



**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 XIV ESC** CDN **221-950** Campus ESC **14** UEI **PX6SCA5K4L32**
Address **1850 Highway 351** City **Abilene** ZIP **79601** Vendor ID **1-751247833**
Primary Contact **Vicki Hayhurst** Email **vhayhurst@esc14.net** Phone **325-675-9669**
Secondary Contact **Emily Jeffrey** Email **ejeffrey@esc14.net** Phone **325-675-8003**

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 **Chris Wigington** Title **Executive Director**

Email **cwigington@esc14.net** Phone **325-675-8037**

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 goal of this project is to expand opportunities for all students, with a specific emphasis on those in rural communities, to access and complete career and education pathways that lead to economic success. The regional pathways team will build, strengthen, and sustain a high-quality pathway that bridges secondary and postsecondary programs into the regionally in-demand Educational Services industry. Educational Services is a major driver of the West Central Texas economy and clearly qualifies as a targeted industry based on employment size, labor demand, and wage levels. As the region's third-largest sector, it supports nearly 15,000 employees with average annual wages of \$44,822 (2025 Q1). Over the last five years, the sector has grown by 629 workers and is projected to demand 7,054 positions, including 181 net new jobs, over the next five years.

Elementary and Secondary Teachers represent a priority occupation on the Workforce Solutions of West Central Texas (WFSWCT) Target Occupations List. This sub-sector employs 10,365 individuals and is projected to need 4,959 workers over five years. Teacher demand is further underscored by growing certification gaps: 13.1% of teachers in 2024–25 were uncertified, up from 9.9% the prior year. This challenge is especially pronounced in rural districts, where recruitment and retention barriers are more significant due to geography, limited applicant pools, and fewer student teaching placement opportunities. Recognizing these needs, Workforce Solutions of West Central Texas (WFSWCT) and Region 14 ESC have prioritized education as a critical regional talent pipeline and will continue coordinated efforts to strengthen teacher preparation and certification pathways across urban and rural districts.

The Teaching and Training Program of Study provides a structured pathway into the Educational Services field. Common entry points, including teacher's aides and substitute teachers, lead to certification in elementary, middle, secondary, and special education roles. Career advancement pathways include instructional coordinators, educational counselors, and administrators. The pathway aligns to regional labor market demand and supports stackable progression into high-skill, high-wage roles. This grant will ensure students have access to early exposure, postsecondary dual credit, hands-on classroom experience, and advising support to successfully pursue careers in education.

This project will be implemented by a strategic cross-sector partnership including:

Workforce Solutions of West Central Texas – Pathways Team Facilitator and regional workforce board; leads partner engagement, provides labor market data, supports career advising, and aligns pathways to high-demand occupations.

Region 14 ESC – Grant Administrator and ESC partner; manages grant administration and supports technical assistance and implementation for LEAs.

Cisco College – Public institution of higher education; supports dual credit and postsecondary alignment.

Anson ISD, Clyde CISD, Colorado ISD – Three LEA partners implementing the Teaching and Training pathway and serving as employer partners offering classroom-based experiences and paid student opportunities. These districts are in rural communities, ensuring equitable access and regional reach.

This partnership creates a sustainable regional model that serves a diverse, rural student population who often face limited access to career exploration and postsecondary options.

Grant-funded activities will expand advising, dual credit alignment, paid internships, work-based learning, and career awareness. The pathways team will coordinate articulation between LEAs and postsecondary partners to increase access to technical dual credit and advanced academics aligned to education careers. LEAs will serve as employer partners to increase paid internships and structured classroom-based work-based learning experiences, creating a bridge from high school to postsecondary education and employment. WFSWCT will support the implementation of an evidence-based advising model. Each participating district will have access to a Youth Success Advisor dedicated to working with juniors and seniors to develop career plans, access financial aid, obtain work-based learning opportunities, complete college and scholarship applications, and secure employment. Advisors will continue support for one year after graduation to promote credential completion and successful transition into education careers. Collectively, these activities strengthen the regional teacher talent pipeline, expand equitable access to high-quality pathways, and prepare students for high-demand, high-wage careers in education.

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.

