



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**.

Application stamp-in date and time

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**

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 Paducah ISD

CDN 051901

ESC 17

UEI ZNX2MSYZL2H7

Address 810 Goodwin Room 462

City Paducah

ZIP 79248

Vendor ID 756002181

Primary Contact Gary Waitman

Email gwaitman@paducahisd.org

Phone 806-492-3524

Secondary Contact Jenny Smith

Email jsmith@paducahisd.org

Phone 806-492-3524

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 Gary Waitman

Title Superintendent

Email gwaitman@paducahisd.org

Phone 806-492-3524

Signature Gary Waitman

Date 03/19/2025

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.

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.

MISSION STATEMENT: The administration and staff of Paducah ISD are committed to “providing an environment that fosters the full development of each student’s potential abilities, ensuring that students are well-prepared for admission to an institution of higher learning and/or for a productive life as a community citizen.”

SPECIFIC NEEDS: To propel Paducah ISD toward meeting its mission, it is essential to address both district and community needs. These needs, which were meticulously identified through a thorough analysis of the 2023-2024 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau, include but are not limited to:

1. 73.4% of the students at Paducah ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.3%.
2. 31.2% of the people living in Paducah, Texas, suffer from poverty. This is more than double the state’s average of 13.7%.
3. The average median household income is only \$35,521—less than half of the state average of \$75,780.
4. According to TEA, Paducah ISD is classified as “rural” (5 priority points). As a rural school district, it faces unique challenges, including limited access to educational resources, fewer economic opportunities, difficulty in attracting and retaining qualified teachers,

OVERVIEW OF THE GRANT PROGRAM: If awarded the 2024-2025 Summer CTE program under Focus Area 2, Paducah ISD will target a total of 10 students to participate in a 5-week Work-Based Learning (WBL) Program that targets the Plumbing and Pipefitting Program of Study (POS); HVAC and Sheet Metal POS (2 priority points); and Agricultural Technology and Mechanical Systems POS. To deliver WBL experiences in these POS, the district will partner with “Drum Plumbing, Heating, and Air” and “Entex Fabrication, Inc.”, both of which have provided signed letters of support (2 priority points).

HOW DISTRICT’S MISSION AND NEEDS ARE MET: An integral facet of Paducah ISD’s mission is to promote high levels of success for its students. These Work-Based Learning (WBL) experiences play a pivotal role in meeting this mission, not only by fostering success for students after high school graduation but also by directly addressing community needs. By enhancing the likelihood of employability, these WBL experiences will also contribute to reducing poverty rates, increasing the average median household income, and boosting the percentage of individuals actively employed.

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	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
Grant Program Manager (Proposed) - Ensure the grant is implemented correctly and collect the necessary information.	Required Qualifications: Bachelor’s degree in education or related field. Required Experience: Two (2) years of experience in overseeing grants and data collection.
Superintendent (Existing) – Supervise personnel working on the grant program and ensure all necessary information is submitted to TEA.	Required Qualifications: Master’s degree in education or related field and a Superintendent Certification. Required Experience: 2 years of experience serving as a District Superintendent.
Counselor (Existing) – Promote the grant program and assist students in signing up for Work-Based Learning experiences.	Required Qualifications: Master’s degree in school counseling or related field. Required Experience: Two (2) years of experience in assisting students in selecting career pathways.
Business Partner (Proposed) – Supervise students as they participate in Work-Based Learning (WBL) activities.	Required Qualifications: Proficiency and expertise in delivering specific CTE-related training and supervision. Required Experience: Four (4) years of experience in the targeted POS.
CTE Staff (Existing) – Monitor students when they're out in the field and address any issues raised by the businesses they're working with.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Three (3) years of experience in CTE.

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?

GOALS/OBJECTIVES: Paducah ISD’s Focus Area 2 objective is to of fer 10 students Work-Based Learning (WBL) opportunities. This will, in turn, assist Paducah ISD in meeting its goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES AND STRATEGIES: To achieve Paducah ISD's goal, the WBL program will undertake the following activities: Collaborate with business partners to create a learning schedule accommodating both students and businesses; Compensate students for their participation in the program; and Of fer transportation to and from the business sites, if required.

During students’ WBL program, students will be able to conduct real-world work activities in various Programs of Study (POS). Experiences that students could partake in include but are not limited to:

- Plumbing and Pipefitting POS – Will employ hand and cutting tools to assemble, install, and repair pipes, fittings, or fixtures of heating, water, and drainage systems. For pipefitting, students will learn to use welding and heat-joining methods to connect larger, thicker, and heavier pipes designed for diverse material transport;
- HVAC and Sheet Metal POS - Monitoring air conditioning systems to determine the need for maintenance (i.e., additional freon); Checking water heater pressure and temperature; Installing ductwork throughout the district; and replacing air filters; and
- Agricultural Technology and Mechanical Systems POS - Joining metals using a variety of techniques and processes; Cutting and trimming metal objects to needed dimensions; and Maintaining, fabricating, brazing, and cutting metal components to assemble structural forms.

