

R-PEP Planning & Expansion Grants Information Webinar

■ May 20 and May 21, 2026



Introductions

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Agenda

R-PEP Deep Dive

Overview of R-PEP Planning & Expansion Application Process and Timeline

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



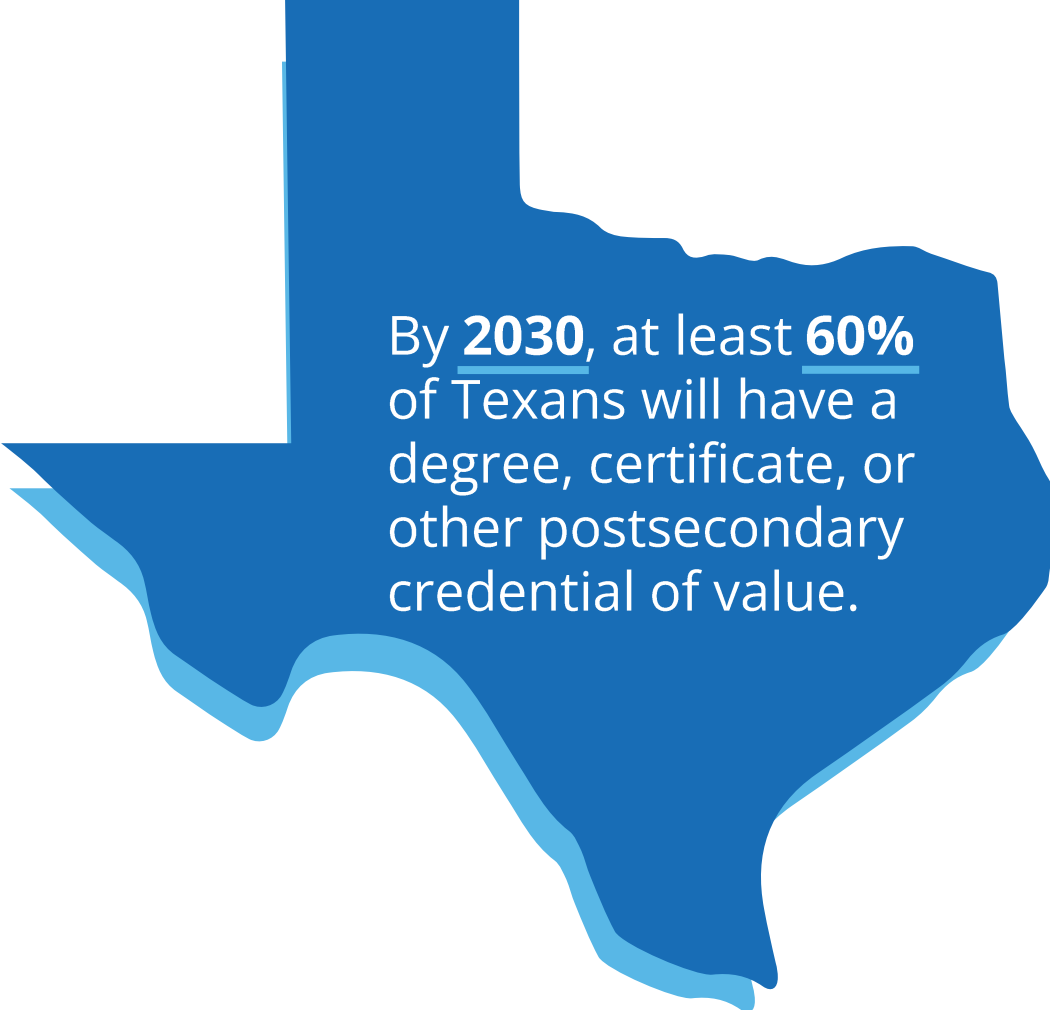
Webinar slides and recordings will be posted on the R-PEP website after all webinars have been completed



Email R-PEP@tea.texas.gov with follow-up questions

R-PEP Program Purpose and Goals

Pursuing our vision for Texas students



By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value.

