



**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 **ESC Region 15** CDN **226950** Campus **N/A** ESC **15** UEI **H3JFJA74LXD1**

Address **612 S. Irene St.** City **San Angelo** ZIP **76903** Vendor ID **175-1254237**

Primary Contact **Robin Graves** Email **robin.graves@esc15.net** Phone **325-481-4026**

Secondary Contact **Traci Terrill** Email **traci.terrill@esc15.net** Phone **325-658-6571**

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 **Casey Callahan**

Title **Executive Director**

Email **casey.callahan@esc15.net**

Phone **325-658-6571**

Signature

Casey Callahan

Date

11/6/25

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.

Program Summary for Grant Application: The proposed program, designed to address the critical teacher shortage in Texas, aligns closely with the mission of the Education Service Center Region 15 (ESC 15): promoting excellence in education through leadership, partnership, and service. Enhancing the Teaching and Training Program of Study within the Education and Training Career Cluster, prepares students for teaching and educational careers while creating a sustainable talent pipeline for rural districts. The program leverages strong regional partnerships and innovative strategies to bridge secondary and postsecondary pathways into the teaching profession.

Program Mission and Needs: Region 15 ESC is unique in that it serves 46 school districts within 6 different workforce service areas. This past year we were awarded the TRPN Cohort 5 Grant, in which we focused on the Teaching and Training Program of Study, identified as a priority by TEA, with Region 15 LEAs served by Workforce Solutions of West Central Texas. We have experienced great success within Cohort 5, and we want to expand this success across more workforce service areas. The entire state of Texas is experiencing a severe teacher shortage, compounded by only 16% of first-year teachers reporting feeling adequately prepared to enter the classroom. This lack of preparation significantly impacts teacher performance and retention. The program addresses these gaps through targeted training, dual credit opportunities, and robust career pathways, while simultaneously strengthening rural districts' educational infrastructure. The proposed program within Cohort 6 is designed to mimic and expand our success with the Teaching and Training Program of Study with LEAs and grant partners now within the area serviced by Workforce Solutions of the Concho Valley.

a. Industry Target and Labor Market Justification: The program targets the Education industry, explicitly teaching positions. Data collected by the Workforce Solutions of the Concho Valley for their service area reveals that the labor market projects a 7% employment growth in elementary and secondary teachers (except Special Education) from 2023-2033, with an average salary of \$49,920 for starting teaching positions and \$62,400 for experienced teachers. Additionally, entry-level roles, such as teaching assistants (\$28,500) and substitute teachers (\$27,000), provide accessible entry points into the profession. Regional data highlights the critical need for skilled educators especially in rural communities where schools often serve as major employers. This program addresses these needs by preparing students for industry certifications, providing work-based learning opportunities, and developing a sustainable workforce to support the education sector.

b. Career and Education Pathways: The program offers a structured pathway from secondary to postsecondary education into teaching careers, emphasizing critical milestones. High school students will complete coursework within the Teaching and Training Program of Study and ultimately earn the Educational Aide I IBC. Dual credit opportunities will be provided through partnerships with Howard College, enabling students to graduate as CTE completers and earn the Public Services Endorsement. Postsecondary pathways extend into degree programs at regional institutions of higher education, where students can pursue teacher certification, bachelor's degrees in education, and graduate-level leadership programs. According to Workforce Solutions of the Concho Valley data, advanced career opportunities in west Texas include instructional coordinators (\$71,400 average salary) and education administrators (\$81,600 average salary), emphasizing leadership and instructional design. With the new TEA requirement of the graduating class of 2026 to be CTE Completers within any given Program of Study, the training and collaboration with grant partners is crucial in the advising of students, including the steps required to obtain the Education Aide I Certificate. This pathway equips students with technical skills, including curriculum development, classroom management, and individualized education programming, ensuring their long-term success.

