



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

NOGA ID [REDACTED]

Authorizing legislation [REDACTED]

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

- 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
- 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): [REDACTED]

Applicant Information

Organization **Edu Service Center- Region 19** CDN **071950** Campus [REDACTED] ESC **19** UEI **YWFFUSMU1RC1**

Address **6611 Boeing Dr.** City **El Paso** ZIP **79925** Vendor ID **1588856**

Primary Contact **Angelica Haro** Email **aharo@esc19.net** Phone **915-780-6505**

Secondary Contact **Rodolfo Nuñez** Email **rnunez@esc19.net** Phone **915-780-5322**

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 **Sonia Eubank** Title **Associate Executive Director**

Email **seubank@esc19.net** Phone **915-780-6571**

Signature *Sonia Eubank* 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.

a. The Information Technology (IT) industry in El Paso, TX, is a growing and critical sector driven by the increasing reliance on digital infrastructure and cybersecurity. IT professionals in El Paso earn competitive salaries, with roles like cybersecurity specialists averaging \$84,000 annually. Entry-level roles like IT support average \$53,000, with salaries scaling based on skills and certifications. Entry-Level IT support personnel earn approximately \$25-\$28 per hour. Cybersecurity specialists earn around \$40-\$50 per hour, reflecting higher expertise demands while network administrators/analysts typically earn \$30-\$40 per hour. This is well above the living wage of \$17.74 in the El Paso region as identified by the Workforce Solutions Borderplex Hot Jobs report for 2025. El Paso's IT industry provides numerous opportunities for career growth, making it an ideal focus for investment and workforce development initiatives. IT-related jobs are projected to grow, driven by demand for network security, data analytics, and IT support. Specific areas like cybersecurity and cloud computing are expanding rapidly, reflecting national trends. IT qualifies as a targeted industry due to its strong regional demand, ability to attract diverse talent, and role in supporting other economic sectors. The region's emphasis on IT as a supporter of other economic sectors aligns with broader economic strategies to reduce "brain drain" and attract skilled workers. Investments in education and workforce development, such as those by the University of Texas at El Paso (UTEP) and El Paso Community College (EPCC), support this goal. UTEP offers a range of IT certification and training programs tailored to industry demands. These include certifications in CompTIA (A+, Network+, Security+), Microsoft Azure (Fundamentals and Security), and AWS Cloud Practitioner certifications. These programs equip students and professionals with industry-recognized skills, preparing them for roles in cybersecurity, cloud computing, and IT support. **b. The grant project in the Region 19 Borderplex aims to bolster the IT industry by supporting pathways that develop a skilled workforce.** These programs focus on areas like cybersecurity, program and software development, and networking, ensuring alignment with industry demands. Local CTE programs prepare students for IT careers through program of study focus areas that include the above mentioned areas as CTE programs of study. The partner districts are in need of building and strengthening these programs, cybersecurity and networking in particular, as they lack appropriately credentialed and experience CTE educators. **c. Pathways Team Facilitator:** Mr. Rudy Nuñez, Career & Technical Education Consultant, ESC19, has extensive experience with CTE, Perkins, effective advising, and CCMR grants and program activities. **Grant Administrator:** Dr. Angelica Haro, Director of Technology Services & CCMR, ESC19, extensive experience managing grants for CTE, Perkins, GEAR UP, and CCMR grants and program activities. **Public Institution of Higher Education:** Dr. Myshie Pagel, Dean of Education and CTE, EPCC, provides advanced manufacturing related certificates and associate's degree programs. **Three LEAs:** Mr. Hugo Martinez, Director of CTE, Ysleta Independent School District (YISD), has been expanding CTE programs across various high schools and its Center for Career and Technical Education, Ms. Angie Morales, Director of CTE, Tornillo Independent School District (TISD), has been growing IT and computer science P-TECH schools, Ms. Zulai Alonso, District Administrator, Burnhamwood Charter District, has been growing high school enrollment, scheduling CTE courses and programs of study, strengthening CCMR accountability outcomes. **Two Employers:** Barbara Walker, Account Executive, CISCO Systems & Natalie Littlefield, Senior Vice-President of Strategy and Business Development, Borderplex Alliance, committed to extending opportunities for work-based learning and strategic alignment of certificates in the CTE programs of study leading to IT pathways. **d. Grant-funded activities aimed at enhancing pathways into IT focus on creating stronger connections between secondary education, postsecondary education, and the workforce.** These efforts address the needs of students across various stages of their educational journeys, leveraging funding to improve engagement, skill development, and industry readiness. Below are key areas of focus for these initiatives: **Work-Based Learning Opportunities- Apprenticeships and Internships:** Partnerships with advanced manufacturing companies allow high school and college students to gain hands-on experience through paid apprenticeships or internships. **Industry-Led Projects- Students collaborate with local companies on real-world projects, funded to integrate IT into other economic sectors of the El Paso Borderplex region.** **Advising Interventions- Career Navigation Tools- Advising frameworks and dedicated career advisors (coaches).** **Transition Support Programs:** Dual credit participation and attainment through enhanced access to dual credit courses. **Stackable Credentials, STEM enrichment camps with topics such as cryptography, ethical hacking, and incidence response, sparking early interest in technical careers, technology upgrades to include cybersecurity, coding and networking, classroom integration through IT-related curricula and after-school programs that expose middle schoolers to a process of analyzing and interpreting complex data sets to inform decision-making.** **Capacity building through teacher and school leaders training.** **Increased engagement that prioritize outreach of under-served communities to diversify participation in IT pathways.**

