



**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, advancing our mission to design and implement high-quality career and education pathways that prepare students for high-wage, in-demand careers. This initiative addresses the urgent need in our four partner rural districts—Milford, Avalon, Italy, and Maypearl—to develop coherent, high-value pathways that create opportunities for economic mobility and break cycles of generational poverty. These LEAs are partnering with Region 10 to launch the Rural Pathways Excellence Partnership (R-PEP) in the 2026–27 school year, positioning their communities as models for sustainable, workforce-aligned education systems. The R-PEP's community-centered approach will expand impact beyond K–12, by working with Workforce Solutions of North Central Texas to create a plan for using school facilities for adult education, upskilling, and reskilling—transforming schools into hubs of regional economic development. The targeted industry for this project is Health Science, identified as a high-wage, high-demand sector essential to the North Central Texas economy. Regional labor market data shows the Health Care and Social Assistance sector remains one of Texas's fastest-growing industries, with sustained demand for entry- to mid-level health professionals. There is a critical and expanding need for Certified Medical Assistants and Patient Care Technicians—roles that serve as entry points to healthcare and form the foundation of the nursing pipeline. While nursing remains the long-term goal of R-PEP, this grant focus on building pathways that prepare students to earn credentials and employment in these high-demand, high-impact positions. These roles meet immediate workforce needs and create a seamless bridge to advanced health science credentials and postsecondary programs. Region 10 will operationalize the TRPN definition of a pathway as a sequence of experiences intentionally designed to build academic, technical, and employability skills connected to related occupations. The project will develop a Health Science Pathway Implementation Blueprint, reverse-mapped from industry to K–12, ensuring all credentials have verified labor market value. The blueprint will define essential knowledge and skills, recommended course sequences, four to six TEKS-aligned courses per program of study, and certifications such as Certified Medical Assistant (CMA) and Patient Care Technician (PCT). Region 10 will package high-quality curriculum integrated with rigorous academics and career-focused learning. Within two to three years, the collaborative intends to pursue P-TECH designation, formalizing a structured pathway where students can earn dual credit and industry credentials simultaneously. This project leverages Region 10 ESC's established infrastructure and partnerships to ensure effective implementation and sustainability. Region 10 ESC will oversee fiscal and programmatic management, while a Pathways Team Facilitator will coordinate pathway design, career guidance, and advising systems. Milford, Avalon, Italy, and Maypearl ISDs will implement the new Health Science pathway. Texas A&M University will support dual credit alignment and credential stacking. Workforce Solutions of North Central Texas will provide labor market data, connect employers, and coordinate adult education partnerships. Industry partners such as Texas Health Resources and Children's Health will co-design the Health Science Blueprint, provide work-based learning, and host teacher externships. Grant-funded activities will create a comprehensive secondary-to-postsecondary pipeline through four focus areas: work-based learning, curriculum alignment, advising, and professional learning. Teacher stipends will support job shadowing, internships, and externships, and a regional job connection platform will centralize postings and employer links. Region 10 will develop TEKS-aligned curriculum for four to six courses and facilitate articulation and dual credit agreements with postsecondary partners. Advising and career awareness efforts will include counselor training, IBC tracking, and middle school career modules aligned with the Health Science Blueprint. North Texas Works Week will expand to provide early hands-on exposure to healthcare. Professional learning and micro-credentials will help teachers demonstrate competency and foster regional collaboration. Sustainability is embedded through the R-PEP model, aligning and braiding Perkins, P-TECH, and R-PEP funds into a long-term financial plan. The work-based learning platform will integrate with Workforce Solutions systems, while North Texas Works Week will evolve into an annual event sustained by employer sponsorships and district participation. Region 10 will update the Health Science Blueprint every three years, publish an annual Regional Workforce and Pathways Report, and launch a Regional Industry Advisory Council to ensure ongoing employer engagement. All curriculum and micro-credentials developed under this grant will remain free and accessible statewide, advancing Region 10's mission to build a sustainable, equitable, and future-ready CTE ecosystem across Texas. This project will model how collaboration, instruction, and industry partnership can transform pathways into systems of opportunity, ensuring every student can see, step into, and succeed on their pathway to prosperity.