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Amendment # 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.

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.

Paducah ISD will collect data on a weekly basis for the WBL experiences of fered as part of Focus Area 2. This constant collection process will ensure student outcomes are evaluated consistently throughout the program period.

PERFORMANCE MEASURES: To assess performance, the following quantitative measures will be tracked: Student demographics; Number of students participating in internships; Number of businesses and industry partners of fering WBL experiences to students; Total and average number of hours worked by students; Students' total and average hourly earnings in the program; Training plans created for each student; Partnership agreements; Assessments or recognition of skills for each student in the program; and All CTE PEIMS-related data.

TOOLS USED TO MEASURE PERFORMANCE: To properly track this information, Paducah ISD staf f will utilize the following: student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and engage in meetings with business partner liaisons. This comprehensive approach will ensure the district has access to a diverse set of information that measures both program and student performance.

HOW TO ENSURE EFFECTIVENESS: The gathered data will play a crucial role in enabling the district to assess whether students in this program are achieving the set goals and objectives. Additionally, it will provide valuable insights into the ef fectiveness of the strategies employed as part of the Summer CTE Grant Program.

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.

BUDGET MEETS GOALS/NEEDS: To develop the budget, Paducah ISD outlined needs, goals, and milestones for student development and success. The district also researched the cost of staffing, supplies/materials, and curriculum needed. Based on the experiences that will be available and program needs, Paducah ISD staff developed the following budget: 1) Payroll (\$7,500) – Costs have been budgeted for data collection and 2) Professional and Contracted Services (\$4,269) - Grant funds will be used to fund data collection and analyses of WBL activities. In addition, each partnering business will be contracted to oversee students as they participate in the paid internships. 3) Supplies and Materials (\$15,000) - Grant funds will be utilized to purchase instructional supplies and resources needed to deliver real-world work experience. 3) Other Operating Costs (\$19,500) - The district will cover travel costs as well as the cost associated with paying at least 10 students to receive work-based training. 4) Indirect Cost (\$3,731) - The district will utilize these funds to cover the costs associated with the overhead fees incurred in running the program.
SNAPSHOT OF FUNDS: Due to budget constraints, the provision of paid internships from district funds is not feasible. Nevertheless, Paducah ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These expenses are financed through local funds, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant.
HOW TO MAKE ADJUSTMENTS: In the event that adjustments to the program become necessary, Paducah ISD’s grant stakeholders will actively engage in collaborative discussions to identify the requisite changes crucial for the program's success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be deemed essential, letters of intent to modify the program will be disseminated to all stakeholders (i.e. students, parents, board members, etc.). Any necessary alterations will adhere to TEA rules for amendments, ensuring a systematic and effective modification of the program.

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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.)

During the application process, Paducah ISD conducted a comprehensive needs assessment utilizing the 2023-2024 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau. The uncovered statistics not only presented alarming figures but also underscored a compelling need for funding through this program. Key indicators highlighting Paducah ISD’s need for grant support include:

- 1. 73.4% of the students at Paducah ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.3%.
- 2. 31.2% of the people living in Paducah, Texas, suffer from poverty. This is more than double the state’s average of 13.7%.
- 3. The average median household income is only \$35,521—less than half of the state average of \$75,780.

To address these needs, the district will offer paid internships that not only increase the amount of Work Based Learning experiences students graduate with but enhance the likelihood of employability; thereby:

- 1. Contributing to the reduction of poverty rates, and
- 2. Elevating the average median household income.

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.

BUSINESS/INDUSTRY PARTNERS WHO WILL BE IN THE SUMMER CTE PROGRAM: To ensure students receive hands-on WBL experiences, the district will partner with Drum Plumbing, Heating, and Air and Entex Fabrication, both of which have provided signed letters of support (2 priority points).

WORK-BASED MODEL: The work-based model is designed to be face-to-face, operating from 9 AM to 4 PM over a span of 5 weeks. This model integrates real-world work activities to ensure students not only receive instruction but also actively apply their learning. Students will engage in diverse activities, including but not limited to assembling, installing, and repairing plumbing pipes, fittings, and/or fixtures; monitoring air conditioning systems to determine the need for repairs and/or maintenance; checking water heater pressure and temperature; Installing ductwork throughout the district; replacing air filters; cutting/trimming metal objects to needed dimensions; and maintaining, fabricating, brazing, and cutting metal components to assemble structural forms.

NUMBER OF STUDENTS THAT WILL BE IN THE PROGRAM: The Focus Area 2 program will be of fered to 10 students.

CDN

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Amendment #

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
	N/A