



**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 Education Service Center Region CDN 161950 Campus N/A ESC 12 UEI

Address 2101 W. Loop 340, Suite A City Waco ZIP 76712 Vendor ID 1741586927

Primary Contact Terry (TJ) Arndt Email tarndt@esc12.net Phone 254-297-1199

Secondary Contact Becky Lane Email becky.lane@esc12.net Phone 254-297-1137

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 Kenny Berry

Title Executive Director

Email kenny.berry@esc12.net

Phone 254-297-1200

Signature

Date

11/5/25

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 Central Texas Robotics and Automation Consortium (CTRAC) was established to meet the growing need for a skilled workforce in the regional manufacturing sector. CTRAC's mission is to expand high-quality career and technical education opportunities that prepare students for high-wage, in-demand careers in robotics and automation while supporting local employers with a sustainable talent pipeline. The specific need driving this work is the rapid expansion of manufacturing along the I-35 corridor, where companies are increasingly integrating robotics and automation into their operations to improve efficiency and productivity.

Manufacturing is a major economic driver in Central Texas, accounting for more than 16,000 jobs in the Waco Metropolitan Statistical Area, which represents 11.6% of all regional employment. Average annual wages in manufacturing are \$71,182, significantly higher than the regional average across all industries of \$52,912. JobsEQ (June 2024) projects the sector will add 634 new jobs over the next five years, with total demand exceeding 9,000 openings during that period. Key subsectors such as food manufacturing, transportation equipment, fabricated metal products, machinery, wood products, and chemicals each employ more than 1,000 workers locally. The industry's growing reliance on robotics and automation further underscores the need for pathways that prepare students with the technical skills required to succeed in these high-demand fields.

CTRAC will expand its Robotics and Automation Technology program of study, which is one of TEA's identified priority programs, to additional districts in Bosque County. Meridian ISD will serve as the centralized training site, with students from Morgan ISD, Cranfills Gap ISD, Walnut Springs ISD, Kopperl ISD, and Iredell ISD (joining in 2026 - 2027) transported to access the coursework. Students will progress through a four-course sequence beginning with Principles of Applied Engineering, followed by Robotics I and Robotics II, and culminating in the Practicum in Manufacturing. At the advanced level, students will earn dual credit through Texas State Technical College (Waco Campus), ensuring a seamless transition into postsecondary study and eventual employment in the manufacturing sector. In this rural region, collaboration is essential, as none of the participating districts could independently offer the Robotics and Automation Technology program of study; by working together, they are able to create opportunities that otherwise would not exist for their students.

This project brings together a strong cross-sector partnership that reflects the requirements of the Texas Regional Pathways Network. ESC Region 12 will serve as both Pathway Team Facilitator and Grant Administrator, with TJ Arndt and Becky Lane providing shared leadership and CareerCraft offering additional facilitation support given its involvement with CTRAC since its inception. Participating LEAs include Meridian ISD, Morgan ISD, Cranfills Gap ISD, Walnut Springs ISD, Kopperl ISD, and Iredell ISD. Texas State Technical College is the higher education partner, providing aligned coursework and dual credit opportunities. The Workforce Solutions for the Heart of Texas workforce board will ensure labor market alignment, employer engagement, and student exposure to regional careers. Employer partners include Fallas Automation, AbbVie, and Reynolds Consumer Products, each committed to shaping curriculum relevance, aligning equipment purchases, and providing work-based learning opportunities.

Grant funds will support expansion of Robotics and Automation Technology across Bosque County, with a focus on improving student access to high-quality pathways that lead from secondary to postsecondary education and into the workforce. Activities will emphasize increased dual credit participation and attainment, expanded work-based learning experiences with employer partners, advising interventions to support student persistence and career planning, and early career awareness activities at the middle school level to build interest in robotics and automation. Through these efforts, CTRAC will prepare students for success in high-wage manufacturing careers while ensuring that regional employers have access to the skilled workforce necessary for continued economic growth.

By expanding the CTRAC model into Bosque County, this project will build upon lessons learned from earlier launches in Falls County and extend the benefits of regional collaboration to more rural districts. The grant will not only accelerate student access to robotics and automation pathways, but also strengthen long-term sustainability by embedding dual credit, industry engagement, and cross-district coordination as permanent components of the regional strategy.