Anson ISD, Clyde CISD, and Colorado ISD have been identified as partner districts for the TRPN Cohort 6 project. Superintendent Troy Hinds (Anson ISD), Dr. Paula Kinslow, Director of Curriculum and Special Programs (Clyde CISD), and Rebecca Russell, Director of P-TECH (Colorado ISD), will serve as lead representatives, ensuring alignment between district goals and regional workforce needs. These districts were selected through collaboration with Region 14 ESC and WFSWCT due to their strong interest in strengthening their Teaching and Training programs of study, proven engagement in regional workforce initiatives, and readiness to scale high-quality pathways.

Each district has demonstrated commitment to educator pipeline development through participation in registered teacher apprenticeship planning, Region 14 ESC's Texas Association of Future Educators (TAFE) organization, and regional pathway and advisory initiatives. With a mix of rural and small-town communities, these districts bring valuable insight into the unique needs of rural educator workforce development. Additionally, each district maintains strong collaboration with Cisco College, enabling seamless transitions to postsecondary partners and four-year institutions for future educators.

The Director of Pathway Initiatives at Workforce Solutions of West Central Texas (WFSWCT) will serve as the Pathways Team Facilitator. This is an existing position. The Director brings extensive experience leading regional workforce-education partnerships and has successfully facilitated two TRPN Cohort 5 projects. Their work includes cross-sector partnership development, labor market alignment, work-based learning model design, and advising implementation.

The Associate Director of Federal Programs at Region 14 Education Service Center will serve as the Grant Administrator. This is an existing position. With a proven record managing TRPN grants for Cohorts 4 and 5, including simultaneous multi-district projects, they bring deep expertise in fiscal oversight, compliance, and technical assistance for CTE pathway expansion.

WFSWCT and Region 14 ESC have a long history of partnership in regional pathways development, including work on the Tri-Agency Regional Convener initiative, establishment of the Pathways Leadership Team, teacher externships, advising and work-based learning implementation, and ongoing CTE leadership support. For Cohort 6, the Grant Administrator will oversee fiscal management, reporting, compliance, and district support. The Pathways Team Facilitator will lead strategic planning and stakeholder collaboration, coordinate postsecondary and employer engagement, and ensure implementation of key activities, including work-based learning expansion, advising, and dual credit alignment. Roles are clearly differentiated to avoid duplication. Region 14 ESC will manage grant operations and district support functions, while WFSWCT will convene partners, align labor market data to program decisions, and lead regional systems-building. Regular joint planning meetings will ensure consistent communication and aligned execution. The Pathways Team Facilitator will conduct a fiscal landscape analysis to identify opportunities to braid funding, leverage existing programs, and align resources across partners. Throughout the grant period, the Facilitator and Grant Administrator will collaborate with LEAs to institutionalize the Teaching and Training Program of Study, advising supports, and work-based learning systems.

Sustainability efforts will focus on maintaining course sequences and aligned postsecondary pathways, embedding advising and work-based learning infrastructure in district staffing plans, strengthening district-college articulation and teacher apprenticeship pathways, and leveraging state and federal funding streams and performance-based funding. By strengthening CTE programming, increasing credential attainment, and building direct school-employer-college partnerships, districts will see long-term benefits in enrollment stability, regional talent retention, and educator workforce development. These strategies position the initiative to continue delivering economic and educational impact across the region, including rural communities, 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.

This project will expand and strengthen the Teaching and Training program of study across partner districts by aligning secondary and postsecondary systems, increasing access to advanced academic opportunities, and growing high-quality work-based learning. The initiative's core goals are to increase enrollment in education pathways aligned to local labor market demand, expand dual credit and rigorous coursework within the Teaching and Training program, and ensure students participate in meaningful work-based learning experiences, including paid internships. Together, these goals will support seamless transitions from high school into postsecondary education and employment in the education sector.

The project will operate in Workforce Development Area Region 9 in West Central Texas. Workforce Solutions of West Central Texas (WFSWCT) will serve as the regional workforce development board partner and lead regional coordination. As the Tri-Agency Regional Convener for the region, WFSWCT leverages established partnerships with schools, employers, and higher education institutions to support cross-sector collaboration and employer engagement. WFSWCT will provide real-time labor market information and facilitate activities including career workshops, virtual reality career exploration, and employer-led events that expose students beginning in middle school to the education profession. Through philanthropic partnerships, WFSWCT will also embed a Youth Success Advisor to support individualized advising, postsecondary planning, and transition support, particularly for rural students who may face greater barriers to college and training access. The initiative reflects a coordinated regional strategy supported by Region 14 ESC, which will provide technical assistance and support course sequencing, dual credit implementation, professional development for educators, and advising systems aligned to state and regional priorities. By supporting shared implementation across schools of varying size, the ESC ensures equitable access to pathway resources and consistent quality regardless of location.

