



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):

Applicant Information

Organization **Region One ESC** CDN **108950** Campus ESC **1** UEI **RLSVGNCNY125**Address **1900 West Schunior** City **Edinburg** ZIP **78541** Vendor ID **17415881865**Primary Contact **Bobbie Sue Gonzalez** Email **bogonzalez@esc1.net** Phone **956-984-6010**Secondary Contact **Melissa Lopez** Email **mlopez@esc1.net** Phone **956-984-6046**

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 CertificationAuthorized Official Name **Daniel P. King**Title **Executive Director**Email **dking@esc1.net**Phone **956-984-6001**

Signature

Date **11/05/2025**

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.

Overview, Mission, and Need

Region One Education Service Center (ESC), serving as the Tri-Agency Regional Convener and fiscal agent, will lead ENGINE—Empowering the Next Generation Industry Network to Employment, a regional initiative expanding equitable, high-quality career pathways in South Texas. The project focuses on two priority occupational career cluster areas within the Transportation, Distribution, and Logistics (TDL) cluster: diesel and heavy equipment maintenance, including commercial driving, and distribution, logistics, and warehousing. These align with Bus and Truck Mechanics and Diesel Engine Specialists (SOC 49-3031; CIP 47.0605) and Logisticians (SOC 13-1081; CIP 52.0203), supporting credentials such as Certified Logistics Technician (CLT) and Supply Chain Management. Through ENGINE, Region One ESC and its partners will align education and workforce systems to expand access to industry-recognized credentials and connect students to in-demand, high-wage occupations identified by the Texas Workforce Commission (TWC) and Workforce Solutions for South Texas (WSST) as critical to the region's economy. ENGINE advances Region One ESC's mission to empower all learners for educational excellence and personal success by developing industry-aligned pathways that address workforce shortages. Through dual credit, industry-based credentials (IBCs), and structured work-based learning (WBL), ENGINE equips students with the skills and experience needed to transition into postsecondary education and high-skill careers.

--Industry Target and Labor-Market Justification: The Transportation, Distribution, and Logistics sector anchors South Texas's economy and supports international trade. Diesel and heavy-equipment maintenance positions average \$22.87 per hour with 13 percent growth and about 2,620 annual openings. Certified Logistics Technician roles average \$17.54 per hour with 20 percent growth and roughly 370 annual openings (TWC & WSST, 2024). These high-wage, high-demand occupations meet the Texas Education Agency (TEA) definition of priority industries essential to sustaining the region's infrastructure and long-term growth.

--Career and Education Pathways: ENGINE will create two stackable, credit-bearing pathways integrating coursework, credentials, and hands-on learning. The Diesel and Heavy Equipment Maintenance Pathway begins with high-school Career and Technical Education (CTE) courses, includes OSHA-10/30 and ASE Entry-Level credentials, and continues at Laredo College through Certificates I and II leading to an Associate of Applied Science degree. The Certified Logistics Technician Pathway progresses through the Manufacturing Skill Standards Council (MSSC) Certified Logistics Associate (CLA) and CLT credentials and continues through Laredo College's Logistics Management Program. Both pathways emphasize equitable access through dual credit, academic advising, and wraparound supports such as tutoring, mentorship, and transportation.

--Key Project Partners: The ENGINE consortium unites Texas Regional Pathways Network (TRPN) partners under Region One ESC's leadership. As Tri-Agency Convener, Region One ESC provides oversight, fiscal management, and technical assistance. Laredo College delivers dual-credit instruction and articulation agreements, while Texas A&M International University (TAMIU) expands certification options and hosts career events. Partner districts, Laredo ISD, United ISD, and Webb CISD, lead student recruitment, advising, and reporting, and New Harvest Christian Academy participates without passthrough funding. Workforce Solutions for South Texas connects employers such as EELCO Supply Chain Solutions – US Custom Broker, and American Electric Power (AEP), which provide internships and mentoring. All partners have executed the TRPN Partnership Agreement, formalizing commitments through August 2027.

--Grant Activities and Evaluation: ENGINE will enroll 60 students earning at least nine college hours or an Occupational Skills Award, support 120 OSHA, ASE, and MSSC certifications, and place 45 students in structured WBL experiences lasting 80–120 hours. At least 60 percent will transition into employment or further education. Advising, transportation, and wraparound supports will reach 90 percent of participants. Professional development will expand career exploration and strengthen instruction. Progress will be evaluated quarterly through the ENGINE Data Dashboard, integrating partner data to monitor enrollment, credential attainment, and WBL outcomes. Findings will guide continuous improvement and ensure program alignment with workforce needs.

