



**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):

N/A

Applicant Information

Organization **Region 10 ESC** CDN **057950** Campus ESC **10** UEI **UQZKSWHRBUH3**

Address **400 E. Spring Valley Rd** City **Richardson** ZIP **75081** Vendor ID **1751249185**

Primary Contact **Ligia Curtis** Email **ligia.curtis@region10.org** Phone **972-348-1370**

Secondary Contact **Michael Milburn** Email **michael.milburn@region10.org** Phone **972-348-1632**

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 **Jana Melsheimer**

Title **Executive Director**

Email **jana.melsheimer@region10.org**

Phone **972-348-1004**

Signature *Jana Melsheimer*

Date

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2027 TRPN Cohort 6 Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2026-2027 TRPN Cohort 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- ☒ 6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
- ☒ 7. Applicants provide assurance that they will work closely with the identified pathways team facilitator throughout the project and support the pathways team facilitator with the necessary resources to be successful throughout the project. This includes coordination with the assigned coach and assurance that the grant administrator and pathways team facilitator will meet frequently with the assigned coach throughout the project. In addition, the grant administrator will coordinate with the pathways team facilitator on all performance reporting requirements. The grant administrator will meet with the assigned coach and identified pathways team facilitator within the first month of the grant project to align on roles and responsibilities.
- ☒ 8. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan a work-based learning opportunity for all students across partner districts within the first three months of the grant project.
- ☒ 9. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan an advising interventions opportunity for all students across partner districts within the first three months of the grant project.
- ☒ 10. The applicant provides assurance that they will coordinate with their pathways team facilitator to identify and plan postsecondary opportunities for all students across partner districts within the first three months of the grant project.
- ☒ 11. The applicant provides assurances that they will engage in a fiscal mapping exercise as part of their grant activities, resulting in a resource that provides an analysis of funds that are currently directed toward their pathways efforts and can be leveraged in the future to support sustainability of the program. The applicant provides assurances that they will work with their assigned coach throughout the grant project to gain support on the fiscal mapping efforts.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs of the organization. Also include the following: *a. Industry Target and Labor Market Justification* - Discuss the targeted industry, supported by regional labor market data such as wages, projected growth, and annual openings, highlighting why it qualifies as a targeted industry. *b. Career and Education Pathways* - Detail the career and education pathways, or specific programs of study, leading to the targeted industry that will be supported by the grant project. *c. Key Project Partners* - List and describe the key partners involved in the project, including the required partners: pathways team facilitator, grant administrator, a public institution of higher education, three LEAs, two employers, the regional education service center, and a workforce development board. *d. Grant Activity Overview* - Outline the grant-funded activities aimed at improving pathways from secondary to postsecondary education into the targeted industry. Highlight specific areas of focus such as work-based learning opportunities, advising interventions, dual credit participation and attainment, and middle school career awareness.