The targeted industry is Educational Services, a major regional sector employing nearly 15,000 workers with average wages of \$44,822. The sector has added 629 jobs over the last five years and is projected to need 7,054 workers over the next five years, including 181 net new positions. The Elementary and Secondary Schools sub-sector alone employs more than 10,000 workers and has projected demand for nearly 5,000 positions. These labor market indicators underscore the critical need for educator pipeline development and demonstrate strong demand for graduates entering the Teaching and Training pathway. The Teaching and Training program of study aligns closely to this need. Labor market data and real-time hiring trends confirm demand for entry-level roles such as teaching assistants and substitute teachers, which offer accessible starting points for students pursuing certification. Higher-skill opportunities include roles such as instructional coordinators, school counselors, and administrators, demonstrating a clear continuum from high school programs to advanced degree pathways. By creating structured opportunities to earn dual credit, gain classroom experience, and develop postsecondary plans, the project will ensure more students—including those from rural communities—are prepared to begin and complete educator training programs.

Employer engagement will play a central role in this work. School districts will serve as employer partners, offering job shadowing, practicum placements, and paid internships that give students authentic exposure to the teaching profession. WFSWCT will also convene additional employer and community partners through its regional Pathways Leadership Team and education advisory subcommittee, ensuring ongoing alignment to workforce needs and broad employer involvement. Through these combined efforts, students will experience a continuum that begins with early career awareness and extends through hands-on placements in real school settings.

Overall, this project establishes a coordinated regional model to strengthen the educator talent pipeline in West Central Texas. By expanding student access to advising, dual credit, and real-world learning through shared technical assistance and workforce alignment, the initiative will improve student outcomes, strengthen workforce readiness, and build a sustainable talent pipeline for one of the region's most critical industries.

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.

This project will use a comprehensive, data-driven evaluation system to assess progress toward student outcomes, labor-market alignment, and high-quality implementation of the Teaching and Training program of study. Metrics will align to the seven components of a high-quality career pathway and the grant's goals of expanding enrollment, advising, dual credit, and work-based learning opportunities. Existing reporting systems across WFSWCT, Region 14 ESC, Cisco College, and participating LEAs will support data collection, allowing efficient tracking of participation, concentrator and completer status, dual credit enrollment and completion, credential attempts and attainment, postsecondary transitions, and work-based learning engagement. Advising-system data will capture FAFSA completion, scholarship submissions, college and certification program enrollment, and transition into education-aligned employment. Biannual labor-market analysis will ensure continued alignment with regional educator workforce needs, with focus on teacher shortages, certification requirements, and rural hiring challenges. Partnership engagement data including employers, postsecondary institutions, and community partners participating in pathway planning and work-based learning will indicate the strength and sustainability of collaborative regional systems supporting career pathways and student success.

Student outcome measures will demonstrate increasing pathway quality and impact over time. Enrollment in Teaching and Training courses and the number of students identified as concentrators and completers will indicate student interest and successful exposure to the program of study sequence. Industry-recognized credential attainment will be tracked through student attempts, pass rates, and completions. The Educational Aide I credential will serve as an early indicator of readiness for entry-level education employment. Initial projections anticipate four eligible students in Colorado ISD and five in Clyde CISD, with expected growth as additional cohorts move through the course sequence. Postsecondary transition outcomes will be measured through advising records and follow-up surveys, tracking enrollment in aligned postsecondary programs, including teacher preparation programs and child development certificates. Dual credit completion will serve as a leading indicator of postsecondary readiness and momentum, with anticipated first-year participation of ten students in Anson ISD, fourteen in Colorado ISD, and twenty-one in Clyde CISD. Increased dual credit access and success are expected to enhance postsecondary persistence and completion of education-aligned credentials and degrees. Work-based learning participation will be measured through internship and practicum records, job-shadowing documentation, use of WBL coordination software, and student reflections. Paid internship tracking will include stipend distribution, hours completed, and student feedback. These combined academic, advising, and exposure indicators will help measure students' preparation for postsecondary success and readiness to enter the education workforce pipeline.