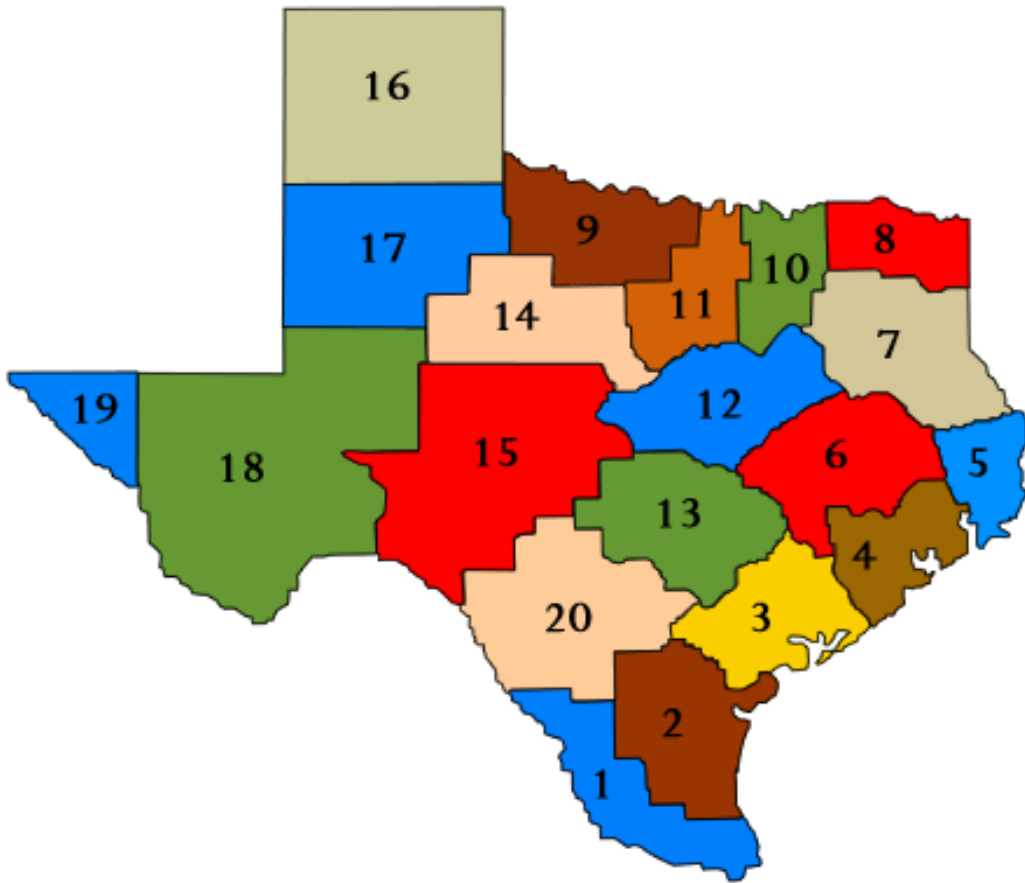
At K-12
Graduation

**Every Child, Prepared
for Success in College, a
Career, or the Military**

Post-
Secondary
Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.



- **Fifteen of Texas's twenty** Education Service Centers are majority rural.
- Over **600 districts** in Texas have fewer than 1,600 enrolled students

Rural Pathway Excellence Partnership (R-PEP) Program

Background: The Rural Pathway Excellence Partnership (R-PEP) designation (HB2209, 88th Legislature) aims to increase access to high-quality post-secondary pathways for rural students through an allotment and increased outcomes bonus. R-PEP was expanded in 2025 (89th Legislature) by increasing the R-PEP funding cap to \$20M and providing additional funding opportunities.

R-PEP includes two opportunities:

Additional Allotment

R-PEP Designated Districts earn **additional ADA Allotment** for each student in a postsecondary pathway **& an Outcomes Bonus** for each student that earns a postsecondary credential of value up to 5 years after graduation.

Grant Program

TEA supports new R-PEP Collaboratives through a **grant** that provides district funding and technical assistance for **planning and implementation**.

Rural Pathway in Excellence Partnerships (R-PEP) Components

Collaborative of districts
with fewer than
1,600 students
and a willingness
to think creatively

**College and
Career Pathways**
open to all
eligible students

**Coordinating
Entity**
with capacity to
operate pathways

**Performance
Agreement**
outlining CE and
LEA roles,
responsibilities,
and metrics for
success

R-PEP Allotment

R-PEP Designated Districts earn **additional ADA Allotment** for each student in a postsecondary pathway **& an Outcomes Bonus** for each student that earns a postsecondary credential of value up to 5 years after graduation.