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. The school districts committed to this initiative include Ysleta ISD and Tornillo ISD via their CTE Directors Mr. Hugo Martinez (YISD) and Ms. Angie Morales (TISD) through their staff and departments. A partner charter LEA is Burnhamwood Charter District via District Administrator Ms. Zulai Alonso who is growing high school CTE programs along with the increase in grade levels and student population at the east side high school campus. Both YISD and TISD have a dedicated Work Based Learning Coordinator as well as CTE counselors and facilitators that oversee each of the available programs of study at their respective school districts. Burnhamwood Charter District has a dedicated CTE contact, counselor, and high school administrators working towards CCMR outcomes. The regional service center will serve as a technical assistance provider for work-based learning and other support services for Burnhamwood Charter District and the other local school districts as necessary. Burnhamwood Charter District was identified as a partner district as they are a continuing to experience student population growth as compared to other districts in the region experiencing decreased enrollment and are in need of funding to support instructional materials for the identified in-demand, high wage pathways. Ysleta ISD is expanding their Career Center at Riverside High School, identifying the programs of study that will remain housed within the Center while growing programs of study that serve the in-demand, high wage pathways throughout other high schools and middle schools within the district. Tornillo ISD has been identified as a rural school district in need of increasing enrollment in their current cybersecurity program. They have not done so due to increasing tuition costs at partner technical colleges. Participation in TPRN will not only help increased and sustain needed CTE programs, but will target academic growth for student outcomes.

b. Pathways Team Facilitator - Mr. Rudy Nuñez has several years of experience as CTE and effective advising consultant and has led districts in Comprehensive Local Needs Assessment (CLNA) audits. He also coordinates and oversees several other grant initiatives at ESC19 such as the Effective Advising Network grant. Mr. Nuñez also works to coordinate student activities for regional CTE summer camps and TSIA training and testing opportunities for both teachers and students. Grant Administrator - Dr. Angelica Haro, Director of Technology Services and College, Career, and Military Preparation at ESC19 has over 10 years of experience at Education Service Center-Region 19 as CTE Specialist and Director of College, Career, and Military Preparation programs as well as Technology Services. She oversees several grants to include CTE Summer Grant, Certification Prep: Teacher Preparation for Emergent Bilinguals, Tri-Agency for Regional Conveners, GEAR UP, Effective Advising Framework among others. She has been in public education for over 20 years and has served as a CTE teacher at an Early College HS and Database Administrator and Assistant Director of Advancement Services at The University of Texas at El Paso.

c. Team Facilitator: Mr. Rudy Nuñez, the team facilitator will work towards collective strategies and coordination efforts with key partners, ensuring key measures and deliverables are moving forward throughout the grant period. Grant Administrator: Dr. Angelica Haro will ensure financial and administrative advice and support services to designated program staff and key partners. She will also work towards the preparation of project approval documents, budgets, and ensure grant is expensed and drawn down in a timely basis to ensure program deliverables are carried out in a timely manner. Dr. Haro will work with ESC19 purchasing department and Allied States Cooperative to ensure procurement procedures are followed at best cost for the grant, making purchases that will benefit all partners. The grant administrator will also work to benefit from braided funding of several financial sources, all towards the most ideal outcomes for all key partners.

d. The team facilitator and grant administrator work closely together in the same department, serving several other initiatives related to pathways regional growth. They will both leverage already established networks and committees such as the Tri-Agency for Regional Conveners Leadership Committee, College and Career Readiness Regional Committee, El Paso Area Directors of Guidance and Counseling, as well as the CTE Advisory Committee. Relationships with these established networks will ensure the sustainability of structures to be put in place through TPRN.

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.