The Texas Regional Pathways Network (TRPN) grant will fund the expansion of Region 10 ESC's pathways initiative into Cybersecurity, advancing our mission to design and implement high-quality career and education pathways that prepare students for high-wage, high-demand technology careers. This initiative directly addresses the growing regional and national need for a skilled cybersecurity workforce and the challenge faced by rural districts—Milford, Avalon, Italy, and Maypearl—in providing students with access to rigorous, industry-aligned pathways in information technology and cybersecurity. These districts, in partnership with Region 10 ESC, are also launching the Rural Pathways Excellence Partnership (R-PEP) in the 2026–27 school year, creating a sustainable, regionally aligned framework for workforce development that connects students to high-value credentials, dual credit opportunities, and local employment pathways. The targeted industry for this initiative is Information Technology, with a specific focus on Cybersecurity. Cybersecurity is a high-wage, high-growth sector critical to the operational success of every major industry in Texas—including healthcare, finance, education, energy, and defense. Labor market data from Workforce Solutions North Central Texas demonstrates that cybersecurity and network security occupations are among the fastest-growing in the region, with projected growth exceeding 20 percent over the next decade. Median annual wages in entry-level positions such as IT Support Specialist, Network Technician, and Information Security Analyst are well above the state average, while employers consistently report shortages of qualified candidates to fill these critical roles. This labor market validation underscores the need for a regional, structured pathway that equips students with the technical, professional, and industry-recognized credentials necessary to meet workforce demand. The Cybersecurity Pathway developed under this grant will begin with the CompTIA IT Fundamentals+ credential and progress through CompTIA Network+ and culminate with CompTIA Security+, an industry-recognized benchmark for entry-level cybersecurity professionals. This pathway is designed for vertical alignment from high school through postsecondary programs and into the workforce, integrating rigorous academic instruction, hands-on technical skill development, and industry-recognized certifications. Region 10 ESC will develop a Cybersecurity Pathway Implementation Blueprint (PIB) that defines essential skills, recommended course sequences, dual credit opportunities, and embedded credentials across four to six TEKS-aligned courses. The PIB will be reverse-mapped from the CompTIA certification stack and aligned with the Department of Defense Cyber Workforce Framework (DoD-CWF), as well as employer input, to ensure technical accuracy and alignment with real-world job expectations. Students will begin in foundational courses such as Principles of Information Technology, advancing through Networking and Cybersecurity courses, and ultimately preparing for Security+ credentialing and dual credit opportunities through Texas A&M University. The pathway prepares students with problem-solving, analytical, and employability skills that meet employer expectations while positioning them for postsecondary education and high-demand cybersecurity careers. Key project partners include Region 10 ESC, serving as the lead fiscal and programmatic agency, and Workforce Solutions North Central Texas, the regional workforce board responsible for validating labor market data, facilitating employer engagement, and ensuring alignment with high-demand regional roles. Participating LEAs—Milford, Avalon, Italy, and Maypearl ISDs—will implement the pathway locally, with Region 10 providing leadership, training, and technical support. CyberWorkforce will serve as the lead industry partner, providing expertise in curriculum design, credential alignment, and mentoring, while additional employers will support work-based learning, teacher externships, and industry-informed instruction. Texas A&M University will serve as the postsecondary partner, supporting dual credit alignment, faculty training, and credential articulation to create a seamless bridge between secondary and postsecondary cybersecurity programs. A Region 10 Pathways Team Facilitator will coordinate pathway design, advising systems, and work-based learning integration, while the Grant Administrator and district leaders will ensure fiscal and programmatic fidelity. Grant-funded activities will include a comprehensive Cybersecurity Pathway from secondary to postsecondary education and into the workforce. Work-based learning opportunities—including internships, job shadowing, mentorships, and industry projects—will provide authentic, hands-on experience. A regional work-based learning (WBL) platform will centralize employer engagement, track student participation, and manage placement data. Curriculum development, professional learning for educators, and teacher externships will ensure high-quality, industry-aligned instruction. Advising and student supports will strengthen pathway progression, ensuring equitable access and successful credential attainment. Middle school students will begin with career awareness modules, digital literacy experiences, and hands-on cybersecurity projects, while secondary students progress through career-focused courses aligned to CompTIA and DoD standards. Sustainability is embedded within the R-PEP framework, with permanent assets such as the Cybersecurity PIB, WBL platform, and professional learning systems maintained by Region 10 ESC. Continued collaboration with Workforce Solutions, CyberWorkforce, Texas A&M, and other employers will ensure the pathway remains aligned with emerging technologies and workforce needs. Braided funding strategies, leveraging Perkins V, R-PEP, and local funds, will sustain instruction, work-based learning, and professional development. This initiative establishes a scalable, high-quality cybersecurity pathway for rural students, equipping them with technical and professional competencies, recognized credentials, and a clear route into high-demand cybersecurity careers, while strengthening the regional economy.

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.