Career advising and student engagement measures will capture exposure to the education profession, early planning, and progression toward postsecondary goals. Advising participation will be tracked by the Youth Success Advisor through individual career and academic planning appointments, development of postsecondary plans, and barrier resolution support. Projected participation includes 39 students in Colorado ISD, 67 students in Clyde CISD, and 98 students in Anson ISD completing individualized advising. Career awareness activities will include career workshops and virtual reality exploration aligned to education careers, with anticipated participation of 92 students in Colorado ISD, 97 in Clyde CISD, and 168 in Anson ISD. Middle-school career awareness activities, including VR experiences and educator guest speakers, will expand early exposure to teaching professions. Cisco College will track dual credit enrollment, course completion, and alignment to its Associate of Arts in Teaching and early childhood certificate pathways, ensuring clear transition points into postsecondary education. Region 14 ESC will monitor implementation fidelity, professional development participation, and instructional support delivery to ensure consistent program quality across districts. Together, these evaluation activities will provide actionable information to guide continuous improvement, monitor equity, and demonstrate the program's effectiveness in expanding regional teacher preparation opportunities, increasing credential attainment and postsecondary enrollment, and strengthening the long-term educator workforce pipeline across West Central 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.

This budget is structured to support the successful implementation, coordination, and sustainability of a high-quality Teaching and Training career pathway across multiple districts in West Central Texas. The funding prioritizes shared regional capacity, direct student supports, and alignment with existing infrastructure to ensure long-term impact beyond the life of the grant.

Funds will support personnel at Region 14 ESC, Workforce Solutions of West Central Texas (WFSWCT), and the three participating districts. Region 14 ESC will receive \$90,000 to support one-half FTE to manage grant administration and compliance, and provide technical assistance in advising and education-aligned instruction. This staffing ensures consistent support, program fidelity, and coordinated professional development across participating districts.

WFSWCT will receive \$125,000 to lead regional coordination, employer engagement, advising, and work-based learning development. This includes three-quarters FTE for the Pathways Team Facilitator, who will convene partners, align programs with labor-market needs, coordinate regional activities, and support participating districts. Funding also covers one-half FTE for a Youth Success Advisor shared across the three districts to provide individualized advising and transition support. The other half of this position is funded through school, philanthropic, and economic development investment, demonstrating leveraged resources and ongoing sustainability. Funds also include travel necessary for coordination, employer visits, and statewide convenings, along with limited materials to support pathway engagement and work-based learning.

Each district—Anson ISD, Colorado City ISD, and Clyde CISD—will receive the equivalent of one-tenth FTE, totaling \$30,000 for district-based CTE coordinators. These individuals will oversee local pathway implementation, employer communication, student support, and grant reporting. These districts were selected collaboratively with Region 14 ESC based on their commitment to expanding the Teaching and Training program of study, demonstrated engagement in regional career pathways work, and readiness to sustain and grow future educator pipelines. Each district has actively participated in apprenticeship planning, advising initiatives, and regional partnership structures, and this investment ensures they can dedicate staff capacity to maintain program quality.

To equip students and educators for effective implementation, the budget includes \$40,000 for instructional materials and supplies aligned to the education field, dual credit tuition, outreach materials, and professional development tied to effective implementation. Region 14 ESC will support purchasing to ensure alignment with industry expectations and equitable use of funds across districts. Travel funds totaling \$45,000 will support Region 14, WFSWCT, and district participation in site visits, technical assistance sessions, and statewide TRPN convenings.

Work-based learning is supported through \$32,500 dedicated to student stipends, transportation, coordination software, and training materials. These funds ensure students, especially those in rural schools, can participate in hands-on learning aligned to the Tri-Agency Work-Based Learning Continuum, including internships, practicums, and job shadowing.

This grant leverages existing funding streams to maximize impact and sustainability. WFSWCT will align this work with its Tri-Agency Regional Convener grant and the rootEd alliance rural advising initiative. Region 14 ESC will reinforce pathway delivery through Perkins funding, TEA Effective Advising, and the TEA CTE Leadership grant. Support from Cisco College and regional philanthropic partners further strengthens long-term viability.

Overall, this budget prioritizes regional collaboration, shared staffing, and strategic use of funds to build durable systems that will sustain the pathway beyond the grant period. By investing in staff capacity, student advising, work-based learning, and foundational program resources, the initiative will create lasting improvements in educator workforce development and expand student access to high-quality preparation for teaching careers.

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