--Program Impact: ENGINE will establish a connected, data-driven system linking education, workforce, and industry to strengthen the South Texas labor market. The program aims to enroll 60 students, achieve a 70 percent dual-credit completion rate, and award 120 credentials. By integrating academic rigor with technical preparation, ENGINE will develop a skilled workforce ready for high-demand careers. The name ENGINE reflects both the machinery driving transportation and the mechanism fueling educational and economic advancement for South Texas learners.

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.

a. Identified Districts and Staff Commitment

Three Texas Local Education Agencies (LEAs)—Laredo ISD, United ISD, and Webb CISD—have been identified as partner districts for the ENGINE initiative. Each district will dedicate one Career and Technical Education (CTE) Project Coordinator at 0.10 FTE, with stipends provided through grant funds to offset time and effort. Districts were selected based on regional labor-market data, readiness to expand Transportation, Distribution, and Logistics (TDL) programs, and established collaboration with Region One ESC. Together, these districts create a tri-district model that connects rural and urban communities to high-demand industries. Laredo ISD and United ISD contribute strong College, Career, and Military Readiness (CCMR) performance, while Webb CISD extends reach to smaller rural populations. Each district's CTE Coordinator will lead recruitment, advising, dual-credit enrollment, credential testing, and reporting. They will also manage employer partnerships, coordinate work-based learning (WBL) placements, and ensure compliance with Texas Education Agency (TEA) requirements. New Harvest Christian Academy, a private nonprofit within the partner LEAs' boundaries, will participate in pathway activities but will not receive funding or commit staff time.

b. Key Personnel and Their Qualifications

Region One ESC will serve as fiscal agent and project lead. Within the Division of College, Career, and Life Readiness, the Director will act as Grant Administrator, overseeing fiscal operations, compliance, and coordination among partners. Two Region One ESC positions, one existing and one new proposed, will implement the project: a Pathways Team Facilitator (0.50 FTE) and a College and Career Education Specialist (1.0 FTE). The Pathways Team Facilitator, an existing ESC position, will coordinate implementation, lead partner convenings, and oversee deliverables. This individual holds a bachelor's degree (master's preferred) in education or workforce development, with over five years of experience managing CTE or Perkins V grants. The facilitator has expertise in convening multi-sector stakeholders, data-based decision-making, and coordinating initiatives in logistics and technical education. The College and Career Education Specialist, a new position, will align pathway instruction with workforce needs, manage grant-funded activities, and ensure curriculum consistency across secondary and postsecondary programs. This individual will hold a bachelor's or master's degree in industrial technology, CTE, or a related field, Texas CTE certification, and at least three years of experience in diesel, logistics, or heavy-equipment programs. Preferred expertise includes OSHA-10/30, ASE Entry-Level, and MSSC CLT credentials as well as WBL coordination and technical advising. Together, these personnel ensure fiscal accountability, instructional alignment, and coordinated implementation across all partners.

c. Collaboration and Roles

The Grant Administrator and Pathways Team Facilitator will collaborate closely to manage compliance, fiscal oversight, and partner coordination. The Grant Administrator will lead reporting and budget management, while the Pathways Facilitator will guide instructional quality, stakeholder engagement, and data tracking. Partner District Roles: Each CTE Coordinator will oversee student recruitment, advising, and site-level coordination, including transportation and employer engagement. Higher-Education Roles: Laredo College will align curricula, embed credential requirements, and manage articulation and dual-credit agreements. Texas A&M International University (TAMIU) will host career events and support certification pathways. Workforce Board Role: Workforce Solutions for South Texas (WSST) will validate labor-market data, facilitate employer connections, and coordinate WBL placements. Monthly and quarterly coordination meetings will monitor performance benchmarks, maintain accountability, and ensure continuous progress across all partners. All partners will actively serve as members of the TX Regional Network.