The successful implementation of the Texas Regional Pathways Network (TRPN) grant will be driven by Region 10 Education Service Center's institutional expertise and the demonstrated commitment of its four partner districts—Milford ISD, Avalon ISD, Italy ISD, and Maypearl ISD. These districts were strategically identified through Region 10's regional needs assessment and collaboration on the forthcoming Rural Pathways Excellence Partnership (R-PEP), launching in the 2026–27 school year. Their inclusion reflects both readiness and need: each district has committed leadership, facilities, and time to developing sustainable, high-quality pathways that address rural economic mobility. The R-PEP serves as evidence of their long-term commitment to system-level change, leveraging shared resources to create a lasting model for college and career readiness. Each district has designated a high-level staff member—such as a CTE Director, Principal, or Academic Dean—to participate on the Regional Pathways Implementation Team, ensuring local ownership, alignment with the Health Science Pathway Implementation Blueprint, and consistent communication between Region 10 and district leadership. These representatives will lead local adoption, coordinate advising and work-based learning integration, and mobilize staff to implement pathway-aligned curriculum with fidelity, ensuring program success at both the system and classroom levels. Two key positions will lead the initiative at Region 10 ESC: the Grant Administrator and the Pathways Team Facilitator. The Grant Administrator is an existing position within Region 10's Teaching and Learning Service Area, filled by a Program Coordinator with extensive experience in federal and state grant management, including oversight of Perkins V, Carl D. Perkins SSA funds, and TEA-monitored initiatives. This individual's qualifications include a deep understanding of fiscal accountability, compliance procedures, and the reporting structures required by TEA, ensuring all financial, procurement, and performance obligations are met with precision. The Pathways Team Facilitator is a proposed full-time position requiring at least five years of experience in Career and Technical Education (CTE), curriculum design, and career pathway implementation. The individual selected for this role will possess expertise in cross-sector collaboration, employer engagement, and the design of TEKS-aligned, industry-validated learning experiences. Their primary function is to lead all programmatic activities, ensuring curriculum fidelity, work-based learning expansion, and integration of effective advising and career awareness systems across the four partner districts. Both roles will be supported by Region 10's infrastructure, which includes expertise in TEKS-aligned curriculum development through the CTE Instructional Framework Initiative and state-recognized programmatic support models, positioning Region 10 as uniquely qualified to execute a project of this scope and rigor. The collaboration between the Grant Administrator and Pathways Team Facilitator is clearly defined to maximize efficiency and ensure seamless execution without duplication of effort. The Grant Administrator will have exclusive oversight of fiscal and compliance-related tasks, including managing the grant budget, executing contracts, coordinating reimbursements, and ensuring all expenditures align with TEA's fiscal accountability standards. The Pathways Team Facilitator will focus exclusively on program design and delivery, leading district and industry engagement, coordinating curriculum development, implementing work-based learning models, and overseeing professional learning and advising interventions. This deliberate separation of fiscal and programmatic responsibilities ensures both integrity and agility within the project. The two positions will meet regularly with the assigned TEA Coach to review progress against established performance measures, track budget utilization, and ensure alignment between financial stewardship and instructional impact. Their collaboration will be documented through shared project management plans, ensuring transparency, accountability, and timely progress monitoring throughout the grant cycle. Sustainability beyond the grant period will be achieved through a coordinated strategy led jointly by the Grant Administrator and the Pathways Team Facilitator. The Administrator will lead a fiscal mapping process across Region 10 and partner LEAs to identify, align, and braid multiple funding streams, including Perkins V allocations, anticipated R-PEP funds, and future P-TECH resources. This approach ensures financial sustainability through integrated, recurring revenue sources. Simultaneously, the Pathways Team Facilitator will institutionalize programmatic sustainability by embedding the Health Science pathway into district systems—integrating work-based learning, curriculum resources, and advising tools into each district's instructional framework. This ensures program quality is maintained without continued reliance on external funding. Workforce Solutions of North Central Texas will advance sustainability by aligning adult education, reskilling, and upskilling programs to the Health Science pathway, opening access to future Texas Workforce Commission (TWC) opportunities such as the JET Grant and Skills Development Fund. Through Workforce Solutions' relationships with local officials, the project will also collaborate with municipal and county governments to braid public workforce funds into long-term regional strategies. The combined expertise of Region 10 ESC, its partner LEAs, higher education partners, and Workforce Solutions ensures this initiative will achieve immediate results and create an enduring regional model that integrates K–12, higher education, and workforce systems into a cohesive and sustainable pathway.