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 Central Texas Robotics and Automation Consortium (CTRAC) includes six participating districts in Bosque County: Meridian ISD, Morgan ISD, Cranfills Gap ISD, Walnut Springs ISD, Kopperl ISD, and Iredell ISD (joining in 2026 - 2027). Each district has identified its superintendent and high school principal as the dedicated staff responsible for local oversight of the Robotics and Automation Technology program of study. School counselors in each district will play a critical role by ensuring that students are aware of the Robotics and Automation Technology program during course registration periods and are advised into aligned pathways that match their interests and career goals. District leaders have demonstrated their commitment through ongoing participation in regional planning sessions facilitated by ESC Region 12 and through regular superintendent meetings that address collaboration, coordination, and logistics for shared CTE programming. The decision to participate in CTRAC reflects each district's recognition that regional collaboration is the only sustainable way to bring advanced robotics and automation opportunities to students in this rural area.

ESC Region 12 will serve as both the Pathways Team Facilitator and Grant Administrator, with responsibilities shared by TJ Arndt and Becky Lane, both existing staff members. TJ Arndt brings extensive experience supporting CTE programs, college, career, and military readiness (CCMR) initiatives, and effective advising strategies across the region. He maintains close connections with partner districts through bi-weekly campus visits and serves on multiple advisory boards, ensuring alignment between regional workforce needs and secondary programming. Becky Lane contributes deep expertise in program implementation and advising interventions, particularly in ensuring equitable student access and persistence in pathways. Together, their complementary skill sets position ESC 12 to successfully lead CTRAC's expansion.

To strengthen facilitation, ESC 12 will contract with CareerCraft, Inc., represented by Shane Thomas, an existing consultant with extensive knowledge of both TRPN and CTRAC since the consortium's inception. Shane has a proven record of convening regional stakeholders, designing high-quality pathways, and supporting dual credit and work-based learning implementation. His role will be to provide supplemental expertise to ESC 12, ensuring continuity with CTRAC's past work while scaling pathways into Bosque County.

Collaboration between the Pathways Team Facilitator and Grant Administrator will be seamless because these roles are housed within ESC 12. TJ and Becky will coordinate day-to-day operations, while Shane Thomas will support stakeholder convenings and provide technical assistance. Clear roles prevent duplication of effort: TJ will focus on district engagement and employer partnerships; Becky will oversee advising interventions and compliance; and Shane will ensure fidelity to TRPN expectations and provide strategic guidance. Quarterly meetings with Erin Doshier of Workforce Solutions for the Heart of Texas, along with TSTC faculty, will reinforce alignment across secondary, postsecondary, and workforce partners.

A critical component of CTRAC's regional strategy is the development of meaningful work-based learning experiences for students. Employer partners—including Fallas Automation, AbbVie, and Reynolds Consumer Products—will collaborate with ESC 12, CareerCraft, and the partner districts to provide students with exposure to robotics and automation careers through guest speakers, industry site visits, and job shadowing experiences. These opportunities will be reinforced by realistic project-based learning activities in the classroom that mirror the types of challenges students will encounter in the workplace. While the consortium anticipates that internship opportunities for upper-level students will be possible in the near future, the immediate focus will be on building a strong continuum of early career awareness and career preparation activities. By coordinating employer engagement across the region, the project team will ensure that all participating districts, regardless of size, have equitable access to high-quality work-based learning.

Sustainability is embedded in this leadership structure. ESC 12, as the regional convener, will continue supporting CTRAC districts beyond the grant period, leveraging its ongoing relationships and infrastructure. CareerCraft will assist in developing a sustainability plan that incorporates fiscal mapping, integration of dual credit into district course catalogs, and employer commitments to work-based learning. By embedding shared leadership and aligning with long-term regional strategies, the project team will ensure that the Robotics and Automation Technology pathway remains available to students in Bosque County well after the grant period ends.

