



**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 8 Education Service Cente** CDN **225950** Campus **N/A** ESC **8** UEI **028952633**

Address **PO Box 1894** City **Mount Pleasant** ZIP **75456** Vendor ID **175-1246741**

Primary Contact **Julia Robinson** Email **jrobinson@reg8.net** Phone **903-575-2733**

Secondary Contact **Josh Stegall** Email **jstegall@reg8.net** Phone **903-575-2777**

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 **Dr. David Fitts** Title **Executive Director**

Email **dfitts@reg8.net** Phone **903-575-2600**

Signature **David Fitts** Date **11-4-25**

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.

Region 8 ESC, as part of its mission to build relationships that create successful learning communities, will facilitate a shared program of study in Industrial Maintenance. ESC 8 believes in committed partnerships, innovative leadership, and success for all. These values guide our pursuit of opportunities that lead to successful student outcomes. In 2025–2026, ESC 8 launched the Northeast Texas Career Alliance (NTCA), a partnership between five districts and Northeast Texas Community College (NTCC), to expand high-need Career and Technical Education (CTE) programming. The Industrial Maintenance pathway described in this proposal is part of that partnership.

The grant will focus on the Industrial Maintenance program of study within the Manufacturing career cluster. Workforce Solutions Northeast Texas identifies strong demand and competitive wages in related occupations over the next 10 years:

- * Industrial Engineers: 257 employed / 184 total demand / 1% growth / \$99,400 mean annual wage
- * Industrial Machinery Mechanics: 622 / 618 / 1.6% / \$65,700
- * Maintenance and Repair Workers: 1,306 / 1,267 / 0.5% / \$43,500
- * Heating, Air Conditioning, and Refrigeration Mechanics and Installers: 305 / 291 / 0.9% / \$52,700
- * Maintenance Workers, Machinery: 105 / 107 / 1% / \$58,600

In Northeast Texas, total demand is a stronger indicator of workforce need than percentage growth. Rural areas experience more retirements than urban areas, and replacement workers are urgently needed. The population aged 55–74 represents 23.9% in Northeast Texas, compared to 19.3% statewide. This suggests that our region has more workers nearing retirement and therefore a greater need for qualified replacements.

The Industrial Maintenance program will allow students to earn multiple credentials through NTCC, including an Industrial Electrical Technician Occupational Skills Award (OSA), a Level 1 Certificate as an Industrial Technician, and the Certified Production Technician certification. The four-year pathway includes dual credit and work-based learning experiences at every grade level:

- * 9th Grade: Principles of Manufacturing (Dual Credit: Introduction to Automated Manufacturing and Production Operations Management). WBL: industry tours, classroom speakers.
- * 10th Grade: Electrical Technology I (Dual Credit: Basic Electrical Theory and Fundamentals of Electricity). WBL: tours, job shadowing, micro-internships.
- * 11th Grade: Practicum in Manufacturing (Dual Credit: Introduction to Industrial Maintenance, AC/DC Motor Control, Programmable Logic Controllers I and II). WBL: practicum internships.
- * 12th Grade: Practicum in Manufacturing (Dual Credit: Hydraulics and Pneumatics, Mechanical Maintenance). WBL: practicum internships.

ESC 8 will serve as the grant administrator. Josh Stegall, current NTCA coordinator and ESC 8 employee, will assume the Pathways Team Facilitator role. NTCC brings a strong record of developing effective dual credit programming. Participating LEAs include Chapel Hill ISD and Harts Bluff ISD (Titus County), Hewitt ISD and Daingerfield-Lone Star ISD (Morris County), and Hughes Springs ISD (Cass County). Each district is an active NTCA partner. Workforce Solutions Northeast Texas will provide labor market expertise and workforce development support. ESC 8 staff will contribute fiscal management, program development, and clerical support. Employer partners include:

- * Wood Air Conditioning and Plumbing – a local HVAC and plumbing provider with a need for skilled maintenance technicians.
- * Newly Weds Foods – a global food manufacturing company with a facility in Mt. Pleasant since 2007, employing industrial maintenance workers.

Grant activities will bridge high school, college, and career. At each level of the program of study, students will complete aligned work-based learning experiences and dual credit coursework at NTCC. The grant-funded Pathways Team Facilitator will: Assist counselors with individualized student plans; Schedule WBL activities across the continuum; and Lead middle school career exploration activities. Grant funds will also support: Dual credit expenses; Micro-internship stipends; Supplies and equipment; Transportation costs; and District staff support. The ESC 8 Effective Advising Framework (EAF) coach will train district advising staff on the EAF framework and student advising strategies.

