



**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 enable Region 10 Education Service Center (ESC) to implement a high-quality, fully articulated Business Management and Leadership pathway across Maypearl, Milford, Avalon, and Italy ISDs, equipping students with the technical, entrepreneurial, and leadership competencies necessary to succeed in high-demand industries such as construction management, lodging management, and project management, all of which have been identified by Workforce Solutions North Central Texas as critical targeted occupations for regional economic growth. The overarching mission of Region 10 ESC is to provide equitable access to career-aligned education in rural districts, addressing persistent gaps in structured pathways that prepare students for high-skill, high-wage careers and ensuring a pipeline of future-ready talent to meet the workforce needs of North Central Texas. Regional labor market data underscores the urgency of this initiative: median hourly earnings in management and financial occupations range from \$35.88 for general managers to \$70.07 for financial managers and \$118.89 for chief executives, with projected growth of 8–14% between 2025 and 2030 for key management roles, including Operations Managers, Project Managers, and Lodging Managers. These roles represent significant portions of the regional labor market, with openings driven by both industry expansion and workforce replacement, highlighting the need for structured career pathways that provide technical, entrepreneurial, and soft skills to ensure students are prepared to meet these demands. Rural students, in particular, have historically lacked access to these structured opportunities, dual credit courses, and authentic work-based learning experiences; this project directly addresses these gaps while aligning with regional workforce priorities. The TRPN Business Management and Leadership pathway provides a comprehensive, sequenced program of study spanning middle school through high school, beginning with career awareness and foundational business skills. Middle school students will engage with TEKS-aligned career awareness modules focused on entrepreneurship, financial literacy, leadership development, and human capital management, fostering early exploration and interest in business-related careers. High school students will progress into rigorous dual credit coursework offered in partnership with Texas A&M University, aligned to postsecondary programs of study in business, management, and entrepreneurship. Embedded project-based learning ensures students practice real-world skills, including problem-solving, financial decision-making, operational planning, and team collaboration, while earning industry-recognized credentials, such as Microsoft Office Suite certification and small business entrepreneurship credentials. The pathway culminates in authentic work-based learning opportunities, including paid internships, mentorships, job shadowing, and student-led entrepreneurial projects, translating classroom learning into professional competencies directly aligned with targeted occupations. Key project partners include a dedicated pathways team facilitator, a grant administrator, three LEAs (Maypearl, Milford, Avalon, and Italy ISDs), four employer partners—University Startup, TEXO Association, Gladeo, and Building Pathways—providing mentorship and work-based learning opportunities, a public institution of higher education (Texas A&M University), Workforce Solutions North Central Texas as the regional workforce development board, and Region 10 ESC as the coordinating entity. Employers and industry partners will participate in a Regional Business Advisory Council, co-designing performance tasks, reviewing credentialing standards, providing mentorship, and supporting internships to ensure the pathway remains aligned with regional business and workforce needs. Grant-funded activities will focus on improving pathways from secondary to postsecondary education and into targeted industries. These activities include dual credit course coordination and monitoring, advising interventions to guide students in dual credit enrollment, credential attainment, and career exploration, expansion of high-quality work-based learning experiences, and middle school career awareness modules introducing foundational business concepts and entrepreneurship skills. A shared Business Management Pathway Implementation Blueprint will provide programmatic consistency across districts, detailing course sequences, credential pathways, and embedded project-based learning experiences. Professional development for educators will ensure high-quality, labor-market-aligned instruction and fidelity to pathway standards. Sustainability is embedded throughout the program. Shared digital curriculum, dual credit agreements, work-based learning platforms, and employer engagement structures establish permanent regional infrastructure, ensuring pathway continuity beyond the grant period. Coordinated funding strategies leveraging Perkins CTE funds, R-PEP allotments, local district contributions, and workforce grants will maintain recurring costs such as student stipends, teacher externships, professional learning, and pathway monitoring. The program is designed to produce measurable outcomes: students will earn industry-aligned credentials, demonstrate entrepreneurial and leadership competencies, participate in authentic work-based learning experiences, and progress seamlessly into postsecondary programs or high-demand management and leadership roles. By establishing a replicable and scalable model for Business Management and Leadership pathways, this initiative positions Region 10 ESC as a regional leader in workforce-aligned education, preparing rural students to thrive in multiple industries, pursue independent business ventures, and contribute meaningfully to the regional economy, ultimately strengthening the economic capacity, competitiveness, and future workforce readiness of North Central Texas.