- a. The Workforce Board associated with the Region 19 Rio Grande area is Workforce Solutions Borderplex for El Paso and West Texas Workforce Region 10 serving the counties of Brewster, Culberson, El Paso, Hudspeth, Jeff Davis, and Presidio. Workforce Solutions Borderplex (WSB) plays a significant role in fostering student pathways toward career readiness and success and is a key partner in TRPN work. WSB collaborates with employers, educators, and community leaders to align workforce needs with education and training programs. WSB will anchor the work through: Career awareness and exploration, youth programs (career fairs, job shadowing, internships, etc.), labor market information, work-based learning opportunities through employer engagement, partnerships with school districts and IHEs, guidance and support services through career counseling, workshops, and seminars, and participation in advisory councils.**
- b. The regional strategy spearheaded by ESC19 works towards strategic alignment across the state and region. It is essential to maintain a strategic, working relationship with all stakeholders to include, WSB, IHEs, and the district CTE programs through their CTE directors. ESC19 is not only the Tri-Agency Convener, but also provides meaningful coordination efforts and alignment by hosting regional CTE advisory monthly meetings where information is disseminated and discussed by all members present. ESC19 strategic alignment principles are: improve the economic mobility of all students, especially those who are being serviced through CTE programs, by placing students in programs of study that meet living wage earnings and provide the potential for upward mobility; improve skilled employee pipeline for Borderplex employers by using reports generated by WSB, to align programs of study with five-year growth projections in the region and across the state. Continue to expand CTE programs in all districts where students have the ability to engage in career exploration as early as middle school and identify career exploration through TEKS alignment for K-5 students; recruit, retain and cross-train CTE teachers to meet market demands; serve as a regional intermediary providing strategic guidance, consulting, alignment, and support for ISDs and IHEs through WSB.**
- c. The IT industry in El Paso, TX, is an emerging and vital sector, supporting various regional industries such as manufacturing, healthcare, and logistics. This growth is fueled by advancements in digital technologies and the increasing demand for IT professionals. The IT workforce includes positions such as cybersecurity analysts, network administrators, software developers, and IT support specialists. El Paso businesses rely on IT to manage data, secure networks, and drive innovation in industries like supply chain management and medical technologies. El Paso benefits from its proximity to the "Silicon Border" in Mexico and cross-border trade, creating unique opportunities for bilingual IT professionals in bi-national business environments. The average annual salary for IT professionals in El Paso is approximately \$60,000-\$90,000, depending on specialization. Entry-level IT support roles average \$25/hour, while advanced roles like cloud architects earn up to \$50/hour. IT roles in El Paso are projected to grow at a rate of about 10% annually, reflecting national trends in demand for IT services and cybersecurity. Job openings include hundreds of IT job openings annually, driven by business expansion, digital transformation, and increased cybersecurity concerns. Local CTE programs of study offer IT-focused pathways. These programs include courses in networking, coding, and cybersecurity. EPCC offers programs in Computer Information Systems, cybersecurity, and IT certifications as well as hands-on training through labs and internship opportunities. UTEP offers degree programs in Computer Science, Information Systems, and Business Analytics. Certification courses in Cloud Computing, Microsoft Azure, and AWS cloud technologies. Popular certifications offered locally include CompTIA (A+, Network+, Security +), Microsoft Azure, and Cisco Certified Network Associate (CCNA). Certification programs enhance employability and provide pathways for career advancement. The IT industry is a targeted industry in El Paso due to its role in economic diversification, job creation, and regional growth. With its alignment to emerging technologies and cross-border trade, IT provides sustainable career opportunities and supports the broader regional economy. Educational institutions and workforce initiatives ensure a steady pipeline of skilled workers ready to meet industry demands.**
- d. The strategy for engaging employers will rely on the Work-Based Learning database established through the Tri-Agency for Regional Conveners program objectives. ESC19 has been continuously attending industry nights and workforce events throughout the city, engaging employers in the selected high-wage, in-demand pathways. Employer engagement will be revisited via regional industry advisory meetings.**

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.

a. Anticipated outcomes for IT pathways for partner school districts are workforce readiness, increased postsecondary transition, expanded career awareness, and diversity in participation for underrepresented groups. The grantee anticipates a 40% increase in enrollment in dual credit participation, pathways for about 200 students per partner district (600 total) students earning stackable credentials, and 30% of high school students enrolling in IT related programs at EPCC, UTEP, and NMSU. When including all grant deliverables such as career exploration and work-based learning, the anticipated students to be served through the grant period are 6,000+ for the partner districts with continuous impact throughout the entire region.

b. Dual credit options through partnerships with El Paso Community College (EPCC) allow students to earn college credits in IT-related subjects. EPCC provides certificate and associate degree programs in IT Systems, Network and Security, Computer Programming, and Geographic Information Systems. WSB partners with EPCC and other organizations to offer apprenticeship programs and job training. UTEP offers degrees in Information Systems and Business Analytics, Computer Science, and cybersecurity certificate programs. ESC19 intends on extending degree opportunities for students in this field across state lines at New Mexico State University (NMSU). NMSU currently offers degrees in information and communication technology, and information engineering technology. NMSU further offers innovative accelerated pathways, such as combining undergraduate and graduate coursework, allowing students to efficiently transition into advanced degrees. These programs emphasize real-world applications and flexibility for working professionals. These degrees equip graduates with skills relevant to IT careers in areas such as network administration, cybersecurity, software development, and IT management.

