



**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 the Teaching and Learning sector, advancing our mission to design and implement high-quality education pathways that prepare students for stable, in-demand K-12 teaching careers. This initiative addresses a critical shortage of teachers in rural North Central Texas, where districts such as Milford, Avalon, Italy, and Maypearl struggle to recruit and retain educators, particularly in hard-to-staff schools. By focusing on foundational roles like Educational Aide 1 and building a seamless pathway toward full teacher certification, the program directly targets the local and regional need for a sustainable teacher pipeline. These four LEAs are partnering with Region 10 to launch the Rural Pathways Excellence Partnership (R-PEP) in 2026-27, extending the grant's impact by leveraging shared facilities and regional resources to support aspiring teachers and Grow Your Own programs cultivating teacher talent from within the community. The TRPN approach will integrate TEA's Texas Teacher Residency Preparation Route (TTRPR), providing aspiring teachers with a full-year, hands-on classroom experience alongside completion of an SBEC-approved educator preparation program, ensuring practical preparation and long-term retention. This residency model, combined with GYO initiatives, establishes early-career exposure for high school students and community-based teacher development for adults, addressing acute staffing shortages in rural schools. Region 10 will operationalize the pathway using the TRPN definition as a sequence of experiences designed to develop academic, technical, and employability skills connected to related occupations. The pathway will be reverse-mapped from classroom and industry needs to high school coursework, culminating in attainment of the Educational Aide 1 IBC, dual credit opportunities, and seamless entry into teacher preparation programs. The project will include development of a Teaching and Learning Pathway Implementation Blueprint, defining essential knowledge, skills, recommended course sequences, and advising structures for high school and adult learners. Within two to three years, the collaborative intends to explore P-TECH designation, creating a registered pre-apprenticeship aligned to Dallas College's teacher apprenticeship program, providing a clear pathway from high school through higher education into paid, supported classroom experiences. This dual approach ensures that students and Grow Your Own participants earn immediately valuable credentials while maintaining a structured, postsecondary-aligned trajectory toward teaching careers. Region 10 ESC will serve as the regional hub for oversight, fiscal management, and pathway coordination, with a Pathways Team Facilitator managing curriculum alignment, advising systems, and work-based learning across all four LEAs. The Grant Administrator will ensure compliance, reporting, and budgetary integrity, supporting consistent implementation. Partner districts—Milford, Avalon, Italy, and Maypearl ISDs—will dedicate a minimum of 0.10 FTE each to lead local implementation, manage work-based learning, and serve as the link between students, schools, and the regional team. Higher education partners Dallas College and Texas A&M University will provide dual credit alignment, transferability guidance, and apprenticeship integration, with Dallas College offering an existing teacher apprenticeship as the foundation for future pre-apprenticeships. Workforce Solutions of North Central Texas will provide labor market validation, regional employer connections, and support for adult education pathways. Employers such as local districts and regional education partners will serve as anchor partners, providing mentorship, hosting observations, and shaping work-based learning standards to ensure participants are workforce- and classroom-ready. Grant-funded activities will create a comprehensive secondary-to-postsecondary pipeline with multiple intervention points. Work-based learning experiences will include classroom observation, tutoring, instructional support, and teacher externships for high school and adult participants, with stipends ensuring engagement. Curriculum development will produce TEKS-aligned instructional modules across courses scaffolding skills from Educational Aide 1 to full teacher preparation, integrating applied learning, assessment validation, and micro-credentials. Advising interventions will include counselor training, IBC tracking, dual credit guidance, and connecting high school students to residency programs, apprenticeship opportunities, and Grow Your Own initiatives. Middle school career awareness modules will introduce students to teaching, paired with exploratory experiences, mentoring, and early exposure to instructional roles. Professional development for educators will include teacher externships, pathway-specific micro-credentials, and collaborative professional learning communities to ensure fidelity and consistent quality across partner districts. Sustainability is embedded through the R-PEP framework, leveraging regional infrastructure and shared resources to ensure continuity. Region 10 will conduct fiscal mapping to align Perkins, R-PEP, and Grow Your Own funds, creating a long-term model for staffing, WBL support, and dual credit integration. The pre-apprenticeship and apprenticeship structures with Dallas College provide financially sustainable pathways aligned to state teacher preparation initiatives. Employer and higher education partnerships will remain active through a Regional Teaching Advisory Council, ensuring curriculum and pathway updates reflect workforce needs. All curriculum, advising tools, and micro-credentials developed under this grant will remain publicly accessible, extending the program's impact beyond the initial four districts. By establishing a high-quality Teaching and Learning pathway integrating dual credit, IBC attainment, work-based learning, residency experiences, and Grow Your Own strategies, this project positions Region 10 as a model for sustainable teacher pipelines in rural communities, directly addressing shortages while creating a replicable, long-term approach for regional educational workforce development.