c. Key Project Partners: The initiative relies on collaboration among a wide range of stakeholders. ESC Region 15 serves as the pathways team facilitator and grant administrator. The following participating school districts serve as both the Local Education Agencies (LEAs) and employers: Bronte ISD, Eden CISD, Texas Leadership of San Angelo, and Wall ISD. These LEAs will also support dual credit and work-based learning initiatives. Howard College serves as the Higher Education Institution (IHE) and will provide dual credit and postsecondary teacher preparation programs. The Workforce Solutions of the Concho Valley will align program goals with labor market demands and workforce needs. Often times, LEAs are the major employers in small and rural areas. These partnerships create a solid foundation for addressing educational and workforce challenges through a collaborative and sustainable approach.

d. Grant Activity Overview: The program will implement targeted activities to strengthen pathways from secondary to postsecondary education in the teaching profession. Instructional Practices and Practicum courses will incorporate appropriate work-based learning opportunities at the campus level, including the possibility of a paid practicum. Personalized advising interventions will ensure alignment with graduation requirements, career goals, and certification requirements. Dual credit programs will be expanded or established, enabling high school students to earn college credits toward teacher certification and degrees. Additionally, middle school career awareness programs will be developed to spark early interest in teaching careers. Ultimately, our initiative is to help students see themselves as not only a student, but also a future educator.

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: The partner districts for this project include Bronte ISD, Eden CISD, Texas Leadership of San Angelo (TLCA) and Wall ISD, each of which has dedicated administrative teams -including superintendents, principals, counselors, and Career and Technical Education (CTE) teachers/directors-to ensure the program's success. These districts were identified based on their expressed need for innovative solutions to grow the local teacher pipeline and their alignment with the program's objectives. Their participation in initiatives like the Rise and Teach Conference highlights their commitment. All these districts have the capacity to expand their course offerings, allowing students to be identified as CTE Completers in the Teaching and Training Program of Study, demonstrating their readiness to implement this initiative effectively.

b. Key Personnel and Their Qualifications: Pathways Team Facilitator- Lindsay Carr

Lindsay Carr, School Leadership Specialist at ESC Region 15, brings extensive experience in program facilitation, resource development, and data analysis. She has 16 years of experience, with over 5 being at Region 15 serving as grant coordinator, leadership coach, and resource facilitator. She has collaborated with workforce boards, school districts, and higher education institutions to support college and career readiness, most recently with TRPN Cohort 5. Her expertise across multiple departments within ESC Region 15, including CTE, makes her well-suited to this role. Lindsay will focus on instructional programming with LEAs, grant document organization, identifying program-specific courses, and supporting staff alignment with certification requirements.

Grant Administrator - Traci Terrill

Traci Terrill, a CTE Specialist with 27 years of experience in education, has been with ESC Region 15 for 24 years. Her extensive background includes managing Perkins grants and aligning CTE programs with statewide standards. She serves on the Rise and Teach Committee and is a Designated Effective Advising Framework Coach, showcasing her ability to oversee complex projects. In her role as grant administrator, Traci will manage the administrative and financial oversight of the grant, ensuring compliance, aligning fiscal and programmatic goals, and supporting key partners to achieve deliverables.

Work-Based Learning and IHE Technical Assistance- Daisy Sanchez

Daisy Sanchez, a recent addition to ESC Region 15, has 32 years of education experience. Daisy has most recently served as a PreK-12th School Counselor and will focus on work based learning facilitation and instructional programmatic elements with IHEs, such as dual credit partnerships and curriculum alignment, in addition to training and coaching on advising best practices with school counselors.

c. Collaboration and Roles: Traci, Lindsay, and Daisy are currently employed by ESC 15 and work in positions that align with the scope of this grant. While ESC 15 will not need to hire for this position, the grant implementation work will be additional for existing ESC 15 staff. Collaboration between Traci, Lindsay, and Daisy is essential to the program's success. Lindsay will focus on instructional and programmatic elements with LEAs, in addition to organization of materials and communication with grant partners. Daisy will focus on work based learning opportunities. Traci will oversee financial management, compliance, and coordination with the ESC Region 15 Business Manager. Regular coordination meetings will be held to avoid duplication of efforts, address challenges, and track progress toward grant objectives. This clear division of roles ensures the project's seamless implementation and efficient management. Other support for this grant from ESC 15 will come from staff supporting Teacher Incentive Allotment, counselor support, principal support, Effective Advising Framework Team, and new teacher support.

