



**2024-2025 Summer Career and Technical Education Grant**  
**Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025**

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

This IDC application must be submitted via email to [competitivegrants@tea.texas.gov](mailto: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, April 9, 2025**.

Grant period from **May 29, 2025 - September 30, 2025**

Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for additional attachment information.

**Select Focus Area (Applicants May Select One or Both Focus Areas)**

☒ Focus Area 1: Career and Technical Education Course

☐ Focus Area 2: Work-Based Learning Experiences

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization Benavides ISD CDN 066901 ESC 2 UEI 159382647

Address 106 W. School Street City Benavides ZIP 73841 Vendor ID 746000360

Primary Contact Samuel Bueno Email sbueno@benavidesisd.net Phone 361-256-3003

Secondary Contact Nita Vela Email nvla@benavidesisd.net Phone 361-256-3040

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name Samuel Bueno

Title Superintendent

Email sbueno@benavidesisd.net

Phone 361-256-3003

Signature

Date

4/9/2025



**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 IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 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 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process.
- ☒ 7. 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.

Summary of Program (Focus Area 1)

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.

The Rural Schools Innovation Zone (RSIZ) is a collaborative partnership among five rural South Texas school districts—Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD—established to expand educational opportunities for students in small, rural communities. RSIZ achieves this by providing access to specialized career-themed academies aligned with regional workforce demands. These academies include:

- Ignite Technical Institute (Brooks County ISD): Prepares students for careers in welding, HVAC, heavy equipment operation, and electrical trades.
- Grow Your Own Educator Academy (Premont ISD): Develops future teachers through dual credit coursework and field-based experiences.
- Next Generation Medical Academy (Freer ISD): Trains students for careers in healthcare professions through hands-on learning and industry-aligned coursework.
- STEM Discovery Zone (Premont ISD): Equips students with skills in cybersecurity, robotics, and drone technology.

Each academy is accessible to students across RSIZ member districts at no direct cost, ensuring equitable access to high-quality career and technical education (CTE) pathways.

The Focus Area 1 Summer CTE Course, hosted by Benavides ISD, will expand these opportunities by allowing RSIZ students to complete the General Employability Skills course (Service ID: N1270153) over the summer. This course focuses on essential workplace competencies, including soft skills development, job site safety best practices, and NCCER Core Training—a foundational certification for careers in the skilled trades. By completing this training in the summer, students enrolling in Ignite Technical Institute or the Benavides ISD Construction Management Program will have greater flexibility in their high school schedules. This flexibility allows them to advance into higher-level CTE courses and dual credit courses earlier, accelerating their career preparation. This program supports students pursuing pathways in welding, electrical, HVAC, and construction management, ensuring they enter advanced coursework with a strong foundation in both employability & technical skills.

Summary of Program (Focus Area 2)

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.

N/A



Qualifications and Experience for Key Personnel (Focus Area 1)

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.

Title and Responsibilities of Position	Required Qualifications and Experience
TBD, General Employability Skills Instructor, will be responsible for instructional planning and delivery of the summer program	Experienced, credentialed instructor. Knowledge of instructional delivery and assessment best practices.
Samuel Bueno, Superintendent of Benavides ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state and federal grant programs; Experience strengthening programs and relationships
Nita Vela, Principal of Benavides Secondary School, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of Construction Management and Inspection program goals
Michael Gonzalez, Executive Director of Rural Schools Innovation Zone, will coordinate logistics & support student recruitment	Experienced intermediary; Understands scheduling, logistics, and student populations for all three RSIZ districts

Qualifications and Experience for Key Personnel (Focus Area 2)

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.

Title and Responsibilities of Position	Required Qualifications and Experience
N/A	

Goals, Objectives, and Strategies (Focus Area 1)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The Focus Area 1 Summer CTE Course, hosted by Benavides ISD, is designed to strengthen workforce readiness by providing RSIZ students with fundamental employability skills, job site safety knowledge, and NCCER Core Training before they enter advanced career and technical education (CTE) courses. The program’ s primary goals are to prepare students for higher-level CTE coursework, expand access to dual credit opportunities, and build a stronger regional workforce pipeline by accelerating skill development.

As part of this initiative, students will complete the General Employability Skills course (Service ID: N1270153), gaining essential training in workplace professionalism, soft skills, and industry-standard safety protocols. The course integrates hands-on safety instruction, industry-aligned assessments, and NCCER Core credentialing, ensuring students acquire the necessary foundation for welding, electrical work, HVAC, and construction management careers.

A certified CTE instructor will facilitate learning through interactive lessons, real-world case studies, and simulated job site exercises, helping students build critical competencies. Through safety demonstrations, teamwork-based projects, and structured skill assessments, participants will develop practical knowledge and experience. Offering this training in a summer format allows students to complete foundational coursework without disrupting their regular academic-year schedules, enabling earlier access to advanced CTE courses.

By providing essential workforce training upfront, this program eliminates scheduling conflicts, enhances access to advanced career pathways, and accelerates students' progress in high-demand technical fields. With a blend of structured instruction, hands-on experience, and industry-recognized credentialing, students will be well-prepared for internships, apprenticeships, and postsecondary training, ensuring a seamless transition into the workforce.