d. Sustainability Strategy

ENGINE's sustainability plan centers on funding integration, institutionalization, and continuous improvement. Funding Integration: Region One ESC, Laredo College, TAMIU, WSST, and partner districts will leverage Perkins V, WIOA, and local CTE funds to sustain positions and core activities. Employer contributions and philanthropic partnerships will supplement support. Institutionalization: The Pathways Facilitator and Education Specialist will formalize processes for curriculum alignment, credential monitoring, and WBL management, embedding these systems into ESC and district operations. Laredo College will maintain articulation and dual-credit agreements for academic continuity. Governance and Improvement: The ENGINE Advisory Council, including all partners and employers such as EELCO Supply Chain Solutions, and American Electric Power (AEP), will meet quarterly to review data and workforce trends. Region One ESC will use the ENGINE Data Dashboard to monitor enrollment, credential completion, and WBL participation annually. Through shared governance and continuous evaluation, ENGINE will remain sustainable, data-driven, and industry-aligned, empowering students, strengthening partnerships, and advancing the South Texas workforce beyond the TRPN Cohort 6 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.

ENGINE Program Overview: ENGINE - Empowering the Next Generation Industry Network to Employment, demonstrates Region One Education Service Center's (ESC) commitment to empowering learners for academic, personal, and professional success. Developed under the Texas Regional Pathways Network (TRPN) Cohort 6, ENGINE unites school districts, higher education institutions, workforce boards, and employers to expand access to Diesel & Heavy Equipment Maintenance (SOC 49-3031) and Certified Logistics Technician (CLT) (SOC 13-1081) pathways. The name reflects both the machinery powering transportation and logistics and the engine of opportunity driving South Texas learners forward. ENGINE provides students with dual-credit, industry-based credentials (IBCs), and work-based learning (WBL) experiences aligned with regional labor-market demand. Integrating rigorous academics with hands-on training, the initiative promotes innovation, and workforce sustainability. In the Laredo Metropolitan Statistical Area, diesel mechanics earn an average of \$22.87 per hour with 13 percent projected growth ($\approx 2,620$ openings), while logisticians earn \$17.54 per hour with 20 percent projected growth (≈ 370 openings) confirming both as high-wage, high-demand regional priorities (Texas Workforce Commission, 2024; Workforce Solutions for South Texas, 2024). Local employers and WSST advisory panels confirm ongoing demand for diesel and logistics professionals across the I-35 trade corridor, reinforcing regional relevance.

--OBJECTIVE 1 – Expand Access and Dual-Credit Enrollment: ENGINE will enroll at least 60 students from Laredo ISD, United ISD, and Webb CISD in Diesel & Heavy Equipment Maintenance or CLT programs, ensuring 70 percent complete nine or more semester credit hours or earn an Occupational Skills Award by August 31, 2027. The Workforce Solutions for South Texas (WSST) region, serving Webb, Zapata, and Jim Hogg counties, will conduct labor-market assessments, facilitate co-enrollment, and provide WIOA-funded support for rural and low-income students. WSST and Region One ESC will share quarterly workforce data to align recruitment and credential targets. As Tri-Agency Convener, Region One ESC will standardize pathways, coordinate recruitment, and manage a data dashboard tracking enrollment, credentials, and equity outcomes. Using these insights, ESC will identify participation gaps and deploy tutoring or transportation support to ensure equitable success. Laredo College will expand dual-credit offerings, streamline admissions, and provide targeted advising, while employers such as EELCO Supply Chain Solutions – US Custom Broker, and American Electric Power (AEP), will host site visits and advise curricula. KPI: ≥ 70 percent complete ≥ 9 SCH verified through Laredo College transcripts.

--OBJECTIVE 2 – Increase Industry-Based Credential Attainment: By August 2027, students will earn 120 credentials: 60 OSHA-10/30, 30 ASE Entry-Level (Medium/Heavy Truck), and 30 MSSC CLT. WSST will assist with employer engagement and funding; Region One ESC will oversee exam preparation, advising, and compliance; Laredo College will align coursework; and Texas A&M International University (TAMIU) will expand post-graduation certifications. Employers will co-host credential boot camps and verify competencies. KPI: 120 credentials validated through vendor pass lists.

--OBJECTIVE 3 – Expand Work-Based Learning (WBL): By August 2027, at least 45 students will complete 80–120 supervised WBL hours, with 60 percent securing employment or continuing education within six months. WSST will support placements; Region One ESC will manage MOUs and compliance; Laredo College will supervise student performance; and employers including EELCO, and AEP, will provide mentorship and evaluations. Employer feedback will be gathered through quarterly advisory meetings and post-placement surveys to improve alignment. KPI: 45 placements totaling $\geq 5,000$ hours verified through employer logs.

