



**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**.

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 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):

**Applicant Information**

Organization **La Villa Independent School District** CDN **108914** ESC **1** UEI **023571698**

Address **500 E. 9th Street** City **La Villa** ZIP **78562** Vendor ID **1746011562**

Primary Contact **Veronica Alejandro** Email **veronica.alejandro@lavillaisd.org** Phone **956-262-4755**

Secondary Contact **Michael Solis** Email **michael.solis@lavillaisd.org** Phone **956-262-4715**

**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 **Robert Munoz**

Title **Superintendent**

Email **robert.munoz@lavillaisd.org**

Phone **956-262-4755**

Signature

Date

**4-9-25**

**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.

N/A

**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.

La Villa ISD, in collaboration with neighboring Lyford CISD, plans to utilize grant funding to launch an innovative summer initiative centered on high-quality work-based learning experiences. The program will integrate paid student internships with the TEKS-aligned Project-Based Research course, providing students with both academic enrichment and authentic career exploration. This initiative reflects our mission to ensure every student is equipped for success in higher education, career pathways, military service, and the evolving global workforce.

The program is designed with equity in mind, especially considering the unique challenges faced by our primarily economically disadvantaged student population—many of whom have had limited exposure to careers beyond our small, rural communities. By offering meaningful work-based learning opportunities, we aim to broaden their horizons and empower them with the confidence and skills to pursue high-wage, high-demand careers.

The summer program will support 30 students total, split evenly into two cohorts: Law Enforcement and Health Science. These areas were chosen due to their alignment with La Villa ISD's current CTE programs—Law Enforcement, and Diagnostic & Therapeutic Services—as well as the strong career opportunities available locally. Our community's proximity to a major correctional facility, the US-Mexico border, and several large healthcare employers positions these pathways as particularly relevant and accessible for our students.

Over a five-week period, students will engage in 80 hours of internship work while collaborating virtually with peers across both districts. Through this model, students will build critical teamwork and communication skills as they contribute to meaningful, community-focused projects. Health Science students will design accurate and accessible health and safety materials for local campuses, while the Law Enforcement cohort will update evacuation maps for district facilities and create safety videos for elementary students, teaching key procedures for fire drills, lock-downs, and shelter-in-place scenarios.

In addition to team projects, students will conduct independent research into pressing issues in their respective career fields. Their findings will be synthesized into formal research papers and presented to district leadership, showcasing both their academic growth and applied understanding.

This summer experience is more than a program—it is a bridge between classroom learning and career reality. By engaging students in authentic, career-aligned projects, La Villa ISD seeks to prepare future-ready graduates while also contributing to the long-term vitality of our community.

**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
N/A	
N/A	
N/A	
N/A	
N/A	

**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
Individual TBD, will teach Project-Based Research and lead the Health Science interns (existing position)	Teacher at La Villa ISD with credentials to teach CTE courses and experience teaching health science content; knowledge of employability skills in healthcare industry.
Individual TBD, teacher, will teach Project-Based Research and lead the Law Enforcement interns (existing position)	Teacher at La Villa ISD with credentials to teach CTE courses and experience teaching law enforcement content; knowledge of employability skills in law enforcement industry.
Veronica Alejandro, ISD, will serve as grant manager and facilitator (existing position)	Staff member at La Villa ISD with knowledge of instructional practices, ability to collaborate with multiple stakeholders, and experience managing grant activities/funds.
Amalia Munoz, La Villa ISD, will lead business operations related to grant expenditures (existing position)	Staff member at La Villa ISD with knowledge of business office procedures, grant expenditures, and TEA grant compliance.

### 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?

N/A

### 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?

La Villa ISD, in partnership with Lyford CISD, will implement a targeted Summer Internship Program that integrates hands-on career exploration with the Project-Based Research course (PEIMS Service ID #127015000). The goal is to provide students with meaningful, real-world experiences that build both academic and professional skills.

By September 2025, 30 students will complete 80 hours of internship work, finish the Project-Based Research course, submit a research paper, and deliver a formal presentation. The program will also result in the creation of health and safety resources that serve the La Villa and Lyford communities. All students will earn their CPR/First Aid certification during the internship.

To reach these goals, we will recruit incoming 11th and 12th graders who have completed at least two CTE courses in Law and Public Safety or Health Science. Student enrollment will begin immediately upon grant award notification to ensure sufficient planning time for both families and staff.

The success of this program relies on high-quality instruction and student support. Teachers within our districts will lead the Project-Based Research course and guide students through their internships. Each student will receive personalized mentoring and coaching throughout the program, designed to foster growth, address challenges, and support successful project completion.

To track progress and ensure high-quality outcomes, Internship Training Plans will be developed for every student. These plans will outline expectations, set learning goals, and provide a structure for monitoring both academic and workplace performance throughout the five-week program.

This Summer Internship Program reflects La Villa ISD's ongoing dedication to excellence in career and technical education. Through thoughtful planning, strategic implementation, and individualized student support, we aim to create a transformative experience that prepares students for meaningful futures in high-wage, high-demand fields.

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.

N/A

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.

La Villa ISD’s Summer Internship Program places a strong emphasis on student outcomes through a clear set of performance and evaluation measures aligned with program goals. Key student demographic data—such as grade level, race/ethnicity, economically disadvantaged status, and special education designation—will be collected for all enrolled, participating, and completing students.