Goals, Objectives, and Strategies (Focus Area 2)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

N/A



Performance and Evaluation Measures (Focus Area 1)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Benavides ISD will assess the Focus Area 1 Summer CTE Course through structured performance indicators that align with the program’ s objectives. These measures will ensure students successfully complete foundational training, equipping them for advanced coursework in their chosen CTE pathways.

To evaluate program impact, the district will monitor student enrollment and completion rates, tracking participation and successful completion of the General Employability Skills course (Service ID: N1270153). Additionally, student demographic data will be collected and reported in the fall PEIMS submission, ensuring equitable access across RSIZ districts.

Performance data will be gathered through student attendance records, course progress reports, and instructor evaluations, providing insight into engagement levels and competency development. Pre- and post-assessments will measure student growth in employability skills, job site safety, and NCCER Core Training, demonstrating readiness for advanced coursework.

To enhance program effectiveness, CTE instructors and program administrators will conduct regular progress reviews and gather student feedback through informal check-ins. These insights will guide improvements in instructional strategies, scheduling, and resource allocation. By aligning data collection with state reporting requirements and workforce readiness goals, the program will showcase its impact in expanding CTE access, preparing students for advanced training, and strengthening the regional workforce pipeline.

Performance and Evaluation Measures (Focus Area 2)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

N/A

**Budget Narrative (Focus Area 1)**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget for Benavides ISD's Focus Area 1 Summer Program is structured to support the General Employability Skills course within the Construction Management and Inspection pathway, ensuring high-quality instruction, essential learning materials, and necessary program resources while maintaining fiscal responsibility. A total of \$48,750 is strategically allocated across key categories, with a focus on staffing, instructional resources, and operational support to maximize student impact.

To ensure students receive instruction from a qualified educator, \$11,800 is allocated for extra duty pay and benefits for the instructor leading the summer course, compensating staff for their additional workload.

The largest portion of the budget, \$30,950, is designated for instructional materials, textbooks, workbooks, and digital resources tailored to skilled trades safety instruction. These funds will also support training equipment to enhance hands-on learning experiences and improve student engagement.

An additional \$6,000 is set aside for program coordination and travel support ensuring smooth program operations. No funds are allocated for professional services, capital outlay, or indirect costs, as the program leverages existing in-house instructional capacity, eliminating the need for external contracts or infrastructure investments.

This budget ensures that all critical program components are fully funded while maintaining flexibility to adjust based on enrollment trends and student needs. If necessary, funds may be reallocated to tutoring support, enrichment activities, or additional instructional materials to further enhance student learning.

By following a needs-driven approach, this budget supports the summer program's goal of enrolling up to 25 students, equipping them with foundational safety knowledge and industry-aligned skills, and expanding their access to advanced coursework and certifications.

**Budget Narrative (Focus Area 2)**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

N/A



**Program Requirements**

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

Rural school districts within the Rural Schools Innovation Zone (RSIZ) face significant challenges that hinder students from completing their career and technical education (CTE) pathways, particularly within programs of study like Construction Management. One of the primary obstacles is scheduling conflicts during the academic year. Many students who wish to take Construction Management courses must juggle core academic requirements, extracurricular activities, and CTE coursework, making it difficult to enroll in foundational courses early in high school. This often leads to delayed access to advanced CTE and dual credit courses, limiting students' ability to progress fully through their chosen pathways.

Another major challenge is the limited availability of CTE instructors. RSIZ districts share instructional staff across multiple campuses, making it difficult to offer introductory safety and employability skills training to all students during the school year. As a result, students may have to postpone essential prerequisite coursework, delaying their hands-on technical training and progression through their CTE pathways.

To overcome these barriers, Benavides ISD will offer the General Employability Skills course (Service ID: N1270153) during the summer, providing students with the opportunity to complete required safety and workplace readiness training before the school year begins. This will enable students to move more quickly into specialized coursework in welding, electrical, HVAC, and construction management pathways without scheduling constraints.

Expanding summer CTE course offerings provides a flexible and scalable solution that allows more students to stay on track with program requirements, while also maximizing existing instructional resources. By front-loading essential training, RSIZ districts can ensure students enter their career pathways better prepared, with fewer delays, and with greater opportunities for advanced coursework and credentialing.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

N/A



Program Requirements, cont'd.

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

Benavides ISD’ s Focus Area 1 Summer CTE Course will provide students from RSIZ member districts the opportunity to complete the General Employability Skills course (Service ID: N1270153). This foundational course is essential for students pursuing careers in Welding, Electrical, HVAC and Sheet Metal, Carpentry, and Construction Management, equipping them with workplace readiness skills, job site safety training, and NCCER Core certification—all critical for success in advanced technical coursework.

The program will serve up to 25 students from Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD, ensuring they gain key industry knowledge without scheduling conflicts during the academic year. By completing this prerequisite course in the summer, students will have greater flexibility to enroll in higher-level CTE and dual credit courses, accelerating their path toward industry certifications and hands-on technical training.

This summer offering also helps address common challenges in rural districts, including scheduling limitations and instructor availability. With RSIZ schools frequently sharing CTE instructors, students may otherwise face delays in completing required coursework. By providing early access to safety training and employability skills, this program ensures students in Welding, Electrical, HVAC, Carpentry, and Construction Management enter their technical courses better prepared for internships, apprenticeships, and future careers in high-demand trades.

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

N/A



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
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