Together, these efforts will create a seamless bridge from high school to college and career, ensuring students are prepared to meet local industry needs and succeed in the workforce.

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.

Five districts will participate as TRPN partners. They were selected because they are committed to working together through the NTCA project before grant funding was available. Each district is committed to long-term shared CTE programs that provide opportunities for dual credit and WBL experiences for their students.

Each NTCA district has identified a dedicated TRPN staff member:

- * Pewitt CISD – Tonya Briggs, High School Principal and CTE Coordinator
- * Daingerfield-Lone Star ISD – Kristy Sutton, High School Academic Advisor
- * Chapel Hill ISD – Kaci Bynum, High School Dean of Students
- * Harts Bluff ISD – Ryan Watts, High School Assistant Principal
- * Hughes Springs ISD – Brittany Thomasson, High School College Academy Coordinator

The Pathways Team Facilitator (existing ESC 8 employee) will be Josh Stegall, Postsecondary Readiness Consultant and NTCA Coordinator. He brings experience as a CTE teacher, campus administrator, and district CTE coordinator—qualifications that prepare him to design and lead effective pathways work. The Grant Administrator (existing ESC 8 employee) will be Torri Miller, Instructional Supports Program Manager. She has extensive experience in program management and fiscal oversight at the ESC, ensuring compliance and equitable use of funds.

These two roles complement each other and are well defined in the grant MOU:

- * Pathways Team Facilitator – convene regional pathways team, develop communication strategy, coordinate work-based learning, oversee data collection, and develop plan for sustainability.
- * Grant Administrator – ensure fiscal compliance, maintain equity of expenditures, monitor participation, and assist in developing success metrics.

Their collaboration ensures the program is both innovative and accountable.

This project is designed to extend beyond the TRPN grant. Sustainability is supported through:

- * NTCA – continues to operate pathways, including Industrial Maintenance, with advisory committee support.
- * ESC 8 – ongoing advising support through the Effective Advising Framework, technical assistance in CTE, and dedicated staff time to coordinate NTCA activities.
- * Workforce Solutions Northeast Texas – long history of school partnerships (industry tours, externships, career outreach counselors) and designated regional convener for WBL support.
- * Perkins and state CTE funds – provide financial sustainability for pathways and student supports.

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 TRPN program is to implement a shared program of study in Industrial Maintenance across five partner districts. This program will give rural students access to dual credit coursework and industry-based certifications that prepare them for high-demand careers in manufacturing. Students will complete college-level courses leading to an Industrial Technician Level 1 Certificate, earn industry-recognized credentials, and gain real-world experience through a sequence of work-based learning activities, including industry tours, guest speakers, job shadowing, and internships.

(a) The project is located in the Workforce Solutions Northeast Texas region, which serves Titus, Morris, and Cass counties. Workforce Solutions plays a key role as the regional convener, aligning education and workforce initiatives. The board has a strong history of partnering with ESC 8 and local districts to provide labor market data, coordinate teacher externships, host industry tours, and expand student career exploration. For this project, Workforce Solutions will provide up-to-date labor market information, help align programming to employer needs, and assist in developing a regional work-based learning ecosystem.

(b) ESC 8 serves small, rural districts where 68% of students are economically disadvantaged, 13% are Emergent Bilingual, and 15% are served through Special Education. The combined high school enrollment across the five partner districts is approximately 1,450 students. By leveraging shared resources, the TRPN program makes it possible to offer specialized training opportunities that individual districts could not provide alone. ESC 8 coordinates this regional strategy by employing the Pathways Team Facilitator and Grant Administrator, managing grant funds, supporting purchasing and fiscal compliance, delivering professional development in the Effective Advising Framework, and marketing the program to students and families.

(c) Manufacturing is a leading industry in the region, employing 38% of workers in Titus County, 35% in Morris County, and 17% in Cass County. Major employers include Big Tex Trailer Manufacturing, Priefert Manufacturing, Atlas Roofing, and Wheeling Machine Products. Although training practices differ across companies, all require employees with strong skills in Industrial Maintenance and Technology. The Industrial Technology program at Northeast Texas Community College (NTCC) was developed with direct input from local industry leaders to meet this demand. The TRPN pathway connects high school students to this program, enabling them to earn dual credit, Occupational Skills Awards, Level 1 Certificates, and industry-based certifications. Students will graduate prepared to enter the workforce directly or continue their studies toward an associate degree in Industrial Technology at NTCC.