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 in Teaching and Learning will be driven by Region 10 Education Service Center's established expertise and the demonstrated commitment of four partner districts—Milford ISD, Avalon ISD, Italy ISD, and Maypearl ISD. These districts were strategically selected based on regional need, demonstrated readiness, and active participation in launching the Rural Pathways Excellence Partnership (R-PEP) in the 2026–27 school year. Each district faces significant teacher shortages, particularly as rural and hard-to-staff schools, making them ideal partners to implement a sustainable pipeline into the teaching profession. To demonstrate commitment, each district has formally designated an existing high-level staff member, such as a curriculum coordinator, principal, or HR administrator, to serve on the Regional Teaching and Learning Implementation Team. These staff members will lead local implementation, coordinate work-based learning and advising, manage dual credit integration, and ensure that all pathway activities are aligned with the Teaching and Learning Pathway Implementation Blueprint. Their participation guarantees local ownership and accountability while ensuring consistent communication between Region 10 and district leadership. Two key positions at Region 10 ESC will provide central leadership and oversight: the Grant Administrator and the Pathways Team Facilitator. The Grant Administrator is an existing position within Region 10, held by a Program Coordinator with extensive experience managing state and federal grants, including Perkins V and TEA-monitored initiatives. This individual has a proven track record of fiscal management, compliance oversight, and reporting, ensuring that all financial obligations, procurement, and performance metrics are met with precision. The Pathways Team Facilitator is a proposed, dedicated full-time position requiring at least five years of experience in career pathway implementation, curriculum design, and cross-sector collaboration. This individual must demonstrate expertise in K–12 education, teacher preparation programs, and employer engagement, with experience in work-based learning or residency models preferred. The facilitator's primary responsibilities include designing and leading programmatic activities, developing TEKS-aligned instructional resources, coordinating dual credit and apprenticeship pathways, expanding high-quality work-based learning, and supporting advising and career awareness interventions aligned with both the Grow Your Own initiative and the aspirational Texas Teacher Residency Preparation Route (TTRPR) for eligible students. Collaboration between the Grant Administrator and Pathways Team Facilitator is intentionally structured to maximize efficiency and avoid duplication. The Grant Administrator will retain sole responsibility for fiscal oversight, budget management, contract execution, and compliance with TEA requirements. Meanwhile, the Pathways Team Facilitator will focus exclusively on program design and delivery, including curriculum development, employer and higher education engagement, work-based learning coordination, and professional development for educators. Both positions will meet regularly to align programmatic goals with financial execution, ensuring transparent project management and continuous progress toward performance measures. This collaboration is supported by Region 10's organizational infrastructure, which includes expertise in curriculum development, professional learning frameworks, and regional pathway implementation. Sustainability beyond the grant period is a central focus of these roles. The Grant Administrator will lead a comprehensive fiscal mapping effort across Region 10 and all partner LEAs to identify, align, and braid multiple funding sources, including Perkins V, Grow Your Own grants, anticipated R-PEP allocations, and future P-TECH designation resources. This integrated funding strategy ensures that critical components—such as dual credit, work-based learning platforms, and teacher residency experiences—can continue beyond the grant without disruption. Simultaneously, the Pathways Team Facilitator will institutionalize the programmatic components by embedding the Teaching and Learning pathway into district systems, including advising structures, curriculum, and work-based learning frameworks. This includes the creation of a registered Department of Labor (DOL) pre-apprenticeship model aligned to Dallas College's teacher apprenticeship program, providing a clear and sustainable pathway from high school into postsecondary teacher preparation. Workforce Solutions of North Central Texas will contribute to sustainability by aligning adult education, reskilling, and regional workforce initiatives with the pathway, opening access to potential TWC funding, and ensuring employer engagement remains active and aligned with local district needs. Through this combined expertise and coordinated strategy, the TRPN Teaching and Learning initiative will not only meet the immediate needs of rural districts facing critical teacher shortages but also establish a durable, regionally scalable model for preparing the next generation of educators. The integrated leadership of the Grant Administrator and Pathways Team Facilitator, paired with committed district personnel, higher education partners, and workforce agencies, ensures that the program's impact will be sustained, replicable, and deeply embedded into regional education systems. By leveraging shared resources, aligning multiple funding streams, and integrating work-based learning, dual credit, and residency experiences, this project creates a comprehensive, high-quality pathway that addresses both student outcomes and long-term teacher workforce development in North Central Texas.