- R-PEP Allotment Example:
 - A high school student who spent 1/3 of their time participating in one of these pathways could generate on average an extra **\$2,928 per ADA** if low income, and **\$2,546 per ADA** if not.
 - CCMR Outcomes bonuses are also increased.

The average small LEA that ensured all of its students participated in an R-PEP pathway could **increase** M&O funding by **9%**

What does it look like in practice?

What does this look like in practice?

1. Districts with fewer than 1600 students opt in

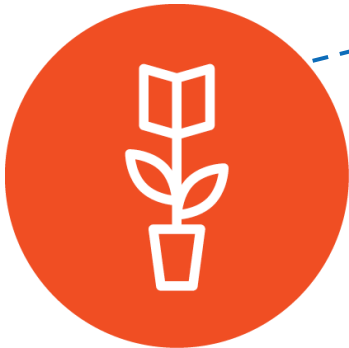


2. Select a partner and Boards approve a performance agreement with a 3rd party intermediary



4. Districts pool resources and invest in the continued excellence of pathways

3. Intermediary operates pathway programs (CTE, PTECH, or ECHS) aligned with high-wage, high-demand career open to all students in the partnership



Grow Your Own Educator Academy at Premont High School



Ignite Technical Institute Career and Technical Academy at Falfurrias High School



Next Generation Medical Academy Health and Science Academy at Freer High School



STEM Discovery Zone STEM Academy at Premont Collegiate High School

What Does the Coordinating Entity do?



Rural Schools Innovation Zone



Coordinating Entities may be:

- Institutions of Higher Education
- Nonprofit Organizations
- Governmental Entities

Coordinating entities optimize the value of each college and career pathway across each Partner District by:

- Determining Pathways across Partner Districts
- Developing Pathway schedules in partnership with districts
- Selecting and assigning pathway-specific staff
- Developing and managing Pathway budgets
- Coordinating between higher ed institutions, other districts, and workforce organizations