c. ESC19 would like to expand apprenticeship partnerships with school districts via this grant through strategic partnerships with organizations such as WSB and Language Acquisition Research Foundation. The Foundation addresses the need of not enough skilled labor force in El Paso and is the only approved apprenticeship program from the Department of Labor in the El Paso area. Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential. The foundation sustains apprenticeship programs in computer software technician, network support specialist, and cybersecurity support technician. The computer support technician program provides 2,000 hours of on-the-job training, 300 hours of classroom instruction, employability skills along with certifications. Network support specialist program provides 3,032 hours of on-the-job training and 618 hours of classroom instruction, employability skills along with certifications. The cybersecurity support technician program provides 4,000 hours of on-the-job training and 780 hours of classroom instruction, employability skills along with certifications. The Foundation has an average apprentice retention rate of 93%. Further, the Foundation employs some of the leading IT professionals in the field to deliver courses and ensure the apprenticeship program is successful.

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. The proposed budget is meant to further enhance and support partners in securing the necessary supplies, equipment, consumables, instructional materials, supplies, software licenses, and stipends to meet the needs and goals of the program. Grant funds are intended to extend to other districts beyond the partners through the ongoing collaboration that exists through various committees and extension of CTE programs via centralized hubs for sharing of equipment, resources, and transportation for students. Travel funds have also been allocated accordingly, so an increased number of partners and their staff benefit from convening, professional development, and meeting opportunities at the state level. During the grant period and beyond, partners are expected to share resources for the purpose of strengthening the longevity of pathways in advanced manufacturing beyond the grant period. Funding allocation further includes supplies and materials to support the partners and other districts with instructional materials and the needed equipment for coursework and work-based learning for students. Capitalized allocations are not expected as supplies and equipment to be purchased is expected at under the capitalization threshold of \$5,000 which is soon expected to increase to \$10,000 at the state level.

b. The budget also includes funding to help with staffing efforts in support of the partners and regional collaboration. Funding for their 0.10 FTE allocation will be distributed via contracted services through pass-through service agreements. ESC19 understands the limited budgets that partners must work with to include already allocated Perkins budgets by area districts, but also recognizes the need to have optional support practices in place. ESC19 has extensive experience with reimbursement processes for several Shared Service Agreement (SSA) grants and federal endowments. The ESC19 business office allows program areas to submit invoices for reimbursement from member LEAs. A similar system will be employed for TRPN grant partners with the intent to provide an expedited process to reimburse partners. ESC19 will utilize the experience and expertise that the technology department has with database development and data collection to enhance the currently existing system of reimbursement. ESC19 reimbursement program will maximize the allocation of funds for partnership that provides the most benefit for local districts in terms of equipment and supplies quantities at the best, most competitive prices. ESC19 technology department will work in collaboration with ESC19 purchasing department (Allied States Cooperative) to employ the most suitable data collection platform that will allow the review of submissions for accurateness, completion, and a prompt workflow system for accurate and reliable internal controls. ESC19 currently utilizes Teams Prologic and Office 365 for its purchase order and invoice reimbursement process. The timely and accurate control of funds will be a key element to this process and the experience of ESC19 purchasing department and Allied States Cooperative (ASC) will be invaluable. ASC is a multi-state cooperative, which provides an EDGAR compliant procurement process to its members, facilitating competitive purchases from local, national, and international businesses. Membership on the ESC19 Purchasing Cooperative entitles the entity to utilize competitively bid goods and services. The timely processing of reimbursement will have the following outcomes: establish a client relationship that will promote future interactions, accurate expenditure accounting, and maximize the use of funds for ongoing expenses related to this grant. ESC19 will utilize ASC to obtain the most competitive pricing and procurement offered to partners for purchase-and reimbursement while aligning with the provisions that are outlined for public control of funds. The procurement process through Allied States Cooperative will also allow ESC19 to make purchases directly on behalf of partners and school districts keeping an appropriate inventory and records systems. c. The grantee is well-positioned to braid funding from other initiatives for CCMR and pathway support such as Tri-Agency for Regional Conveners, SSA Perkins allocations, Effective Advising Framework and other funds to enhance efforts purposefully, strategically, and exponentially for optimal benefits for students and the community. ESC19 has consultants that can deliver both professional development for teachers and other educators as well as teach lessons and deliver coursework for students. ESC19 consultants have been trained on several CCMR and CTE statewide and regional initiatives, accountability, leadership, technology, and specific content area expertise. The proposed budget will allow ESC19 to be able to fund their work with supplies for the program and any materials that they may need to deploy the program to stakeholders, educators, and students.

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