d. Sustainability Strategy: The sustainability strategy for this program involves close collaboration with all partners to create a model that will thrive beyond the grant period. This includes building capacity by training LEA staff in work-based learning, curriculum alignment and scope and sequence development, and Education Aide I certification requirements, ensuring continuity even with staff changes. Strengthening partnerships with Howard College and Workforce Solutions of the Concho Valley will enhance programming and maintain career pathways that align with regional labor market needs. Workforce Solutions of the Concho Valley will provide critical insights into workforce demands, ensuring ongoing relevance and alignment with industry requirements. ESC Region 15, alongside higher education partners like Howard College and Angelo State University, will continue to support the Rise and Teach initiative and its career pathways, ensuring the program's long-term viability. This collaborative approach guarantees the program's sustainability and ability to impact teacher preparation and regional workforce development beyond the grant period.

Goals, Objectives, and Strategies

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

The primary goal of the proposed program is to increase the number of certified educators within ESC Region 15 by developing a sustainable Teaching and Training Program of Study at Bronte ISD, Eden CISD, TLCA, and Wall ISD. This initiative will enable students to earn the Education Aide I Industry-Based Certification (IBC) during high school, participate in dual credit courses through partnerships with Howard College, and seamlessly transition into postsecondary education to complete bachelor's degrees leading to teacher certification. By aligning high school programs with local workforce needs, this program will address teacher shortages and support the educational workforce in the region.

a. *Workforce Development Region and Board Roles*: Our four LEAs reside within the Workforce Solutions of the Concho Valley. The Concho Valley Workforce will be pivotal in supporting the program by providing labor market data to align project activities with workforce needs. They have established staff in place to carry out educational based outreach opportunities, provide labor market data, and support WBL opportunities with LEAs and Region 15.

b. *Regional Strategy and ESC Role*: The regional strategy involves leveraging resources and programs across multiple school districts to create a cohesive and scalable pathway for students interested in education careers. ESC Region 15 will support LEAs by supporting the development of curriculum and instructional materials, offering coaching and feedback through the Texas Instructional Leadership Coaching model, and providing professional development simulations for students, such as an aspiring teacher academy. ESC Region 15 will also deliver work-based learning training for LEA staff to support practicum courses, coordinate the Rise and Teach student conference, and organize a professional development focused on curriculum internalization, instructional strategies, student engagement, and classroom management (including the TIER model for MTSS). By centralizing these efforts, ESC Region 15 ensures that resources are efficiently utilized to support sustainable program development across all participating districts even after the grant period ends.

c. *Targeted Industry and Pathways*: The targeted industry for this project is education, which falls under the Education and Training Career Cluster. The Teaching and Training Program of Study provides the foundational pathway from high school into post-secondary coursework and certification, leading to meaningful employment in education. Students will earn the Education Aide I IBC, a critical step toward postsecondary opportunities such as associate and bachelor's degrees in education. According to data from the Workforce Solutions of the Concho Valley service area, career pathways include entry-level roles like teaching assistants (\$28,500) and substitute teachers (\$27,000) and advance into roles such as elementary and secondary school teachers (\$55,200 average annual salary) and education administrators (\$81,600). With a projected regional growth rate of 7% from 2023 to 2033, these pathways align with local labor market needs, addressing workforce shortages while preparing students for impactful teaching and educational leadership careers. All districts have expressed a shortage of qualified teaching applicants and aim to build a sustainable pathway for future educators in their communities.

d. *Employer Engagement Strategy*: Because of the focus of the program of study, the LEA will also serve as the employer to serve as front-line experts on staffing needs. LEAs will collaborate with ESC Region 15 and the Concho Valley Workforce to develop strategic staffing and recruiting strategies while sharing best practices for teacher retention. Consideration will be offered to students who earn the Education Aide I IBC, including paraprofessional positions. Paid practicums are also a possibility for the students enrolled in the level 4 Practicum course within the Teaching and Training Program of Study. LEAs rely on labor market data and their experiential knowledge of local hiring trends to ensure alignment with workforce demands. The Workforce Solutions of the Concho Valley will enhance employer engagement by coordinating work-based learning opportunities, industry tours, and advisory services, further bridging the gap between student preparation and workforce needs.