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 proposed Texas Regional Pathways Network (TRPN) project seeks to establish a high-quality, fully articulated Cybersecurity pathway across Milford, Avalon, Italy, and Maypearl ISDs, transforming fragmented course offerings into a cohesive, education-to-career pipeline that prepares students for high-demand, high-wage careers in information technology and cybersecurity. The overarching goal is to provide students with meaningful, labor-market-aligned credentials, beginning with CompTIA IT Fundamentals+ and culminating in CompTIA Security+, widely recognized by industry as the standard for entry-level cybersecurity professionals. This initiative addresses both regional and national workforce needs while ensuring rural students have equitable access to rigorous, industry-aligned pathways in IT and security, strengthening immediate employability and long-term postsecondary opportunities. The pathway integrates the Department of Defense Cyber Workforce Framework and incorporates feedback from industry partners to ensure that all courses, credentials, and work-based learning experiences align directly with workforce requirements. Operating within Workforce Development Area 4 in North Central Texas, Workforce Solutions of North Central Texas serves as a key partner, validating labor market data, identifying in-demand cybersecurity roles—such as IT Support Specialists, Network Technicians, and Information Security Analysts—and facilitating employer engagement to ensure that student learning translates into workforce readiness. Workforce Solutions also supports mentorships, internships, and other work-based learning opportunities, giving students essential real-world experience in a highly technical field. Region 10 Education Service Center provides regional coordination, offering centralized curriculum development, professional learning, and cross-district collaboration. The ESC will develop a Cybersecurity Pathway Implementation Blueprint, reverse-mapped from the CompTIA certification stack and aligned with the DoD Cyber Workforce Framework. The blueprint defines essential skills, recommended course sequences, dual credit opportunities, and embedded credentials across four to six TEKS-aligned courses. This approach ensures small rural districts have equitable access to high-quality instructional materials, integrated advising systems, and professional development opportunities that would otherwise be inaccessible. Region 10 also supports early career awareness activities in middle school, including digital forensics modules, cybersecurity challenges, and regional technology events, providing students and families exposure to the field prior to high school. Higher education partners, including Texas State Technical College and Texas A&M University, will support dual credit alignment, postsecondary articulation, and technical faculty training, ensuring students can transition seamlessly from high school into advanced IT programs. Industry partners, such as CyberWorkforce and other key employers, will contribute expertise in curriculum development, credential alignment, mentorship, and work-based learning opportunities, guaranteeing the pathway meets both academic and workforce standards. Employers will also participate in a Regional Cybersecurity Advisory Council to validate curriculum, review work-based learning activities, host internships, and provide feedback on emerging workforce needs, ensuring ongoing alignment with evolving technology trends. Grant-funded activities will expand work-based learning opportunities, including internships, job shadowing, and mentorships, while a regional WBL tracking platform will centralize employer data and student placement information. Curriculum development will focus on TEKS-aligned instructional materials mapped to CompTIA certifications and DoD cybersecurity roles, incorporating performance tasks that mirror authentic job expectations. Professional learning and teacher externships will strengthen educator capacity in cybersecurity content, instructional strategies, and credential delivery. Advising interventions will guide students from IT Fundamentals+ to Security+, supporting credential attainment, dual credit opportunities, and postsecondary transitions. Sustainability is embedded through the R-PEP framework, with Region 10 maintaining the Cybersecurity Pathway Implementation Blueprint, coordinating ongoing employer engagement, and supporting cross-district collaboration beyond the grant period. Integrated funding strategies leveraging Perkins V, R-PEP, and local funds will sustain professional learning, advising, and pathway delivery, ensuring the long-term viability of the program. By connecting rigorous academic content, industry-standard credentials, and meaningful employer engagement, this project will create a sustainable regional cybersecurity pipeline, equipping students with high-value skills that support economic mobility and regional workforce development.