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 Texas Regional Pathways Network (TRPN) program in Teaching and Learning establishes a high-quality, fully articulated pathway from elementary school through high school, intentionally building a pipeline of future educators. The objective is to prepare students for meaningful, high-need K–12 roles while directly addressing persistent teacher shortages in rural districts, particularly in hard-to-staff areas like special education and STEM. This initiative pursues three major integrated goals. The first is systemic pathway implementation, ensuring the four partner districts—Milford ISD, Avalon ISD, Italy ISD, and Maypearl ISD—have equitable access to a dual-credit-aligned Program of Study that integrates the Educational Aide 1 Industry-Based Certification (IBC) and other credentials aligned with teacher preparation. The second goal is workforce readiness and immersive preparation, focusing on authentic Work-Based Learning (WBL) experiences, including observations, tutoring, and internships, and integrating the Grow Your Own (GYO) program. This is alongside aspirational opportunities to engage with the Texas Teacher Residency Preparation Route (TTRPR) for students pursuing the full residency component of an SBEC-approved educator preparation program. The third goal is sustainable community impact, embedding the pathway into district systems to expand regional capacity, create long-term solutions to staffing shortages, and strengthen the teaching workforce. The project is located within Workforce Development Area 4, North Central Texas, with Workforce Solutions of North Central Texas serving as a key partner. Their role includes providing regional labor market validation, connecting districts to high-need schools, identifying critical teacher shortage areas, and advising on targeted credentials, including the Educational Aide 1 IBC. Workforce Solutions also supports coordination with GYO funding opportunities, ensuring pathway experiences carry immediate labor market relevance and create a sustainable regional talent pipeline. Region 10 ESC plays a central coordinating role, acting as the hub for curriculum development, professional learning, and program alignment. Region 10 will develop a standardized Teaching and Learning Pathway Implementation Blueprint that includes comprehensive recommended course sequences, integrated advising tools, rigorous TEKS-aligned performance tasks, and clear articulation of dual credit opportunities in collaboration with Dallas College and Texas A&M University. This centralized approach ensures fidelity across all partner districts and provides high-quality instructional resources otherwise unattainable individually. Region 10 will also oversee middle school career awareness modules that expose students early to teaching careers, as well as professional learning for educators that reinforces pathway-aligned instructional strategies. The targeted industry, K–12 Education, is a high-need sector in rural North Central Texas with significant projected growth. Labor market data confirms that entry-level positions such as Educational Aides and tutoring support staff are in high demand, providing immediate employment opportunities and clear pathways to certified classroom teacher roles. The pathway is intentionally designed to guide students from early career exploration through high school coursework, dual credit, and IBC attainment, culminating in preparation for postsecondary teacher education programs or registered pre-apprenticeship opportunities aligned with Dallas College's Teacher Apprenticeship program. Students completing the pathway will possess employable skills, WBL experience, and credentialing that supports entry into the education workforce, maintaining aspirational access to the TTRPR model. Employer engagement is continuous, structured through a Regional Teaching and Learning Advisory Council comprising anchor school districts and community centers. The Council validates curriculum, identifies WBL opportunities, and ensures alignment with real-world educator competencies. Council members advise on classroom observation standards, mentor-guided internships, and residency experiences, ensuring students gain authentic, high-impact exposure. Success will be measured by outcomes demonstrating systemic impact across all partner districts, including adoption of the standardized curriculum, student attainment of dual credit and the Educational Aide 1 IBC, increased participation in WBL, and strengthened employer engagement evidenced by placements in classroom support roles or residency programs. The program also aims to institutionalize professional learning for teachers and counselors, embed advising and pathway tracking systems, and integrate the pathway into long-term district teacher pipeline strategies. The overarching vision is a thriving, regional Teaching and Learning pipeline that equips students with high-value credentials, addresses rural teacher shortages, and establishes a sustainable model for preparing future educators that can be replicated across Texas.