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 overarching goal of the Central Texas Robotics and Automation Consortium (CTRAC) is to expand access to high-quality career pathways in robotics and automation across Bosque County by leveraging regional collaboration to connect rural students to postsecondary and workforce opportunities that would not otherwise be available. The primary objectives are to increase student enrollment and persistence in the Robotics and Automation Technology program of study, expand dual credit attainment through Texas State Technical College, and strengthen work-based learning experiences that prepare students for high-wage, high-demand careers in the regional manufacturing sector.

This project will operate within the Workforce Solutions for the Heart of Texas region. The workforce board has been an active partner in CTRAC since its inception and will continue to play a critical role in aligning the pathway with labor market demand, validating program relevance with industry data, and engaging employers in work-based learning efforts. Workforce board staff, led by Erin Doshier, meet quarterly with ESC 12, CareerCraft, and district representatives to provide guidance on labor market alignment, employer engagement, and regional strategy.

The regional strategy relies on shared services to deliver programming that no single small or rural district could sustain alone. ESC Region 12 will coordinate all consortium activities, ensuring that partner districts can pool resources and students for a centralized program hosted at Meridian ISD. ESC 12 will facilitate alignment between districts and postsecondary partners, monitor implementation fidelity, and support advising and counseling staff to strengthen student participation. This shared model reduces duplication, maximizes resources, and expands equitable access across the county.

The targeted industry for this project is manufacturing, with a focus on robotics and automation technologies that are increasingly integrated into regional operations. Manufacturing accounts for 16,363 jobs in the Waco Metropolitan Statistical Area, or 11.6% of total employment, with average wages of \$71,182 compared to \$52,912 across all industries. JobsEQ (June 2024) projects the industry will add 634 jobs over the next five years, with more than 9,000 total openings due to new demand and replacement needs. Students will progress through the Robotics and Automation Technology program of study, beginning with Principles of Applied Engineering, advancing through Robotics I and II, and completing a Practicum in Manufacturing. Dual credit opportunities offered through Texas State Technical College will provide students with a clear pathway to postsecondary credentials and meaningful employment in the region's highest-demand sectors, including advanced manufacturing.

Employers are deeply engaged in supporting the program. Fallas Automation, AbbVie, and Reynolds Consumer Products have each committed to providing students with exposure to industry through guest speaking, facility tours, and classroom visits. They will collaborate with teachers to design project-based learning opportunities that simulate real workplace challenges, reinforcing both technical and employability skills. The consortium's goal is for 100% of students to engage with industry partners at least twice per school year, ensuring consistent exposure to the workforce and career possibilities. Over time, employer partnerships will expand to include structured job shadowing and, ultimately, paid or unpaid internships for upper-level students.

Looking ahead, the consortium aims to grow enrollment steadily as the program takes root in Bosque County. Beginning with approximately 17 students in 2025 - 2026, the first year of implementation, CTRAC anticipates doubling enrollment to 34 students by 2026 - 2027 and reaching 50 students when the program reaches full maturity. By combining ambitious enrollment growth with strong industry engagement, CTRAC will ensure that students gain access to high-quality training and graduate with the skills, experiences, and connections necessary for success in the regional manufacturing economy.

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.

CTRAC will track student outcomes through district-level enrollment data and employer engagement logs, with quarterly reviews led by ESC Region 12 in collaboration with CareerCraft, Workforce Solutions for the Heart of Texas, and industry partners. Effectiveness will also be validated through annual labor market needs assessments that compare program outcomes to projected workforce demand in the manufacturing sector.

Anticipated Project and Student Outcomes reflect a phased implementation in Bosque County. In the 2025 – 2026 school year, students in Meridian ISD, Morgan ISD, Cranfills Gap ISD, Walnut Springs ISD, and Kopperl ISD are enrolled in Principles of Applied Engineering, the entry course in the Robotics and Automation Technology program of study. In 2026 – 2027, these students will advance into Robotics I while a new cohort from each district begins Principles of Applied Engineering. Iredell ISD will also join in 2026 – 2027, launching its first Principles cohort. By the end of the grant period, CTRAC anticipates serving approximately 50 students across the six districts, with 17 identified as concentrators having completed two or more courses. All participating students will engage in at least two industry-connected experiences per year, such as guest speakers, site visits, or job shadowing, laying the foundation for structured internships in future years.