### 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 program will establish a high-quality, fully articulated Health Science pathway across Milford, Avalon, Italy, and Maypearl ISDs that transforms fragmented course offerings into a cohesive education-to-career pipeline. These districts were strategically selected based on regional needs and existing 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 provide students with labor-market-aligned credentials, including Medical Assistants and Patient Care Technicians, and support the long-term goal of preparing students for Registered Nurse roles. Labor market data underscores the need: Texas employed approximately 66,740 Medical Assistants in 2022, projected to reach 83,570 by 2032, with annual salaries of \$30,160–\$48,350; Registered Nurses numbered 233,850, expected to grow to 267,980 by 2032, with a projected shortfall of 56,370 FTE by 2036; Patient Care Technicians earn about \$17.60 per hour, with projected national growth of 16%. These workforce trends demonstrate strong demand and high economic impact for credentialed professionals, highlighting the critical importance of developing aligned pathways. Each district has designated a high-level staff member—such as a CTE Director, Principal, or Assistant Superintendent—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 system and classroom levels. Region 10 ESC will serve as the hub for curriculum development, professional learning, and cross-district collaboration. The ESC will develop a standardized Health Science Pathway Implementation Blueprint that includes recommended course sequences, industry-aligned performance tasks, and integrated advising tools, ensuring fidelity across all partner districts. This approach allows small, rural districts to access high-quality curriculum and resources that would otherwise be unattainable, providing equity of access and transforming separate district initiatives into a unified, scalable pathways ecosystem. Region 10 will oversee implementation of middle and elementary career awareness modules to prepare students to select high-value programs of study early and support community-wide awareness of Health Science careers. Workforce Solutions of North Central Texas will provide labor market validation, identify high-demand occupations, advise on credential selection, support reskill and upskill of community adults, and support employer engagement to ensure alignment with the regional economic plan. Anchor employers, including Texas Health Resources and Children's Health, participate through a Regional Health Science Advisory Council to validate curriculum, review work-based learning standards, and ensure all program components reflect real-world expectations. Teachers will participate in externships in healthcare settings, ensuring classroom instruction reflects authentic skills and current industry practices. Workforce Solutions will coordinate employer participation, maintain a regional work-based learning platform, and help districts scale paid internships. Success will be measured through adoption of the standardized curriculum, students earning dual credit and credentials, increased participation in meaningful work-based learning experiences, and employer engagement demonstrated through internships or clinical rotations. Region 10 will also institutionalize professional learning for teachers and counselors, embed advising and pathway tracking systems, and integrate the pathway into local workforce strategies. Sustainability will be achieved through coordinated fiscal and programmatic planning, including braiding Perkins V, R-PEP, and P-TECH resources, and embedding the pathway into district operations. This initiative will establish a thriving regional Health Science pipeline, expand economic opportunity in rural communities, and create a replicable, sustainable model for education-to-career alignment across additional districts and industries while promoting equity, workforce readiness, and long-term regional growth.