The proposed program aims to address critical teacher shortages by building sustainable career pathways in education while leveraging strong regional partnerships.

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.

Program Goals and Performance Measures: The program is designed to fully implement a Teaching and Training PoS at each LEA, creating a pathway for students to earn the Education Aide I IBC and achieve CTE completer status. These outcomes align with state and workforce demands, preparing students for immediate employment and/or continued education in teaching-related fields. Performance measures will evaluate the number of students earning the Education Aide I IBC, those completing the program of study, and other metrics. To ensure these objectives are met, transcript audits and documentation of IBC attainment, including verification of course completion by LEA superintendents, will be needed. A systematic approach for tracking student progress will be implemented, leveraging the ESC 15 pathways facilitator and grant administrator's expertise to guide LEAs in aligning courses with IBC requirements and CTE completer criteria. Collaboration with the Workforce Solutions of the Concho Valley will provide regular labor market assessments.

a. Anticipated Project and Student Outcomes: The program aims to provide equitable access to these opportunities for all LEAs. Each grant activity meets specific objectives, such as increasing IBC attainment, building bridges to postsecondary education, and supporting student success within the teaching profession. Participating LEAs will monitor student enrollment in program-related activities, tracking the number of students involved in dual credit opportunities, certification programs, and practicum courses. Outcomes will be informed by labor market data and aligned with workforce needs, ensuring relevance and sustainability. Current 7th-12th enrollment at the districts includes Bronte ISD with 100 students (46.2% enrolled in TX IHE 21-22, 81.3% CTE Completers in 22-23), Eden CISD with 107 (73.9% TX IHE enrolled in 21-22, 53.8% CTE Completers in 22-23), TLC with 1,990 students (52.4% enrolled in TX IHE 21-22, 25.7% completers in 22-23), Wall ISD with 588 (85.5% enrolled in TX IHE for 21-22, 8.5% CTE Completers in 22-23). None of the school districts currently offer a complete Teaching and Training PoS; however, all of them offer one of the principles courses and some offer a level 2 course within the Early Learning PoS, which crosses over into the Teaching and Training PoS. Data supports the need for this grant to expand support for programming in this area, and all LEAs see the need to complete this program of study to broaden their students' opportunities and align best practices already begun. With the offerings open to all secondary students in these districts, the expected participation in work-based learning activities in 7th-12th will increase.

b. Identified IHE Partners, Programs, and Dual Credit Opportunities: To strengthen the program's impact, partnership with Howard College will provide dual credit opportunities aligned with the Teaching and Training Program of Study. Howard College staff includes the Dean of Instruction and the Teacher Education Pathways Coordinator. Howard has developed a crosswalk of dual credit courses that meet the program's objectives, allowing students to integrate postsecondary coursework into their high school experience, in addition to working towards their Ed. Aide I Cert. The ESC will work closely with Howard College to ensure alignment between course offerings and LEA goals, facilitating a seamless transition from high school to postsecondary education. These partnerships will also support efforts to increase student participation in dual credit programs, enabling more students to meet certification and CTE completer criteria. Anticipated outcomes include a significant rise in dual credit enrollment and certification attainment. Currently, no students are enrolled from the identified LEAs in dual credit courses within the Teaching and Training PoS. We are projecting to increase DC enrollment by a minimum of 5% at each LEA. Additionally, the ESC will evaluate the effectiveness of these programs by collaborating with IHE staff to ensure curriculum alignment and identify opportunities for program expansion.

c. Additional Grant Activities and Interventions: Additional activities include teacher signing days, student-led summer camps, and the Rise and Teach Conference. Students will participate in field trips to education departments at IHEs. Participation in CTSOs like TAFE, FCCLA, and FCTA will further enhance student engagement through teaching-focused activities that develop leadership and career skills. Educators and administrators will receive professional development focusing on aligning WBL and equipping teachers of record to deliver high-quality instruction within each course.