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 Business Management TRPN grant will be led by Region 10 Education Service Center's extensive expertise in pathway development and the demonstrated commitment of Maypearl ISD, Milford ISD, Avalon ISD, and Italy ISD. These districts were strategically selected based on a regional needs assessment that highlighted the growing demand for leadership, entrepreneurial, and human capital management skills within the North Central Texas economy, as well as each district's demonstrated readiness and capacity to implement high-quality, sustainable pathways. Each district has formally designated an existing staff member, such as a CTE Director, Principal, or Academic Dean, to serve as the local project lead. These individuals will oversee the adoption of the Business Management Pathway Implementation Blueprint, ensuring that curriculum, advising, and work-based learning activities are delivered with fidelity. They will also coordinate professional learning for campus staff, serve as the primary liaison between their district and Region 10, and manage local employer engagement efforts. Their leadership ensures that all pathway initiatives are integrated into district systems, creating coherent and sustained opportunities for students to acquire both technical and leadership competencies. The pathway will emphasize high-value certifications in entrepreneurship, small business management, and the Microsoft Suite, equipping students with transferable skills for multiple industries while also preparing them to launch and manage their own businesses. Region 10 ESC will provide centralized leadership and coordination through two key positions: the Grant Administrator and the Pathways Team Facilitator. The Grant Administrator is an existing role within Region 10, staffed by a Program Coordinator with extensive experience managing federal and state grants, including Perkins V and other TEA-monitored initiatives. This individual possesses a deep understanding of fiscal management, procurement, compliance, and reporting, ensuring that all grant funds are used strategically, efficiently, and in full alignment with TEA requirements. The Pathways Team Facilitator is a proposed full-time position, requiring at least five years of professional experience in Career and Technical Education, curriculum design, pathway implementation, and employer engagement. The facilitator will lead all programmatic efforts, including curriculum development, work-based learning integration, dual credit alignment with Texas A&M University and Navarro College, educator professional development, and continuous program evaluation. This role ensures that the pathway is responsive to labor market demands and that students earn credentials and skills that provide both immediate employability and long-term career mobility. The collaboration between the Grant Administrator and Pathways Team Facilitator is designed to maximize efficiency and prevent duplication of effort. The Grant Administrator will focus solely on financial oversight, contracts, reimbursements, and compliance, while the Pathways Team Facilitator will oversee all programmatic implementation, including district support, industry engagement, and student success monitoring. Both positions will convene regularly with the assigned TEA coach to review performance measures, evaluate student outcomes, and ensure that financial stewardship and instructional quality remain closely aligned. Progress will be documented through shared project management tools and formal reporting cycles, creating transparency and accountability across all districts, higher education partners, and industry collaborators. Sustainability is a central component of this initiative. The Grant Administrator will lead fiscal mapping and alignment of funding streams, including Perkins V, R-PEP, and potential future P-TECH resources, to establish a long-term, financially sustainable model for the pathway. Concurrently, the Pathways Team Facilitator will embed the Business Management pathway into district systems, ensuring that curriculum, advising, and work-based learning structures remain operational and effective beyond the grant period. Industry partners, including TEXO association, University Startups, Building Pathways, and Gladeo, will provide ongoing mentorship, professional learning opportunities, and experiential learning support, maintaining the program's relevance and connection to the regional workforce. The combined expertise of Region 10 ESC, the dedicated district staff, higher education partners, and industry collaborators ensures the creation of a fully operational, sustainable, and regionally scalable pathway in Business Management. This initiative will provide students with leadership, entrepreneurial, and technical skills that not only prepare them for high-demand positions such as General Operations Managers, Chief Executive Officers, Human Resources Professionals, and Management Analysts but also equip them to succeed independently across industries, fostering both immediate economic mobility and long-term career growth.