## 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 this program are designed to directly align with the overarching purpose of establishing a sustainable Health Science pathway that equips students with industry-recognized credentials and postsecondary readiness. Core student-focused measures include attainment of Industry-Based Credentials, completion of dual credit courses, participation in high-impact Work-Based Learning experiences, and postsecondary outcomes such as enrollment in higher education or direct placement in high-demand Health Science roles within six months of graduation. Students are expected to demonstrate measurable growth along the Health Science PIB, with the ambitious goal that every student achieves at least one performance level of growth by the end of 2026-2027. Effectiveness will be ensured through a combination of annual Labor Market Needs Assessments conducted by Workforce Solutions of North Central Texas, which continuously validate the relevance of targeted credentials, and a regional Work-Based Learning platform developed through this grant in collaboration with the workforce board and Region 10 ESC, providing real-time tracking of student progress in dual credit, credential attainment, and WBL participation. Data will be reviewed biannually by the Regional Health Science Advisory Council, including anchor employers, LEAs, and higher education partners, and will guide adjustments to curriculum, instructional practices, and employer engagement to ensure alignment with labor market demand. Advising effectiveness will also be measured by monitoring the number of students receiving dual credit guidance, persistence across sequential courses, and successful alignment of earned credits with postsecondary goals. Anticipated project and student outcomes include full implementation of the standardized Health Science PIB, the establishment and active engagement of the Regional Health Science Advisory Council, completion of at least eight paid Teacher Externships annually, and launch of the R-PEP framework for sustainable resource sharing. Student outcomes aim for a substantial increase in credential attainment, targeting 88 percent of pathway completers earning at least one Industry-Based Credential and 60 percent successfully completing dual credit sequences. Participation in high-quality WBL is projected at 85 percent of all pathway students, and the core annual 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 meaningful exposure to careers such as Medical Assistants and Patient Care Technicians while advancing toward long-term goals in nursing and allied health, providing immediate and tangible labor market value. Higher education partners are central to achieving these outcomes, with Texas A&M providing dual credit opportunities and technical expertise. dual enrollment activities and provide foundational health science curriculum that aligns with pathway goals and stackable credentials, leading ultimately to advanced programs such as Registered Nursing. Texas A&M will offer transferable academic core courses and serve as a partner for postsecondary transition and advanced technical skill development. Both institutions contribute to high-impact work-based learning through resources like mobile labs and clinical simulations, allowing students to experience authentic healthcare settings. Each IHE assigns dedicated staff, including dual credit liaisons and academic advisors, to ensure seamless integration with district programs. Annually, ten students are projected to participate in dual credit, with anticipated outcomes of at least twelve transferable college credit hours earned, accelerating postsecondary progress and reducing tuition costs. Additional grant activities support a fully articulated Health Science pipeline beginning at the elementary level with K-5 TEKS-aligned lessons designed to foster early awareness of health careers. Middle school students will engage in a nine-week modular Health Science exploratory unit, embedded in core curriculum or as a standalone program, supplemented by interactive virtual tools to build early exposure and interest. At the secondary level, a career-focused curriculum will be delivered alongside intensive professional development for teachers, including paid externships, project-based instructional strategies, and micro-credentialing in assessment validation to ensure fidelity and accurate skill measurement. These measures collectively ensure the pathway produces skilled graduates, fosters sustained community impact, and institutionalizes high-quality Health Science programming across all four rural partner 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 of \$399,078 is strategically designed to establish the Texas Regional Pathways Network (TRPN) with maximum regional impact and long-term sustainability. Every allocation is tied to building enduring infrastructure and shared intellectual property that supports institutionalizing a high-quality Health Science pathway across four rural districts. The largest portion, \$173,078 for salaries and benefits, secures essential leadership capacity, including the 1.6 FTE regional Pathway Lead, Grant Administrator, and Administrative Assistant. These positions are central to cross-district alignment, curriculum fidelity, Work-Based Learning coordination, and pathway accountability, ensuring the one-performance-level growth target for students is attainable. Housed at Region 10 ESC, this centralized staffing provides cost-effective expertise that no single rural district could sustain, while supporting all four partner districts. Partner commitment is demonstrated through a \$42,000 pass-through allocation to Milford ISD, Avalon ISD, Italy ISD, and Maypearl ISD, funding a minimum of 0.10 FTE of dedicated staff time from a Central Office or Campus Administrator to operationalize the TRPN framework, coordinate high-impact Work-Based Learning, and maintain fidelity to the PIB, directly benefiting students pursuing careers such as Medical Assistant and Patient Care Technician. Contracted services totaling \$141,000 are targeted toward building regional infrastructure and shared assets. \$25,000 supports curriculum and PIB development, creating a standardized instructional framework necessary to achieve the 88 percent Industry-Based Credential attainment goal. \$50,000 is allocated to IHE services, securing dual credit alignment and high-impact Work-Based Learning resources. The Pathful license, at \$44,000, provides the operational platform for delivering Work-Based Learning, tracking participation, and ensuring industry alignment. A separate \$10,000 investment in a WBL tracking platform will host regional WBL opportunities and an employer database, centralizing engagement data to support continuous improvement, employer connections, and transparency. Other contracted services include \$10,000 for conference registration, \$2,000 for printing, and \$10,000 for site development, ensuring equitable access to professional learning and WBL resources. Supplies and materials totaling \$17,000 fund North Texas Works Week and other educator training needs, leveraging local sponsorships and Workforce Solutions North Central Texas support. Non-employee stipends of \$18,000 compensate rural teachers and staff for out-of-contract work, including curriculum, pathway, and professional development, ensuring educator capacity to implement the pathway with fidelity. One-time developmental costs, such as curriculum, PIB, Pathful license, and WBL platform, create permanent regional infrastructure that eliminates the need for future grant funding for these components. Region 10 ESC will host and maintain the WBL platform and shared digital curriculum indefinitely. Coordinated funding strategies layer additional funding streams, including Perkins CTE, R-PEP allotments, local LEA contributions, and workforce grants, to fund recurring needs such as teacher externships, student stipends, and micro-credentialed professional development. Workforce Solutions North Central Texas provides in-kind employer engagement and labor market data, ensuring Health Science pathways remain aligned with regional workforce demand. This centralized approach ensures investments in infrastructure, data systems, and professional development directly translate into measurable student outcomes and scalable impact. Overall, this budget supports critical staffing, programmatic development, dual credit and Work-Based Learning coordination, and professional development, while guaranteeing partner districts have the capacity to implement the Health Science pathway with fidelity. Funding allocations are justified as necessary to establish permanent regional infrastructure driving measurable student outcomes, including Industry-Based Credential attainment, dual credit completion, Work-Based Learning participation, and postsecondary employment or enrollment. By separating operational costs, including the Pathful license for WBL delivery and the WBL platform for tracking and employer management, the budget demonstrates thoughtful, cost-effective resource allocation that ensures the TRPN's sustainability and long-term impact on Health Science pathways, including Medical Assistant, Patient Care Technician, and nursing-focused career trajectories.

**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) |  |
| <b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>       |  |

**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**