R-PEP Progress to Date

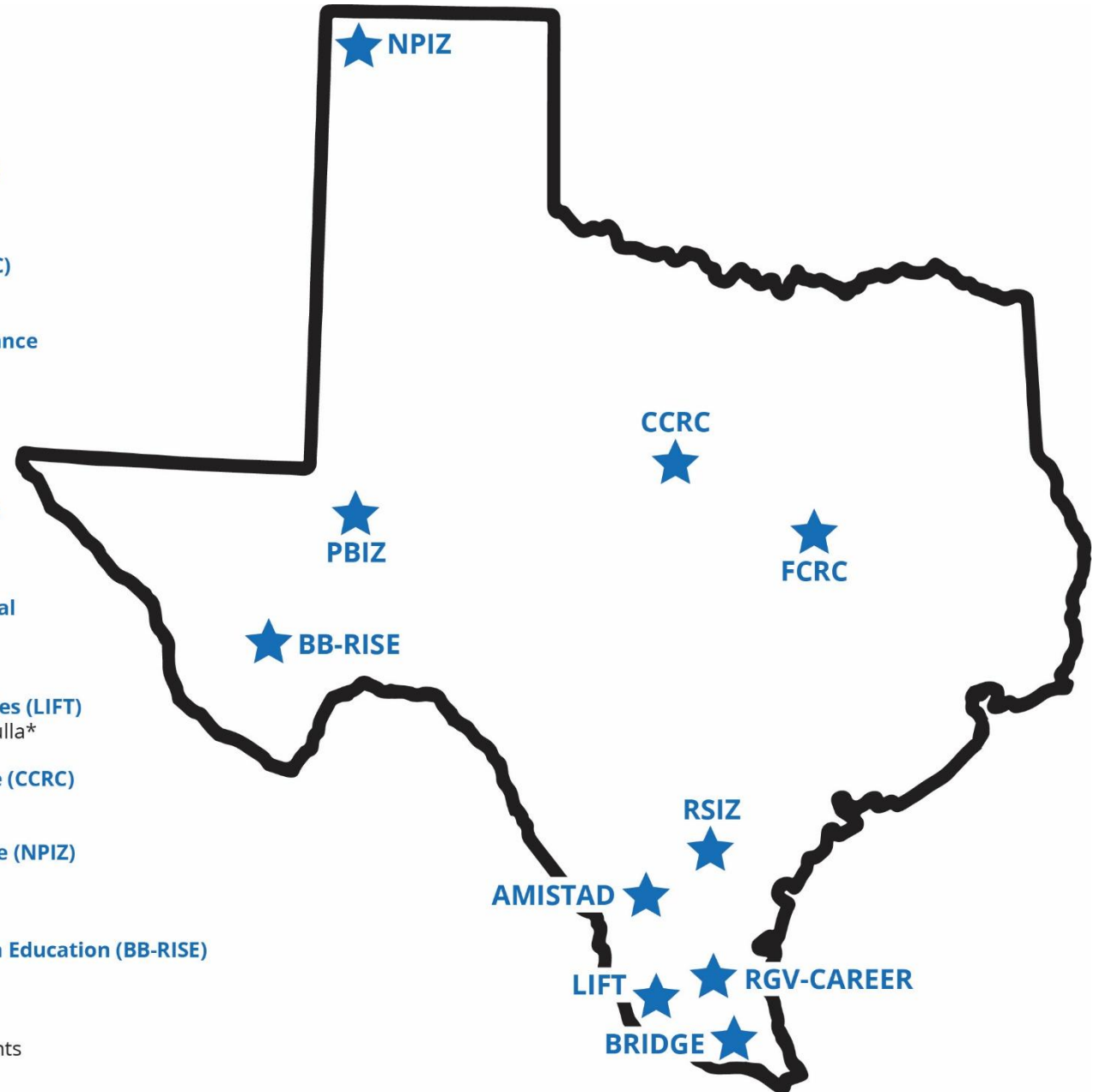


Rural Pathways Excellence Partnerships to date

10 R-PEPs
30 districts
39 pathways
+1,200 students

- ★ **Rural Schools Innovation Zone (RSIZ)**
Agua Dulce Freer
Benavides Premont
Brooks County
- ★ **Permian Basin Innovation Zone (PBIZ)**
Crane Grandfalls-Royalty
McCamey
- ★ **Falls County Rural Collaborative (FCRC)**
Marlin Rosebud-Lott
- ★ **Rio Grande Valley – Collaborative Alliance for Rural Education and Employment Resource (RGV-CAREER)**
Lasara Monte Alto
La Villa Santa Rosa
Lyford San Perlita
- ★ **Advancing Mutual Integrated Student Training & Development (AMISTAD)**
Jim Hogg County Webb County
- ★ **Building Rural Innovation through Dual Graduate Education (BRIDGE)**
Progreso Santa Maria
- ★ **Leading Innovative Future Technologies (LIFT)**
San Isidro Rio Grande City Grulla*
- ★ **Comanche County Rural Collaborative (CCRC)**
DeLeon Gustine
- ★ **Northwest Panhandle Innovation Zone (NPIZ)**
Channing Dalhart*
Texline
- ★ **Big Bend Rural Initiative for Success in Education (BB-RISE)**
Alpine Marfa
Marfa

*denotes district larger than 1600 students



R-PEP Student Participation Over 6x from SY23

Name of R-PEP	Coordinating Entity	Students SY23	Students SY24	Students SY25 (BOY)	Projected Students SY26
Rural Schools Innovation Zone (RSIZ)	Rural Schools Innovation Zone (RSIZ)	368	424	555	716
Permian Basin Innovation Zone (PBIZ)	Education Partnership of the Permian Basin (EPPB)	48	138	144	175
Falls County Rural Collaborative (FCRC)	Education Service Center 12 (ESC12)	35	106	126	133
Rio Grande Valley - Collaborative Alliance for Rural Education and Employment Resources (RGV-CAREER)	Education Service Center 1 (ESC1)	X	X	274	611
Advancing Mutual Integrated Student Training & Development (AMISTAD)	Education Service Center 1 (ESC1)	X	X	53	370
Building Rural Innovation through Dual Graduate Education (BRIDGE)	Education Service Center 1 (ESC1)	X	X	22	225
Leading Innovative Future Technologies (LIFT)	Education Service Center 1 (ESC1)	X	X	5	30
Comanche County Rural Collaborative (CCRC)	Education Service Center 14 (ESC14)	X	X	128	151
Northwest Panhandle Innovation Zone (NPIZ)	Education Service Center 16 (ESC16)	X	X	33	49
Big Bend Rural Initiative for Success in Education (BB-RISE)	Education Partnership of the Permian Basin (EPPB)	X	X	119	140
Brazos County College & Career Alliance (BCCCA)	Education Service Center 12 (ESC12)	X	X	X	19
Double Mountain Rural Collaborative (DMRC)	Education Service Center 14 (ESC14)	X	X	X	189
Panhandle Rural Innovation for Meaningful Education (PRIME)	Education Service Center 16 (ESC16)	X	X	X	37
		451	668	1459	2845