(d) Each partner district maintains an industry advisory committee, and ESC 8 facilitates the NTCA regional advisory committee. Employers will be engaged in both advisory and instructional roles. They will help validate curriculum, provide feedback on workforce skills, and host a range of work-based learning activities, including industry tours, guest speaking, job shadowing, micro-internships, and internships. Engagement will be formalized through advisory participation and partnership agreements to ensure that employer input directly shapes program design and delivery.

Supporting objectives of the program include:

- * Expanding postsecondary opportunities
- * Building a regional workforce pipeline aligned to industry needs
- * Engaging employers as active partners in K-12 education
- * Strengthening advising and career planning
- * Leveraging regional partnerships

Together, these goals and objectives create a clear pathway from high school to college and career, addressing both regional workforce needs and student success.

Performance and Evaluation Measures

Describe the performance measures identified for this program that are related to student outcomes and consistent with the program's purpose. Include tools and processes that will be used to ensure effectiveness, such as annual labor market needs assessments and tracking project outcomes. Include the following in your response: *a. Anticipated Project and Student Outcomes* - Outline the anticipated outcomes for each grant activity and the projected student outcomes. Include the projected number of students from each partner school district that will participate in the activities related to this grant activity. *b. Identified IHE Partners, Programs and Dual Credit Opportunities* - Identify the IHE partner(s) and the staff dedicated to this project on behalf of the IHE. Describe the programs offered at the IHE that align with the targeted industry, including dual credit opportunities available at the IHE that can be embedded into a district's program of study, projected number of students that will participate in dual credit, and anticipated outcomes. *c. Additional Grant Activities* - Briefly mention other grant activities and interventions to be implemented with grant funds, such as middle school career awareness, career-focused curriculum, middle school to secondary bridge programming, secondary to postsecondary bridge programming, and educator professional development.

The TRPN program will measure success through clear student outcomes that align with its purpose of expanding access to pathways in Industrial Maintenance. Performance measures will be tracked using district enrollment data, dual credit and certification records from NTCC, and feedback from employer partners and advisory committees. ESC 8 and Workforce Solutions Northeast Texas will conduct annual labor market assessments to ensure the program remains aligned with regional workforce needs. Results will be reviewed annually by the NTCA advisory committee to guide continuous improvement.

Anticipated Project and Student Outcomes

- (1) Enrollment in Industrial Maintenance POS – Each district will enroll at least 5% of incoming 9th graders annually. Enrollment will be maintained at 90% from one year to the next, with a projected total of approximately 50 students across the five districts.
- (2) Paid Student Micro-Internships – Secure at least 10 paid micro-internships during the 2026–2027 school year to give students direct workplace experience.
- (3) Other Work-Based Learning (WBL) Experiences – Each semester, students will participate in industry tours, guest speaker events, and job shadowing opportunities, ensuring exposure to the full WBL continuum.
- (4) Career Expo – ESC 8 will host a manufacturing career exposition for 8th grade students as a bridge into high school pathways. At least 300 students will participate annually.
- (5) Credential and Certificate Attainment – At least 10 students per cohort will complete the pathway through 12th grade and earn an Occupational Skills Award (OSA), Level 1 Certificate, and Certified Production Technician (CPT) credential.

The IHE partner is Northeast Texas Community College (NTCC). Key staff include Dr. Miles Young, Dean of Workforce Education, and Jennifer Sumrow, Director of Dual Credit. Ms. Sumrow will coordinate MOUs, registration, and equipment purchases, while Dr. Young will serve in an advisory role through NTCA. NTCC also provides instructional support through Kevin Frost, ITTC Director. NTCC offers Industrial Technology programs designed with local employers, including: Industrial Technology, AAS; CNC Operator Certificate; Electro-Mechanical Technician Certificate; Robotics/Automation Operations Level 1 Certificate; Students in the TRPN pathway can earn dual credit each year, with a goal of 10 students per grade level and a total of 50 students completing dual credit courses over the grant period.

Employer partners will support evaluation through advisory committee participation and post-activity feedback. ESC 8 will track the number of WBL opportunities hosted by employers and use employer surveys to confirm that student skills meet workplace expectations. This input will be combined with labor market data and student outcome tracking to adjust programming each year, ensuring the pathway remains responsive to both student needs and industry demand.