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) program for Business Management is designed to establish a fully articulated, labor-market-aligned pathway across Maypearl, Milford, Avalon, and Italy ISDs, equipping students with entrepreneurial, leadership, and human capital management skills essential for success in high-demand industries. The overarching goal is to prepare students for meaningful employment in positions such as Construction Managers, Lodging Managers, General Operations Managers, Chief Executive Officers, Management Analysts, and Human Resource Professionals, while also providing the knowledge, technical competencies, and credentials necessary to successfully launch and manage their own businesses. This initiative targets three integrated objectives. First, it focuses on developing a coherent pathway that integrates dual credit opportunities with industry-recognized certifications, including entrepreneurship and small business(ESB) certification and Microsoft Suite credentials, ensuring students acquire practical, transferable skills that enhance immediate employability and long-term career mobility. Second, the program emphasizes immersive workforce experiences and leadership development, expanding student participation in high-quality work-based learning opportunities, including internships, mentorships, entrepreneurial projects, and leadership practicums, connecting classroom instruction directly to real-world business applications. Third, the initiative prioritizes regional impact and sustainability, embedding the pathway within district operations and leveraging cross-district collaboration to create enduring systems that prepare students for postsecondary education, workforce participation, and entrepreneurial ventures. The project will operate within Workforce Development Area 4, North Central Texas, with Workforce Solutions of North Central Texas as a critical partner. This workforce board validates labor market data, identifies high-demand occupations, and facilitates employer engagement to ensure credential attainment and work-based learning opportunities align directly with regional workforce needs. Labor market data underscores the strategic importance of the pathway: median hourly earnings range from \$35.88 for General Operations Managers to \$70.07 for Financial Managers and \$118.89 for Chief Executives, with projected growth of 8–14% in key management roles between 2025 and 2030. These figures highlight the economic value of preparing students for these roles and ensure alignment with regional labor market demands. Region 10 ESC serves as the central coordinating hub, providing curriculum development support, professional learning, and cross-district support. The ESC will develop a Business Management Pathway Implementation Blueprint that sequences TEKS-aligned courses, dual credit options with Texas A&M University and Navarro College, and industry-aligned performance tasks, ensuring consistent, high-quality implementation across districts and access to instructional resources that would be challenging for any single district to achieve independently. The pathway provides multiple entry and exit points, beginning with elementary school with creating a strong understanding of entrepreneurship and business management careers, middle school exposure to leadership and entrepreneurship concepts and technical skills, progressing through high school programs of study with dual credit and industry certifications, and culminating in postsecondary opportunities, including transfer to four-year programs or direct workforce entry. Graduates will possess a blend of leadership, business management, and technical competencies that differentiate them in the labor market and equip them to successfully launch entrepreneurial ventures. Employer engagement is structured and ongoing, with anchor partners University Startups, the TEXO Association, Building Pathways, and Gladeo serving on a Regional Business Management Advisory Council, providing curriculum feedback, mentorship, and authentic work-based learning experiences. Workforce Solutions of North Central Texas supports employer engagement, maintains a regional work-based learning platform, and coordinates student placements. Grant-funded activities include dual credit coordination, advising interventions, credential tracking, expansion of work-based learning, curriculum development, and professional learning for educators to deliver labor-market-aligned instruction. Success will be measured through standardized curriculum implementation, dual credit and certification attainment, participation in work-based learning, and employer engagement effectiveness. The overarching vision is a thriving regional Business Management pathway that produces skilled leaders and entrepreneurs, strengthens regional economic competitiveness, and serves as a replicable, scalable model for industry-aligned pathways across North Central 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 Business Management TRPN grant are designed to directly support the program's mission of equipping students with entrepreneurial, leadership, and human capital management skills aligned with regional labor market demand. Core student-focused measures include attainment of industry-recognized certifications in entrepreneurship and small business and Microsoft Suite applications; successful completion of dual credit courses through Texas A&M University and Navarro College; participation in high-quality work-based learning experiences such as internships, mentorships, entrepreneurial projects, and leadership practicums; and postsecondary outcomes including employment in business management roles or successful launch of student-led business ventures within six months of graduation. Students are expected to demonstrate measurable growth along the Business Management Pathway Implementation Blueprint, with the goal that every student achieves at least one performance level of growth in leadership, technical, and employability competencies by the end of the 2026–27 school year. Effectiveness will be ensured through annual labor market needs assessments conducted by Workforce Solutions of North Central Texas, validating the relevance of targeted certifications and credentials. Progress will also be tracked through a regional work-based learning platform developed with the workforce board and Region 10 ESC, providing real-time data on dual credit enrollment, credential attainment, entrepreneurial project completion, and WBL participation. Data will be reviewed biannually by the Regional Business Management Advisory Council, including anchor employers, LEA representatives, and higher education partners, to guide adjustments to curriculum, instructional practices, and employer engagement. Advising effectiveness will be monitored by tracking student participation in dual credit programs, sequential course completion, and alignment of earned credits with postsecondary goals. Anticipated outcomes include full implementation of the standardized Business Management Pathway Implementation Blueprint, active engagement of the Regional Business Management Advisory Council, completion of at least eight paid teacher