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.

a. Funding Allocations and Justification: The proposed budget ensures the program's needs and goals are met through strategic funding allocations supporting staffing, project design, and necessary resources. A total of \$400,000 is allocated to support student engagement, curriculum alignment, dual credit and IBC opportunities, staffing, and operational expenses.

- 1. Staffing and Personnel:** - ESC Payroll for 12 months, September 2026-August 2027 (\$162,642): Supports 100% of the salary for Grant Facilitator, 50% of the salary for the WBL and IHE Technical Assistance role, and 25% of the salary for the Grant Administrator. These staff members are critical for ensuring project coordination, course alignment, student data tracking, and partner engagement. This allocation directly supports the needs of multiple LEAs. Consulting Services (\$10,000): Funds guest speakers, job preparation consultants, and motivational speakers. This allocation supports the professional development of both students and educators.
- 2. Instructional Support and Student Supplies:** - Dual Credit Tuition (\$7,200): Supports dual credit opportunities for students at each of the five districts. The funding covers two classes per year per student at \$180 per class. This ensures that students have access to college credit-bearing coursework, facilitating their progress toward becoming Education Aide 1 certified and CTE completers. -Student Stipends and Wages (\$17,500): Students will be compensated for their practicum experiences, including after-school tutoring (2 hours/week for 36 weeks) and summer programming (5 hours/day for 5 days). This initiative encourages students to engage in critical hands-on work-based learning experiences "through the work" that aligns with certification requirements. - General Supplies (\$87,990): Funds are allocated for student uniforms, vetted materials and aligned curriculum for courses within the Teaching and Training Program of Study, camp materials (lesson planning/small group supplies, etc.) These supplies are essential for students to meet IBC requirements and engage in hands-on learning activities. The fingerprinting and TEAL fees ensure students meet Texas Education Code certification requirements. Student fingerprinting fees and TEAL application fees will be included (\$2,310).
- 3. Operational and Logistical Support:** - Room Rental and Printing Costs (\$2,100): Covers costs for facilities and printing needs required for professional development, advisory meetings, and curriculum materials that support program goals. Travel-(\$17,000): Supports in-region and out-of-region travel for key project staff and stakeholders. This funding ensures participation in conferences, site visits, and professional development activities to support program growth. Travel costs provide for expanded student travel to WBL experiences like the Rise and Teach Conference, Aspiring Teacher Academy, etc.
- 4. Indirect Costs(\$19,048)-5%-**Supports grant administration and financial oversight for accountability and compliance.

b. Partner Support and FTE Allocation: The grant provides 0.10 FTE pass-through to each district partner. We have discovered through Cohort 5 the additional need to include all grant partners in the FTE allocation. Each LEA, IHE, and WF receives funding to support dual credit enrollment, CTE programming, certification attainment, and regional alignment of programming and activities. Partner FTE (10% FTE from September 2026-August 2027)-(\$70,200)- This includes \$11,700 for each grant partner. Each grant partner plays a crucial role in monthly all-partner meetings, alignment of advising and WBL, cross-walk/MOU/transcript review, and all programmatic activities; these align with our collective goals to align course sequencing, increase the Teaching and Training and DC enrollment and IBC attainment, refine advising structures, increase WBL experiences, and improve the perception of the education profession to increase the number of certified educators. Districts were selected for their readiness to implement the Teaching and Training Program of Study and their participation in regional initiatives like the Rise and Teach Conference. Each district maintains strong partnerships with the ESC, Howard College, and Workforce Solutions of the Concho Valley and have strong leaders committed to the grant goals.

c. Coordinated Funding Strategies: The Shared Services Arrangement (SSA) centralizes support through ESC Region 15, reducing costs and providing LEAs with shared resources, technical assistance, and labor market data.

d. Sustainability and Cost-Effectiveness: This grant provides as a spring-board for LEAs to pursue resources readily available to them, like IHE MOUs, ESC Region 15 SSA, etc. The foundation and alignment of partnerships and processes through this grant will provide a system that can be easily repeated by LEAs in the future, even after this grant period ends.

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