**95%
increase
from
previous
year**

R-PEP funding has increased by 1.6x since SY23

R-PEP	Funding SY 23-24	Funding SY 24-25
Falls County Rural Collaborative 1. Rosebud- Lott 2. Marlin	\$34,862	\$113,034
Rural Schools Innovation Zone 1. Premont 2. Freer 3. Benavides 4. Brooks County 5. Agua Dulce	\$588,475	\$1,392,078
Permian Basin Innovation Zone 1. McCamey 2. Grandfalls- Royalty 3. Crane	\$100,767	\$379,890
	\$724,104	\$1,885,002

Where We Are

Student Experience in Freer:

- *Focus on the classroom and campus systems*
 - High-Quality Instructional Materials
 - AVID, Project-Based Learning
 - Early Childhood investments
- *Talent Development*
 - Grow Your Own para-teacher pipeline
- *College and Career Readiness*
 - Elem/MS alignment with HS opportunities
 - R-PEP Pathways +Next Gen Medical Pathway hosted locally
- *Tri-Agency Partnerships*
 - K-12, Workforce, Higher Ed

	SY 2018	SY 2024	
Dual Credit Completion	22.7%	53.5%	+30.8pts
TSI Criteria Graduates in Math & ELA	45.5%	88.4%	+42.9pts
College Ready Graduates	50%	95.3%	+45.3pts
CCM-Ready (Annual Graduates)	79.5%	97.7%	+18.2pts
C/M Graduates w/ Industry-Based Cert	11.4%	51.2%	+39.8pts
Graduation Rate	81.6%	86.3%*	+4.7pts

Data Source: TPRS

* C/O 2023



R-PEP Planning & Expansion Grant

R-PEP Planning & Expansion Grant Opportunities

R-PEP Planning & Expansion Grants will be awarded to eligible Coordinating Entities or partnering districts who support potential R-PEPs or existing R-PEPs in the planning or expansion of an R-PEP.



\$2.6M

available in awards

Grant Purpose

- Expand rural students' access to high-quality college and career pathways
- Leverage structured, multi-district partnerships
- Support regional collaboration among:
 - Eligible school systems
 - Coordinating entities
 - Postsecondary and workforce partners
- Focus on designing, implementing, and sustaining aligned pathways tied to regional needs
- Promote successful student transitions beyond high school
- Advance long-term capacity, accountability, and outcomes
- Support awardees in preparing for the Spring 2027 application cycle to enable Fall 2027 implementation

The R-PEP grant program includes two grant options:

R-PEP Planning Grants

- Intended to support the establishment of new R-PEPs
- Awarded to Coordinating Entities or partnerships of 2 or more eligible school districts that are seeking to form a new R-PEP
- Up to \$200,000 per award

R-PEP Expansion Grants

- Intended to support expansion through the addition of new pathways, new participating districts, or both
- Awarded to currently designated R-PEPs in good standing
- Up to \$80,000 per award

Award Amounts



Grant	Award Amount
Planning	\$200,000 Includes \$50,000 for Technical Assistance
Expansion	\$80,000 Includes \$30,000 for Technical Assistance

Eligible Applicants

Planning Grants

- Organizations that meet the requirements to be an R-PEP Coordinating Entity, defined by TEC, §12.101(a);
 - an institution of higher education or a private or independent institution of higher education, as defined under Section 61.003;
 - an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or
 - a governmental entity; or
- A partnership of 2 or more eligible school districts

Expansion Grants

- Awarded only to currently designated R-PEPs

**Coordinating Entities or partnerships of districts must meet all eligibility requirements outlined in the Program Guidelines and apply on behalf of the R-PEP partnership.*

What are the R-PEP Grant Readiness Expectations?