externships annually, and a sustainable framework for cross-district pathway collaboration. Student outcomes aim for at least 85 percent of pathway completers to earn one or more industry-recognized certifications, with at least 60 percent successfully completing dual credit sequences that stack toward postsecondary degrees or certificates. Participation in high-quality work-based learning is projected at 90 percent of all pathway students, with the core cohort including five students from Milford ISD, five from Avalon ISD, and ten from Italy and Maypearl ISD, totaling twenty students actively engaged in grant-supported pathway activities. Higher education partners Texas A&M University and Navarro College will provide dual credit opportunities and technical expertise critical to achieving these outcomes. Texas A&M will offer foundational business and leadership coursework, while Navarro College will provide stackable dual credit courses in entrepreneurship, management, and financial literacy. Both institutions will assign dedicated staff to facilitate integration with district programs, track student progress, and ensure timely credit accumulation. Ten students are projected to participate in dual credit annually, earning at least twelve transferable college credit hours. Additional grant activities support a fully articulated pathway beginning at the elementary school level with career exploration activities, middle school level with career awareness modules focused on leadership, entrepreneurship, and workplace skills. Secondary students will participate in curriculum aligned to the Business Management Pathway Implementation Blueprint, supplemented by professional development for educators including paid externships, project-based instructional strategies, and micro-credentialing. Bridge programming will connect students from middle school to high school courses and from high school to dual credit and postsecondary opportunities, ensuring a coherent, sequential pathway. Collectively, these performance measures provide a comprehensive framework for tracking student progress, validating industry alignment, and ensuring the Business Management TRPN produces skilled, workforce-ready graduates capable of leading organizations or launching their own enterprises

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 Business Management TRPN initiative is intentionally structured to maximize regional impact, ensure sustainability, and directly advance the program's mission of equipping students with entrepreneurial, leadership, and business management skills that are in high demand across multiple industries. At the core of the budget is \$173,078 allocated to essential staffing, including a full-time Pathway Lead, 0.1 FTE Grant Administrator, and 0.5 FTE Administrative Assistant. These centralized positions housed at Region 10 ESC provide strategic leadership, cross-district alignment, and programmatic oversight that no single district could sustain independently. The Pathway Lead is charged with ensuring curriculum fidelity, guiding dual credit integration, coordinating high-quality work-based learning experiences, and implementing the Business Management Pathway Blueprint with precision across all partner districts. The Grant Administrator ensures fiscal accountability and compliance with TEA requirements, while the Administrative Assistant provides critical operational support to maintain seamless program execution. Centralizing these roles ensures efficiency, maximizes impact, and guarantees equitable support for all districts involved. A pass-through allocation of \$42,000 to partner districts, Maypearl ISD, Milford ISD, Avalon ISD, and Italy ISD, ensures that each district dedicates a minimum of 0.10 FTE to the initiative. This funding secures local leadership to operationalize the pathway, coordinate work-based learning opportunities, integrate dual credit options, and maintain fidelity to program design. This structure empowers districts to provide consistent, high-quality experiences for students pursuing careers in high-need areas such as General Operations Managers, CEOs, Management Analysts, and Human Resource Professionals. Local staff will lead campus implementation, coordinate advising, and facilitate employer engagement, ensuring that pathway objectives translate into tangible outcomes for students. Contracted services totaling \$129,000 strategically build regional infrastructure that directly impacts student success. Texas A&M services and Navarro College services ensure dual credit courses are aligned with the pathway, stackable, and recognized by industry. Curriculum development and pathway blueprint development provide a standardized, TEKS-aligned instructional framework that guarantees students gain the knowledge and skills employers demand. A \$44,000 investment in University Startups supports immersive entrepreneurial work-based learning, giving students real-world opportunities to develop business plans, manage small ventures, and practice leadership in authentic contexts. Additional services—including \$10,000 for WBL site development, \$10,000 for conference registration, and \$2,000 for printing—ensure equitable access to professional development and high-quality instructional materials, extending the impact beyond any single district. Supplies and materials strategically fund North Texas Works Week and ongoing educator professional learning, creating structured, high-visibility experiences that engage students with industry partners and expose them to multiple career pathways. Non-employee stipends incentivize and compensate educators for the additional work required to implement the program with fidelity, including curriculum design, pathway implementation, and facilitation of work-based learning opportunities. This budget is intentionally designed for sustainability and long-term impact. One-time investments in curriculum, pathway blueprints, and work-based learning infrastructure create permanent regional assets accessible to all partner districts. Coordinated funding strategies leverage Perkins CTE funds, R-PEP allotments, local LEA contributions, and workforce grants to sustain recurring costs such as teacher stipends, student internships, and professional learning, ensuring the program's effectiveness beyond the grant period. Workforce Solutions of North Central Texas provides in-kind support through labor market analysis, employer connections, and regional work-based learning coordination, ensuring pathways remain aligned with current and future workforce needs. Every allocation in this budget is strategic, purposeful, and tied directly to student outcomes. By centralizing leadership, investing in high-quality curriculum and work-based learning, and providing districts with dedicated local support, this budget ensures students graduate with industry-recognized certifications, dual credit, and the entrepreneurial and leadership skills needed to excel in high-demand careers. These investments create a replicable, scalable, and sustainable Business Management pathway that transforms educational opportunity into measurable regional workforce impact.

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