the grant period and leveraging shared resources or existing infrastructure.

The proposed budget for PBIZ is designed to meet program needs for staffing, program design, instructional resources, and student supports while ensuring funds benefit the entire region rather than any single district. Each allocation aligns with the project's goals of establishing the Automotive Technology Academy at Crane ISD, preparing for the 2026 - 2027 launch of Principles of Transportation Systems, and building a sustainable, regionally aligned program of study.

Funding Allocations and Justification: Payroll (6100): Approximately \$82,800 will support salaries and benefits for the pathways team facilitator and Crane ISD grant administration staff.

- Contracted Services (6200): Approximately \$145,500 will be used for contracted services. CareerCraft, Inc. will expand the capacity of the pathways team facilitator by providing technical assistance in grant compliance, labor market analysis, program design, and evaluation. Odessa College will provide a dual credit instructor. Education Partnership of the Permian Basin (EPPB) will provide convening support, communication support, and general administrative support for the region. Pass-through funds are allocated for 0.10 FTE support in Grandfalls-Royalty ISD and McCamey ISD, ensuring local-level advising, recruitment, and program coordination.

- Supplies and Materials (6300): Approximately \$66,700 will support planning-year purchases of instructional resources needed for program development, including classroom materials and curriculum-aligned supports for Principles of Transportation Systems.

- Other Operating Costs (6400): Approximately \$20,000 will be used for regional convenings, staff travel, student travel to conferences and competitions, and employer engagement activities such as advisory meetings, site visits, and guest speakers.

- Capital Outlay (6600): Approximately \$65,000 will be invested in employer-validated equipment to prepare for future implementation of hands-on diesel coursework, with all purchases vetted through employer partners and Odessa College. The specific training equipment desired is a CDL training simulator.

- \$20,000 has been budgeted to Crane ISD for indirect costs associated with serving as the Grant Administrator.

Partner Support and FTE Allocation: Each partner district—Crane ISD, Grandfalls-Royalty ISD, and McCamey ISD—will receive pass-through funds of approximately \$6,000 for a staff member dedicating 0.10 FTE to the project. These staff members will provide advising, support student tracking, and assist in program planning and implementation. Districts were identified through PBIZ's collaborative structure, and their commitment is demonstrated by participation in PBIZ initiatives, in-kind contributions of staff time, and alignment to the regional vision of preparing students for high-demand careers.

Coordinated Funding Strategies and Sustainability: PBIZ will braid CTE funds, CCMR allotments, Rural Pathways Excellence Partnership (R-PEP) funds, and local district resources to maximize impact. PBIZ, with support from CareerCraft, will lead a fiscal mapping exercise to identify additional resources that can sustain program components beyond the grant period. The budget emphasizes shared resources and regional coordination, with professional development, instructional resources, and employer-vetted equipment benefiting all three partner districts. Long-term sustainability will be supported by continued employer engagement, integration with Odessa College's diesel technology dual credit offerings, alignment with Workforce Solutions Permian Basin, and regional support from ESC Region 18, ESC Region 15, and EPPB.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

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

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

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

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