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 performance measures for the Cybersecurity TRPN program are designed to support the goal of establishing a sustainable, high-quality cybersecurity pathway that equips students with industry-recognized credentials, dual credit opportunities, and readiness for postsecondary education or entry-level workforce roles in North Central Texas. Core student-focused measures include attainment of CompTIA certifications, beginning with IT Fundamentals+, progressing through Network+, and culminating in Security+, completion of dual credit courses aligned with postsecondary cybersecurity programs, participation in work-based learning experiences such as internships, job shadowing, mentorships, and industry projects, and postsecondary outcomes including enrollment in higher education cybersecurity programs or placement in IT and cybersecurity roles within six months of graduation. Students are expected to demonstrate measurable growth along the Cybersecurity Pathway Implementation Blueprint, with the objective that each student achieves at least one performance level of growth in technical, problem-solving, and employability competencies by the end of the 2026–27 school year. Effectiveness will be ensured through annual labor market assessments conducted by Workforce Solutions of North Central Texas, validating the relevance of targeted cybersecurity credentials, regional IT and cybersecurity occupations, and projected growth in roles such as IT Support Specialist, Network Technician, and Information Security Analyst. Student progress will be tracked through a regional work-based learning platform developed in collaboration with the workforce board and Region 10 ESC, providing real-time data on dual credit enrollment, credential attainment, project completion, and participation in mentorships or internships. Data will be reviewed biannually by the Regional Cybersecurity Advisory Council—including anchor employers, LEA representatives, and higher education partners—to guide curriculum adjustments, instructional practices, and employer engagement strategies, ensuring alignment with evolving labor market needs. Advising effectiveness will be monitored through student progression across sequential courses, credential attainment, and dual credit completion, ensuring learners remain on a coherent pathway from foundational IT knowledge to entry-level cybersecurity competency. Anticipated outcomes include full implementation of the standardized Cybersecurity Pathway Implementation Blueprint, active engagement of the Regional Cybersecurity Advisory Council, and completion of at least eight teacher externships annually to enhance instructional fidelity and workplace relevance. Student outcomes target high achievement in credential attainment, aiming for at least 80 percent of pathway completers earning one or more CompTIA certifications, with 60 percent completing dual credit sequences that stack toward postsecondary degrees or certificates. Participation in high-quality work-based learning is projected at 85 percent of pathway students. The core cohort is expected to include five students from Milford ISD, five from Avalon ISD, ten from Italy ISD, and ten from Maypearl ISD, totaling thirty students actively engaged in grant-supported pathway activities. These students will gain authentic exposure to cybersecurity careers, develop technical and professional competencies, and earn credentials that provide immediate labor market value while preparing them for long-term career advancement. Higher education partner Texas A&M University will provide dual credit alignment, technical expertise, and guidance for postsecondary transitions while assisting in aligning curriculum to certifications such as IT Fundamentals+, Network+, and Security+. Texas A&M will provide academic advising and dedicated staff, including dual credit coordinators, to ensure seamless pathway integration and monitor student outcomes. Annually, ten students are projected to participate in dual credit opportunities, earning at least twelve transferable college credit hours, accelerating postsecondary progress and reducing tuition costs. Additional grant activities support a coherent cybersecurity pathway beginning in middle school with career awareness modules, digital literacy experiences, hands-on projects, virtual simulations, and ethical hacking challenges. Secondary students will engage in career-focused curriculum complemented by professional learning for educators, including paid externships, project-based instructional strategies, and micro-credentialing to validate cybersecurity teaching competencies. Work-based learning programs will connect middle school students to high school courses and high school students to dual credit and postsecondary programs, ensuring a sequential pathway fully aligned with regional labor market needs.