--OBJECTIVE 4 – Advance Equity and Postsecondary Transition: By August 2027, 60 students will receive two or more wraparound supports, transportation, mentoring, or tutoring, with 35 percent representing rural counties such as Zapata and Jim Hogg. WSST will co-enroll eligible students in supportive services; Region One ESC will coordinate inter-agency data; and Laredo College will ensure articulation and degree continuity. Employers will prioritize rural placements and sustain post-grant internships and boot camps through sponsorships. KPI: 60 students supported; ≥ 35 percent rural participation.

--Outcomes and Continuous Improvement: Expected outcomes include 60 students enrolled, 120 credentials earned, 45 WBL placements, and 60 students receiving supports with ≥ 35 percent rural participation. Region One ESC and WSST will conduct quarterly reviews to refine implementation, update curricula, and ensure alignment with TEA's statewide TRPN goals, credential attainment, equitable access, and sustained workforce development for South Texas.

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 ENGINE initiative, led by Region One Education Service Center (ESC) as the Tri-Agency Regional Convener for the South Texas Workforce Board area, measures success through outcomes directly tied to student achievement and the Texas Regional Pathways Network (TRPN) purpose, creating high-quality, equitable transitions from education to employment. Performance measures emphasize enrollment, dual-credit completion, credential attainment, work-based learning (WBL), and postsecondary or employment transitions within the Diesel & Heavy Equipment Maintenance (SOC 49-3031) and Certified Logistics Technician (SOC 13-1081) pathways. Evaluation aligns with the state's seven components of high-quality pathways: cross-sector partnerships, labor-market alignment, effective advising, industry-valued credentials, applied academics, experiential learning, and postsecondary transition. These standards guide ENGINE's tracking of participation, credential outcomes, and workforce relevance. Tools and Processes for Effectiveness: Effectiveness will be ensured through a data-driven regional system managed by Region One ESC. The ENGINE Data Dashboard will integrate data from district Student Information Systems (SIS), Laredo College transcripts, credentialing vendor lists, and Workforce Solutions for South Texas (WSST) placement data. District SIS will track enrollment and progress; Laredo College will report semester credit hours (SCH) and dual-credit completions; certification vendors (ASE, OSHA, MSSC) will verify credential results; and WSST will supply validated WBL and employment outcomes. Region One ESC will conduct quarterly reviews and an annual labor-market assessment to ensure pathways remain aligned with workforce demand. Findings will be shared with districts, employers, and higher-education partners to guide continuous improvement.

--a. Anticipated Project and Student Outcomes: By August 31, 2027, ENGINE will achieve: (1) Dual Credit: At least 60 students from Laredo ISD, United ISD, and Webb CISD will enroll in dual-credit courses through Laredo College, with 70% completing nine or more SCH or earning an Occupational Skills Award. (2) Industry-Based Credentials: Students will earn at least 120 credentials, including 90 OSHA-10/30, 60 ASE Entry-Level, and 30 MSSC Certified Logistics Technician (CLT) certifications. (3) Work-Based Learning: Forty-five students will complete 80–120 WBL hours, with 60% securing employment or continuing education within six months. (4) Equity and Access: Sixty students will receive two or more supports, such as transportation or advising, with 35% from rural communities.

Partner districts will report outcomes quarterly. ESC will validate transcripts, credential data, and WSST employment records, compiling verified data for TEA.

--b. Identified IHE Partners, Programs, and Dual-Credit Opportunities: (1) Laredo College, the primary Institution of Higher Education (IHE) partner, offers dual-credit coursework aligned with Diesel & Heavy Equipment Maintenance (CIP 47.0605 → SOC 49-3031) and Certified Logistics Technician (CIP 52.0203 → SOC 13-1081). Faculty collaborate with Region One ESC through curriculum workshops integrating OSHA and ASE modules into credit-bearing courses. (2) Texas A&M International University (TAMIU) complements this work by hosting career events, supporting certification pathways, and expanding post-graduation certificate programs to ensure seamless student transfer and workforce advancement.