To evaluate program impact, required data will be reported to TEA, including the names of business and industry partners involved, the total and average number of hours worked by students, total and average hourly earnings, individual training plans, signed partnership agreements, and documentation reflecting student skill development and recognition. All relevant data will be submitted through the designated PEIMS submission and maintained locally for prompt reporting when needed.

Program success will be measured by the completion of both components—earning course credit for the Project-Based Research course and finishing 80 hours of paid internship work—by all 30 student participants by September 2024. Any students requiring extra support will receive targeted coaching and mentoring, and their progress will inform continuous improvement efforts.

Student performance will be monitored through formative assessments and individualized Internship Training Plans, which will track growth in technical and employability skills. Final grades will be based on TEKS mastery and the completion of meaningful internship deliverables, such as the development of safety resources, public education materials, and instructional videos focused on law enforcement and healthcare practices within school settings.

In addition to quantitative data, feedback from internship supervisors will be gathered and analyzed to provide valuable qualitative insight into student behavior, professionalism, and overall performance. This dual approach ensures a well-rounded evaluation of the program’s effectiveness and its impact on student growth and readiness.

**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.

N/A

**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.

Grant funding is essential to the successful implementation of La Villa ISD's Summer Internship Program, developed in partnership with Lyford CISD. This initiative supports our shared mission to prepare students for college, careers, or military service by targeting rising 11th and 12th-grade students who have a background or strong interest in Law Enforcement or Health Science. Over the course of five weeks, 30 students will complete an 80-hour paid internship alongside enrollment in the Project-Based Research course.

The grant makes this program possible in our rural region, where access to such hands-on learning opportunities would otherwise be limited. It also helps build momentum and community support for expanding innovative CTE experiences. To support program delivery, grant funds will be used to compensate a certified health science teacher and a law enforcement instructor for extra duty work teaching the Project-Based Research course and supervising student internships. A designated grant manager will support coordination and logistics.

Students will receive a stipend of \$880 for their participation (based on an average of \$11/hour for 80 hours), ensuring equitable access and encouraging financial inclusion. Funds will also be used to purchase necessary supplies, materials, certification cards, as well as internship t-shirts to promote unity and visibility among student participants. A portion of the budget is allocated toward indirect costs incurred by the district.

While the grant covers instruction, materials, stipends, and coordination, transportation will be funded through local district resources to ensure student access. The budget has been strategically developed to support every aspect of the program while also strengthening broader CTE initiatives in areas like nursing and public safety.

This investment not only meets the immediate needs of the summer internship program but also serves as a foundation for long-term growth and sustainability in our CTE offerings, fostering increased student engagement in career readiness across La Villa ISD.

**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.)

N/A

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.)

Located in the rural Rio Grande Valley of South Texas, La Villa ISD and Lyford CISD face several barriers that limit access to quality work-based learning experiences for students. The challenges are compounded by our small district sizes, geographic isolation, and student demographics—more than 93% of our students are economically disadvantaged, and approximately 99% identify as Hispanic. Key needs include the limited availability of engaging summer opportunities outside of traditional academic intervention, ongoing transportation challenges for low-income families, conflicts with student and staff schedules, and a shortage of certified teachers available during the school year to support career readiness programming. These constraints make it difficult to deliver meaningful work-based learning experiences during the regular academic calendar. The proposed summer program addresses these barriers directly. By offering work-based learning during the summer months, we can bypass conflicts with regular class schedules and master scheduling limitations while engaging teachers who may not be available during the school year. The program's daytime schedule also reduces the transportation burden for economically disadvantaged students, helping ensure equitable access to participation. Importantly, this grant enables us to expand beyond academic remediation and create career-focused experiences in Law Enforcement and Health Science—two fields with strong local relevance and growth potential. By addressing both instructional and logistical challenges, the grant plays a vital role in providing students with impactful opportunities that support their long-term academic and career goals. This summary highlights the critical challenges our districts face and underscores the value of this grant in helping us deliver transformative, career-focused learning experiences for our students.

**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.

N/A

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.

La Villa ISD will implement a comprehensive work-based learning model that blends paid student internships with the academic rigor of the Project-Based Research course. Designed for 30 incoming 11th and 12th grade students from La Villa ISD and Lyford CISD, the five-week summer program will provide 80 hours of meaningful, hands-on internship experience. Students will be employed as interns, with La Villa ISD serving as both the host site and the employer of record, supported by collaboration with business and industry partners from the healthcare and law enforcement sectors.

The program will consist of two distinct cohorts—15 students in Health Science and 15 in Law Enforcement—both aligned with existing CTE programs of study. Through this model, students will gain real-world exposure to professional practices while simultaneously earning high school course credit for Project-Based Research. Over the duration of the program, students will complete in-depth research projects, culminating in written reports and formal presentations to district leadership.

As part of their internship responsibilities, students will collaborate to create health and safety resources, such as educational videos and printed materials, that address real issues and procedures relevant to healthcare and law enforcement in school environments. These materials will be distributed across La Villa ISD campuses and the local community, creating a tangible link between classroom learning and workplace application.

By participating in this program, students will build critical thinking, collaboration, and communication skills while gaining awareness of high-wage, high-demand career opportunities in our region. The partnership with local employers enhances the authenticity of the experience, reinforcing TEKS-aligned instruction with practical workforce exposure. This initiative supports La Villa ISD’s mission to prepare students for meaningful postsecondary pathways—whether in college, career, or military service—and to expand access to equitable, engaging CTE experiences that truly impact student outcomes.

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

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

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Amended Section	Reason for Amendment