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 for the Texas Regional Pathways Network (TRPN) Cybersecurity Pathway has been carefully designed to maximize regional impact, foster long-term sustainability, and provide equitable access to high-quality, industry-aligned cybersecurity education across Milford, Avalon, Italy, and Maypearl ISDs. Each allocation is intentionally established for enduring infrastructure and shared intellectual property, providing rural districts with expertise, materials, and systems that would be difficult or impossible for a single district to sustain independently. A central focus of the budget is dedicated to leadership and programmatic capacity housed at Region 10 ESC, including the Pathways Team Facilitator, Grant Administrator, and Administrative Assistant. These positions are critical to maintaining cross-district alignment, fidelity to the Cybersecurity Pathway Implementation Blueprint (PIB), coordination of work-based learning experiences, and overall pathway accountability. By centralizing these roles, the initiative ensures consistent instructional quality and pathway standards while providing a cost-effective mechanism for supporting all four partner districts, ensuring that every student experiences a coherent and high-quality cybersecurity pathway. Partner districts demonstrate their commitment to the pathway through a pass-through allocation that funds dedicated local staff. These Project Leads play a crucial role in implementing the PIB, managing work-based learning placements, and facilitating employer engagement. Their work ensures that students progress sequentially from foundational IT courses to advanced credentials such as CompTIA Security+, gaining exposure to high-demand careers like IT Support Specialist, Network Technician, and Information Security Analyst. By supporting local coordination, the districts can contextualize instruction for their students while maintaining consistent regional standards, ensuring every learner benefits from a coherent, labor-market-aligned pathway. This collaborative approach also strengthens local capacity, allowing districts to sustain and expand the pathway beyond the initial grant period while reinforcing shared accountability for student outcomes. Contracted services provide additional critical support to build regional infrastructure and shared educational assets. Texas A&M offers dual credit alignment, faculty training, and guidance for postsecondary transitions, helping students move seamlessly from high school to college-level cybersecurity programs. Other higher education services provide complementary dual credit support and curriculum alignment, enhancing postsecondary readiness. CyberWorkforce supports regional work-based learning sites, platforms, and hands-on experiences, ensuring that students engage with authentic, career-connected learning opportunities that directly translate to workforce readiness and long-term employability. These partnerships ensure that students not only develop technical knowledge but also gain insight into professional expectations, problem-solving skills, and workplace collaboration. The budget also includes allocations for curriculum and PIB development, site development, conference participation, and supplies for hands-on experiences such as North Texas Works Week. Non-employee stipends compensate educators for out-of-contract work related to curriculum design, pathway implementation, and professional learning, supporting high-quality implementation and consistency across districts. Employee travel is included to maintain teacher exposure to emerging cybersecurity trends, industry practices, and professional networking opportunities, fostering continuous improvement in instruction. Long-term sustainability is embedded across all elements of the budget. One-time developmental investments—including the Cybersecurity PIB, curriculum, and work-based learning infrastructure—create permanent, shareable assets maintained by Region 10 ESC for ongoing use by all partner districts. Layered funding strategies leveraging Perkins CTE allocations, R-PEP allotments, local district contributions, and workforce grants will continue to support recurring needs, including professional development, teacher externships, and student work-based learning experiences. Together, these allocations ensure that students earn industry-recognized credentials, dual credit, and the technical and professional skills necessary for high-wage, high-demand cybersecurity careers. By prioritizing regional collaboration, shared assets, and cross-district alignment, the budget maximizes both immediate student impact and long-term value for districts, employers, and the broader workforce, creating a sustainable model that can be scaled and replicated across other regions in the state.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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Amended Section

Reason for Amendment