--c. Additional Grant Activities and Interventions: ENGINE partners will reinforce pathway success through: (1) Career Awareness: Middle school modules and industry presentations on diesel and logistics careers. (2) Bridge Programming: Summer and intersession activities linking middle, secondary, and postsecondary levels. (3) Career Curriculum: Integration of academic and technical standards emphasizing employability skills. (4) Educator Development: Region One ESC, Laredo College, and TAMIU will train teachers and counselors on advising, labor-market trends, and pathway alignment.

Together, these strategies ensure ENGINE delivers measurable student outcomes, aligns with regional workforce demand, and sustains a data-driven model that expands high-wage, high-demand career pathways across South Texas.

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 ENGINE project's proposed \$325,000 budget is strategically aligned with program goals to strengthen regional collaboration, expand workforce-aligned pathways, and ensure long-term sustainability. The budget supports staffing, equipment, instructional materials, and partner coordination needed to implement high-quality Diesel & Heavy Equipment Maintenance and Certified Logistics Technician pathways across three district partners and one higher-education institution.

- a. Funding Allocations and Justification:* Funds are allocated to ensure program impact beyond any single district.
- (6100) Payroll – \$156,508: Supports two key positions. The TRPN Project Coordinator/Team Facilitator (0.5 FTE), an existing role, oversees implementation, budgeting, and compliance; and the College and Career Education Specialist (1.0 FTE), a new position, aligns curriculum, supports district implementation, and ensures performance tracking. Fringe benefits (\$19,404) include FICA, workers' compensation, retirement contributions, and insurance.
 - (6200) Professional and Contracted Services – \$36,000: Covers dual-enrollment instruction through Laredo College (\$15,000) and district partner coordination stipends (\$21,000 total; \$7,000 per district for 0.10 FTE). These stipends ensure equitable representation and support for all partner LEAs: Laredo ISD, United ISD, and Webb CISD.
 - (6300) Supplies and Materials – \$45,000: Includes \$15,000 for student instructional supplies and \$30,000 for 18 virtual reality (VR) training headsets that simulate diesel engine diagnostics. These tools enhance experiential learning and safety while supporting scalable training.
 - (6400) Other Operating Costs – \$36,242: Provides \$15,000 for student transportation to WBL and field activities, \$11,242 for TRPN staff travel and professional convening, and \$10,000 for student stipends (\$10/hour for 100 hours for 10 WBL participants).
 - (6600) Capital Outlay – \$35,000: Purchases one six-cylinder Diesel Engine Trainer for diagnostic instruction, meeting TEA's 25% equipment threshold. Administrative and indirect costs are capped at 5% (\$16,250) to ensure accountability without diverting resources from program delivery.
- b. Partner Support and FTE Allocation:* Each district partner, Laredo ISD, United ISD, and Webb CISD, receives a 0.10 FTE pass-through allocation to fund local CTE Coordinators serving as ENGINE liaisons. Districts were identified through a labor-market and readiness analysis verifying alignment with high-demand sectors. Each district formalized participation through partnership agreements and committed staff time to student recruitment, advising, and data reporting. Region One ESC staff will provide technical assistance and monitor fidelity through shared dashboards and quarterly progress reviews.
- c. Coordinated Funding Strategies:* ENGINE employs a braided funding model combining state, local, and industry resources. WSST will contribute WIOA funds for on-the-job training, transportation, and job-readiness services. Perkins V and Local CTE funds will support certification exams, instructional materials, and professional development. Laredo College provides in-kind contributions through tuition waivers, faculty time, and transcript evaluation. Employer partners, EELCO Supply Chain Solutions – US Custom Broker, and American Electric Power (AEP), will donate materials, mentor ship hours, and consumables. Region One ESC leverages its financial systems, data infrastructure, and staff expertise to ensure fiscal transparency and sustainability.
- d. Sustainability and Cost-Effectiveness:* The budget builds capacity for continuity beyond the grant term. Region One ESC will institutionalize ENGINE functions such as curriculum alignment, credential tracking, and WBL coordination within ongoing operations. Dual-credit agreements with Laredo College will remain active post-grant, enabling students to continue earning transferable credits. Employer partnerships will sustain credentialing and internship activities through existing workforce initiatives. Shared resources, standardized materials, and regional coordination reduce duplication and per-student costs, ensuring efficient, high-impact use of funds across all partners.

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.

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Amended Section**Reason for Amendment**