Additional Grant Activities

- * Advising and Career Planning – ESC 8 will provide EAF training to counselors and advisors in each district, ensuring students have individualized career and education plans.
- * Middle School Career Awareness – A Manufacturing Career Expo will serve as an early bridge to high school pathways.
- * Bridge Programming – Activities such as industry tours and micro-internships will strengthen the transition from secondary to postsecondary.
- * Professional Development – ESC 8 will deliver professional development in advising and CTE program alignment to participating districts.

Budget Narrative

Describe how the proposed budget will meet the program's needs and goals, including staffing, project design, and resources needed to support the grant's implementation. Include the following in your response: *a. Funding Allocations and Justification* - Provide justification for the specific funding allocations in the proposed budget and describe how each item will support the team's needs beyond any one specific district partner. *b. Partner Support and FTE Allocation* - Detail the minimum 0.10 FTE dedicated as pass-through to each district partner involved in the grant project. Identify the partner districts and the staff dedicated to this project on behalf of each district. Describe the process used to identify each partner district and demonstrate their commitment to the project. *c. Coordinated Funding Strategies* - Outline the coordinated funding strategies the team will utilize to incorporate other funding sources to support the implementation of this project and future work. *d. Sustainability and Cost-Effectiveness* - Briefly explain how the budget supports long-term sustainability and efficient use of funds. Include strategies for maintaining key components beyond the grant period and leveraging shared resources or existing infrastructure.

The proposed budget is designed to support the major goals of the TRPN program by funding staffing, program design, instructional resources, student supports, and operational needs across all five partner districts. Each budget category is tied directly to grant activities and outcomes.

Funding Allocations and Justification

- * Pathways Team Facilitator – A partial allocation of salary, benefits, supplies, and travel (\$65,000 total). The PTF will coordinate student recruitment, parent outreach, the career expo, employer engagement, and WBL alignment across all partners. This role benefits every district equally by centralizing coordination at ESC 8.
- * District Personnel Funds – Each district receives funds equivalent to .10 FTE for the dedicated staff member, set at \$13,000 based on local salary scales. These funds ensure consistent staff participation in TRPN implementation.
- * IHE and ESC Stipends – NTCC and ESC personnel supporting pathway implementation and dual credit coordination will receive \$13,000 each. This ensures higher education and regional supports are engaged consistently across all districts.
- * Supplies and Materials – \$46,750 allocated for instructional supplies, the 8th grade Manufacturing Career Expo, and TRPN activities. These resources serve all districts rather than a single campus.
- * Student Stipends for Micro-Internships – Paid internships will allow students to complete a 25-hour WBL experience at \$30/hour (\$750 per student). This makes participation equitable, especially for students who could not otherwise afford unpaid internships.
- * Transportation for WBL Activities – \$15,000 budgeted to reimburse districts for travel to industry tours, job shadowing, and career expo events.
- * Dual Credit Tuition and Fees – \$37,500 to cover required differential fees for Industrial Technology coursework at NTCC. This ensures all participating students can access dual credit without financial barriers.
- * Indirect Costs (IDC) – \$14,643 applied per ESC operational procedures.

The five partner districts — Pewitt CISD, Daingerfield-Lone Star ISD, Chapel Hill ISD, Harts Bluff ISD, and Hughes Springs ISD — each have a designated staff member dedicated to TRPN implementation. Each district receives a .10 FTE pass-through allocation to support these roles. Staff were identified by superintendents based on CTE and advising responsibilities, ensuring alignment with program goals. Their commitment is further demonstrated through prior NTCA participation and in-kind contributions of staff time.

To extend impact beyond the grant, districts will braid additional funds including the state CTE allotment, Perkins SSA, CTE transportation reimbursements, and potential P-TECH resources. Business and industry partners will also be engaged through the TRPN advisory committee to provide additional support. These strategies maximize resources and reduce duplication of effort.

The budget is structured to sustain programming beyond the grant by:

- * Leveraging ESC 8's regional coordination role to reduce costs for individual districts.
- * Embedding advising and dual credit structures that can be supported through state and Perkins funds.
- * Building industry partnerships that expand WBL opportunities at little or no ongoing cost.
- * Using stipends and shared resources to ensure efficient use of funds across all five districts.

This budget supports long-term sustainability by ensuring the key elements — dual credit, WBL, advising, and industry engagement — continue through established funding streams and regional collaboration after the TRPN grant 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.

You may duplicate this page

Amended Section	Reason for Amendment