Applicants are expected to demonstrate:

- Regional collaboration among all participating partners;
- Commitment to programmatic alignment with regional labor market demand;
- Evidence of foundations for rigorous, high-wage, high-demand college and career pathways; and
- Readiness to fully implement the R-PEP model

Planning Grant Expectations

Planning Grants

Deliverable 1: Labor Market Alignment & Program Design

Grantees will produce a comprehensive set of planning artifacts demonstrating strong alignment between regional workforce demand and proposed R-PEP program design. This includes:

- A current, regionally relevant, high-wage, high-demand labor market analysis;
- Programs of study including coherent course sequences and credentials of value (associate degrees, certificates, or industry-based certifications); and a clear rationale connecting labor market demand to student access, equity, and program design (part of R-PEP application)

Planning Grant Expectations (continued)

Planning Grants

Deliverable 2: Operational Readiness and Organizational Capacity

Grantees will demonstrate readiness to launch an R-PEP through defined organizational structures and operational planning, including:

- If not designated prior to award, the partnership must designate one participating district to serve as the fiscal agent until a coordinating entity is selected, at which time the remaining grant funds will transfer to the coordinating entity. Designation of a coordinating entity is a required condition of the Spring 2027 application and a prerequisite for participation in the R-PEP program.
- An established R-PEP organizational structure, including job descriptions for R-PEP full-time equivalent (FTE) positions;
- A comprehensive R-PEP Planning and Implementation Project Plan; and
- Evidence of launch readiness in the following areas: R-PEP master schedule, calendar with adequate instructional days, transportation plan, family engagement and student recruitment plan, instructional effectiveness for college and career, high-quality, rigorous content in all R-PEP pathways, and agreements with IHEs and workforce for dual credit and talent.

Continued - Planning Grant Expectations

Planning Grants

Deliverable 3: Application, Budget, Governance, and Technical Assistance

Grantees will submit a complete and accurate New R-PEP application, including sufficient documentation and attachments to demonstrate readiness for future designation, such as:

- A draft and final approved Performance Agreement (using the TEA template);
- Draft and final one-year and five-year budgets, including projected revenues and expenditures (using the TEA template); and
- Identification of Advisory Board members, including business and industry partners and/or institutions of higher education (IHEs)
- Technical Assistance - In addition to planning activities, grantees will use a portion of the grant to fund a technical assistance provider (up to \$50,000). TAs will be responsible for:
 - An in-person planning kickoff convening to build understanding among district leadership and Board members, develop a project plan, and align on roles and responsibilities to accomplish grant requirements;
 - Facilitating (at least) weekly planning check-in meetings; and
 - Organizing and facilitating at least one learning visit to an existing R-PEP site to observe implementation fidelity.

•Awardees must select a Technical Assistance Provider from the list of Approved Providers published by the agency. Only providers included on the approved list at the time of contracting are allowable. Information regarding Approved Provider Requests, including requirements and timelines, is available on the [R-PEP webpage](#).

Expansion Grant Expectations

Expansion Grants

Deliverable 1: Expansion Rationale, Evidence of Success, and Governance

Grantees will develop a comprehensive set of planning artifacts that demonstrate strong alignment between regional workforce demand and the proposed R-PEP expansion design. This includes:

- A current, regionally relevant labor market analysis identifying high-wage, high-demand occupations;
- Programs of study that include coherent course sequences and credentials of value (e.g., associate degrees, certificates, or industry-based certifications); and
- A clear rationale connecting labor market demand to student access, equity, and program design

Expansion Grant Expectations (continued)

Expansion Grants

Deliverable 2: Fiscal, Staffing, Implementation Capacity and Technical Assistance

Grantees will submit a complete and accurate R-PEP Expansion Application with sufficient evidence and attachments to demonstrate readiness for expansion including: Draft and final approved Performance Agreement, as applicable

- Draft and final 1-year and 5-year budgets, including projected revenue and expenses
- Identified additional Advisory Board members, including business/industry and/or IHEs
- In addition to expansion activities, grantees will use a portion of the grant to fund a technical assistance provider (up to \$30,000). TAs will be responsible for:
 - An expansion kick-off convening (in-person)
 - Implementation planning support for onboarding new districts or pathways
 - At least weekly planning check-ins

•Awardees must select a Technical Assistance Provider from the list of Approved Providers published by the agency. Only providers included on the approved list at the time of contracting are allowable. Information regarding Approved Provider Requests, including requirements and timelines, is available on the [R-PEP webpage](#).