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 Teaching and Learning pathway are directly aligned with student outcomes and the program's mission to build a sustainable educator pipeline. Core metrics will track student progress, including attainment of the Educational Aide 1 Industry-Based Certification (IBC), dual credit course completion in education-related coursework, participation in work-based learning (WBL) experiences such as classroom observations, tutoring, and internships, and postsecondary engagement, including enrollment in teacher preparation programs or registered pre-apprenticeship opportunities at Dallas College. A critical goal is for all participating high school students to demonstrate growth of at least one performance level by the end of the 2026–2027 school year, as measured by the Teaching and Learning Pathway Implementation Blueprint (PIB). To ensure effectiveness, the program will employ a comprehensive set of tools and processes, beginning with an annual Labor Market Needs Assessment conducted by Workforce Solutions of North Central Texas to validate targeted IBCs and identify priority K–12 educator shortage areas. A dedicated WBL platform, developed in collaboration with Region 10 ESC, will serve as the central repository for tracking all WBL opportunities, classroom observations, internships, and employer placements, providing real-time data across all four partner districts. The Regional Teaching and Learning Advisory Council—comprising LEAs, postsecondary partners, and anchor school employers—will meet biannually to review student data, WBL participation, and PIB self-assessments, driving continuous improvement by adjusting curriculum, instructional strategies, and WBL standards. Advising measures include tracking students receiving dual credit guidance to align postsecondary coursework with teaching career goals and monitoring student persistence from foundational courses to advanced dual credit and pre-apprenticeship experiences. Anticipated outcomes focus on measurable progression across secondary and postsecondary levels. Project outcomes include annual completion of the Teaching and Learning Pathway Implementation Blueprint, establishment and engagement of the Regional Teaching and Learning Advisory Council with quarterly data reviews, completion of at least eight paid Teacher Externships annually, and integration of the Grow Your Own framework into district operations. Student outcomes include 85% of pathway completers attaining the Educational Aide 1 IBC, 60% completing dual credit sequences aligned to teacher preparation, and 80% participation in high-impact WBL experiences designed to build classroom readiness and professional skills. Annual core pathway participation is projected at five students each from Milford ISD and Avalon ISD, and ten students each from Italy ISD and Maypearl ISD, totaling 30 students annually. Aspirational targets include enrollment of pathway students into the TTRPR residency model or Dallas College's Teacher Apprenticeship program, creating a structured postsecondary-to-career transition. Postsecondary partners Dallas College and Texas A&M University provide expertise in teacher preparation and dual credit. Dallas College offers a Teacher Apprenticeship program and supports the goal of creating a registered pre-apprenticeship, while Texas A&M provides dual credit and advising for foundational and core education courses, supporting progression toward SBEC-approved educator programs. Dual credit participation is projected at ten students annually, with anticipated completion of at least 12 transferable college credit hours prior to graduation, reducing time-to-degree and accelerating entry into the teaching profession. Both institutions support WBL and provide faculty mentorship to align dual credit coursework with local teaching needs. Additional grant activities expand the pipeline from early career awareness to postsecondary preparation. Middle school initiatives include TEKS-aligned exploratory modules highlighting teaching roles, interactive virtual classroom simulations, and career awareness sessions. Secondary interventions include dual credit coursework, structured WBL placements, and professional learning for teachers to deliver curriculum aligned with the PIB. Educator professional development includes paid Teacher Externships, curriculum training on project-based and classroom-focused strategies, and micro-credentialing programs for teachers to verify mastery in pathway-specific assessment and instruction. Collectively, these activities ensure the Teaching and Learning pathway is sustainable, scalable, and embedded into operations of all four rural partner districts while addressing critical teacher shortages in the region.