IHE Partnerships and Dual Credit Opportunities are anchored by Texas State Technical College (TSTC) – Waco, whose Advanced Manufacturing program aligns directly with the consortium's pathway. While dual credit will not begin until 2027 – 2028, when the first Bosque County cohorts advance into Robotics II, TSTC faculty and staff are already collaborating with ESC 12 and district leaders to ensure curriculum alignment and course sequencing. This preparation will allow students to seamlessly transition into dual credit coursework in Year 3, positioning them for postsecondary credentials and associate degrees in advanced manufacturing and robotics. CTRAC students will have opportunities to take the following college courses via TSTC beginning in year 3 of the program:

- DC Circuits
- Introduction to Industrial Maintenance
- AC Circuits
- Motor Controls

Additional Grant Activities will expand student opportunities and reinforce the pathway. Middle school career awareness activities will expose students to robotics and automation through hands-on demonstrations and employer-led sessions, creating early interest in the high school program. Transition supports will guide students from middle to high school and from high school into TSTC programs. Teacher professional development, informed by employer input, will ensure instruction mirrors industry standards, while school counselors will receive training to strengthen advising and ensure students and families understand the long-term opportunities connected to robotics and automation.

By focusing first on enrollment growth, student progression through the program of study, and high-quality work-based learning, CTRAC will establish the foundation for expanded dual credit and credential opportunities beginning in 2027 – 2028. These measures will demonstrate steady progress toward the program's purpose: creating a sustainable, regionally aligned pathway that connects rural Bosque County students to high-demand, high-wage careers in robotics and automation.

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 is designed to ensure the successful launch and expansion of the Robotics and Automation Technology program of study across Bosque County. Funds will be allocated across the required TEA budget categories to support staffing, program coordination, equipment, and student opportunities, with an emphasis on cost-effectiveness and sustainability.

Payroll Costs (6100): Approximately \$50,000 will support ESC Region 12 staff time for TJ Arndt to serve as Pathway Team Facilitator and Grant Administrator. This funding will cover partial salary and benefits to ensure consistent leadership, program coordination, compliance oversight, and advising support.

Professional and Contracted Services (6200): Approximately \$50,000 will be allocated for contracted support with CareerCraft, Inc. to provide technical assistance, facilitation of stakeholder convenings, fiscal mapping, and sustainability planning. CareerCraft brings continuity from CTRAC's initial launch and ensures fidelity to TRPN requirements. In addition, each partner district—Meridian ISD, Morgan ISD, Cranfills Gap ISD, Walnut Springs ISD, Kopperl ISD, and Iredell ISD—will receive a pass-through equivalent to at least 0.10 FTE (\$12,500) to support local staff participation in regional planning, program implementation, and advising activities. This structure ensures every district has resources dedicated to the success of the program. \$5,000 has been budgeted for dual credit costs with TSTC. \$60,000 has been budgeted for an instructor salary at Meridian ISD.

Supplies and Materials (6300): Approximately \$80,000 will support instructional supplies and consumables necessary for robotics and automation coursework, such as classroom materials, small tools, and student project kits. These resources will be accessible across districts to ensure equitable access to program activities.

Other Operating Costs (6400): Approximately \$9,000 will be used to support student participation in work-based learning activities, including transportation for students to travel to Meridian ISD, industry site visits, and regional convenings. Funds may also cover costs related to professional development sessions for teachers and counselors, ensuring alignment with industry standards and effective advising practices.

Sustainability and Cost-Effectiveness: The budget prioritizes shared services and regional efficiencies, allowing small rural districts to access opportunities that none could sustain independently. By embedding the Robotics and Automation Technology program of study into district course catalogs, long-term funding will be supported by state CTE allotments, Perkins V resources, and local investments. Workforce Solutions for the Heart of Texas and employer partners will continue to provide in-kind support, while TSTC will assume responsibility for dual credit instruction beginning in 2027 - 2028. Fiscal mapping conducted during the grant period will further identify and align sustainable funding streams to maintain the pathway after the conclusion of grant funding.

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