Role of Approved R-PEP Technical Assistance

R-PEP technical assistance is designed to:

- Ensure consistent, high-quality implementation statewide
- Support applicants through structured planning processes
- Reinforce fidelity to the R-PEP model and designation requirements

TA Provider Requirements

R-PEP TA Approved Provider Requirements

To be considered, organizations must:

- Demonstrate experience supporting **rural education systems and/or multidistrict partnerships;**
- Demonstrate capacity to provide **planning or expansion-focused technical assistance;**
- Have no conflicts of interest that would compromise objective support to grant recipients; and
- Agree to provide services within **TEA-established spending limits** under the grant

How do applicants select a TA provider?

Applicants:

- Review the approved TA provider list (available June 2026)
- Consider regional needs and readiness
- Select an approved R-PEP TA Provider

Grant Timeline

Key Milestones	Dates
Application Released	May 18, 2026
Application Deadline	June 17, 2026
Awards Announced	July 6, 2026



Application Components

R-PEP Planning and Expansion Grant Application Overview



Application Process

- Review Program Guidelines
- Confirm eligibility and select Planning or Expansion track
- Review application and prepare narratives and assurances
- Submit complete application in eGrants

Application Deadline

- Application due: **June 17, 2026**

1. Summary of Program & Statement of Need (15 pts)

Provide a high-level summary of the proposed R-PEP project and the local or regional need it is intended to address.

Questions:

- Describe the rural context and student population(s) to be served through the R-PEP initiative.
- Summarize the core problem(s) or gaps in current CCMR opportunities, postsecondary access, or workforce-aligned pathways that the project seeks to address.
- Provide a concise overview of the proposed program, including the primary focus areas, pathways, and types of activities to be supported through the grant.
- Explain how the proposed program aligns with the statutory purpose of R-PEP to expand high-quality, high-demand college and career readiness opportunities in rural communities.

2. Leadership & Staff Capacity (15 pts)

Provide data on the qualifications and experience of the existing or future staff members responsible for implementation of the R-PEP grant, in accordance with program guidelines.

Questions:

- Identify the individual(s) responsible for oversight and implementation of the R-PEP program. Include name, position title, and role within the grant.
- Indicate whether each position is an existing or proposed position.
- List relevant education, certifications, and professional credentials.
- Describe prior experience related to rural education, CCMR pathway development, grant administration, or multidistrict partnerships.
- Describe the scope of responsibilities and the anticipated level of effort (e.g., percentage of time) dedicated to the R-PEP grant.

3. Project Design & Implementation Plan (15 pts)

Describe the proposed project activities and implementation strategy.

Questions:

- Identify how CCMR pathways and program components will be planned, expanded, or implemented through this grant.
- Provide a high-level timeline of major milestones for the grant period.
- Explain how the project design supports increased student access, participation, or completion of CCMR-aligned pathways.

4. Performance/Evaluation – Student Impact (15 pts)

Describe the anticipated student impact of the proposed project.

Questions:

- Estimate the number of students expected to participate annually once the project is fully implemented.
- In addition, identify the total student enrollment for the participating districts and calculate the percentage of total enrollment represented by students participating in R-PEP classes.
- Identify the student group(s) to be served each year until full implementation (e.g., grade levels, pathways).
- Describe anticipated outcomes related to CCMR indicators (e.g., course completion, credential attainment, postsecondary enrollment).

5. Partnership, Regional Collaboration & Budget (10 pts)

Describe the partnership structure and regional collaboration supporting the proposed R-PEP project and how grant resources will be coordinated to support implementation.

Questions:

- Identify participating school districts, institutions of higher education, employers, and other partners involved in the proposed R-PEP initiative.
- Describe pre-planning activities conducted to date, including meetings with district leadership and partners, stakeholder engagement, and any executed or draft memoranda of understanding (MOUs).
- Describe the roles and responsibilities of each partner in implementing project activities, including shared staffing, services, or supports.
- Explain how grant funds will be coordinated across participating partners to support planned activities and responsibilities.
- Describe how the proposed partnership structure supports efficient use, coordination, and oversight of grant funds to ensure effective implementation of the R-PEP project.

Assurances

The program-specific assurances for this grant program can be found on the [TEA Grant Opportunities](#) and in the eGrants application. Refer to Schedule PS3013 - Program Plan.