Budget Narrative

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

The proposed budget is strategically designed to establish the Texas Regional Pathways Network (TRPN) for Teaching and Learning, with maximum regional impact and long-term sustainability. Every allocation is tied to building enduring infrastructure and shared intellectual property that supports the grant's core goal of institutionalizing a high-quality Educational Aide 1 to teacher pathway across four rural districts. The largest portion of the budget supports essential leadership capacity, including the full-time 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 program achieves its goal of preparing students for educator careers and potential entry into the Texas Teacher Residency Preparation Route (TTRPR) or Grow Your Own programs. Housed at Region 10 ESC, this centralized staffing provides cost-effective expertise no single rural district could sustain independently, while directly supporting all partner districts. Partner commitment is demonstrated through a 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. This ensures local Project Leads can operationalize the TRPN framework, coordinate teacher preparation-focused Work-Based Learning experiences, and maintain fidelity to the Teaching and Learning Pathway Implementation Blueprint, directly benefiting students pursuing careers as Educational Aides and aspiring teachers. Contracted services are targeted toward building regional infrastructure and shared assets. Funding supports curriculum and Pathway Implementation Blueprint development, creating a standardized instructional framework necessary for dual credit alignment, integrated advising, and micro-credentialing. Higher education services ensure alignment with Texas A&M and Dallas College, including dual credit, teacher apprenticeship programs, and mentorship opportunities. The Pathful license provides a platform for career exploration from elementary through high school, allowing students to engage in career awareness activities and track Work-Based Learning experiences beyond formal internships and job shadowing. A separate investment in the WBL tracking platform will host regional WBL opportunities and an employer database, centralizing engagement data to support continuous improvement, facilitate employer connections, and provide transparency across districts. Additional contracted services support professional learning, networking events, site development, and materials production, ensuring equitable access to resources and expertise across all partner districts. Supplies and materials fund student engagement and educator training initiatives, leveraging local sponsorships and Workforce Solutions North Central Texas support. Non-employee stipends compensate teachers and staff for out-of-contract work, including curriculum and pathway development and professional learning. One-time developmental costs—including curriculum, the Pathway Implementation Blueprint, the Pathful license, and the WBL platform—establish permanent regional infrastructure, reducing dependence on future grant funding. Region 10 ESC will host and maintain the shared digital curriculum and WBL platform indefinitely, providing ongoing access to all districts. Coordinated funding strategies layer additional funding streams, including Perkins CTE, R-PEP allotments, Grow Your Own program resources, local LEA contributions, and workforce grants, to fund recurring needs. Workforce Solutions North Central Texas provides in-kind employer engagement and labor market data. Overall, this budget funds critical staffing, programmatic development, dual credit and Work-Based Learning coordination, and professional development, ensuring partner districts can implement the Teaching and Learning pathway with fidelity. By separating operational costs—including the Pathful license for career exploration and WBL tracking, and the WBL tracking platform for monitoring and employer management—the budget demonstrates thoughtful, cost-effective resource allocation that ensures the TRPN's sustainability and long-term impact on the Teaching and Learning pathways and the rural educator workforce.

Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

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

☐ Yes ☒ No

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

Are any private nonprofit schools participating in the program?

☐ Yes ☐ No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

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

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

You may duplicate this page

Amended Section

Reason for Amendment