- The applicant assures 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 IDC 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.
- The applicant assures 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.
- The applicant assures to adhere to all the Statutory and TEA program requirements as noted in the 2026-2027 Rural Pathway Excellence Partnership (R-PEP) Planning and Expansion Grant Program Guidelines.
- The applicant assures to adhere to all the Performance Measures, as noted in the 2026-2027 Rural Pathway Excellence Partnership (R-PEP) Planning and Expansion Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 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 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.1 level AA.
- The applicant acknowledges and assures 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.
- The applicant assures that grant funded activities must support partnership development, operational readiness, and alignment with requirements for future R-PEP designation.

Assurances (continued)

- The applicant assures that for partnerships that have not designated a coordinating entity prior to award, the partnership must designate one participating district to serve as the fiscal agent and administer the grant funds until a coordinating entity is selected. Upon selection of a coordinating entity, responsibility for the remaining grant funds will transfer to the coordinating entity.
- The applicant assures that designation of a coordinating entity is a required condition of the Spring 2027 application and a prerequisite for participation in the R-PEP program.
- The applicant assures that grantees must maintain compliance with all applicable statutory and program requirements and must submit documentation related to governance, fiscal management, and partnership structure upon request by TEA. Failure to meet program requirements may impact continued participation in the grant and eligibility for future R-PEP funding opportunities.
- The applicant assures that the partnership must include eligible school districts that meet the statutory definition for participation in the R-PEP program.
- The applicant assures that the program must enable an eligible school district to partner with at least one other school district to expand access to a broader array of college and career pathways.
- The applicant assures that the partnership must offer college and career pathways aligned to regional labor market projections for high-wage, high-demand careers.
- The applicant assures that each partnership must have selected, or plan to select by the time of R-PEP designation application in the spring of 2027, a coordinating entity to manage the partnership that: has the capacity to effectively coordinate the partnership; is an eligible entity as defined by TEC §12.101(a); and includes representatives of participating school districts and regional higher education and workforce organizations on its governing board or advisory body.
- The applicant assures that the coordinating entity must enter into a performance agreement approved by the board of trustees of each participating school district that: confers authority comparable to an entity operating a district campus under TEC §11.174; and includes ambitious and measurable performance goals tied to college and career readiness outcomes and postsecondary success.

Selection of Applicants for Funding

It is anticipated that up to 15 grants will be awarded, subject to availability of funds, using a tiered approach. For purposes of award determination, Tier 1 applications will consist of Planning Grants and will be funded first, subject to the availability of funds. Tier 2 applications will consist of Expansion Grants and will be considered for award after Tier 1 awards have been made.

TEA anticipates awarding planning and expansion grants using the following methodology:

- First, points awarded under the Standard Grant Review Criteria (IDC) will be totaled, up to 70 points.
- Next, any applicable priority points will be added, up to 30 points.
- The combined total of Standard Review points and Priority points will determine the applicant's final score.
- TEA will interview all applicants that earn at least 70% of available points.
- Grants will be awarded to applicants who receive at least 80% of points on the interview.
- For **Expansion** grants, priority points will be awarded based on the projected share of students expected to participate in the expanded district and/or pathway as evidenced in the app; Applicants must support projections with clear planning assumptions. Higher participation projections will receive higher priority.
- If there are more finalists than available funds, TEA will award R-PEP grants in the following order:
 - Award all Planning grants in rank order by point total (IDC, Priority, and Interview points)
 - Award all Expansion grants in rank order by point total (IDC, Priority, and interview)
 - In case of a tie, TEA will award applicants with higher priority point totals first.

Priority Points

10 Priority Points will be awarded for each of the following:

- Currently participating in College and College Readiness School Model implementation (P-TECH, ECHS);
- Currently participating in Texas Regional Pathways Network;
- If applying for a Planning Grant, Coordinating Entity has been selected and secured.

Priority points are intended to incentivize early readiness and do not reflect minimum eligibility requirements.

Interviews

- See the [General and Fiscal Guidelines](#), *LOI Oral Interviews for Funding*.
- TEA will interview all applicants that earn at least 70% of available points. Grants will be awarded to applicants that receive at least 80% of points on the interview.

How do I apply?

[TEA Grant Opportunity webpage](#)

[TEA R-PEP webpage](#)



Questions?

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