



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):

N/A

Applicant Information

Organization **Premont ISD** CDN **125905** ESC **2** UEI

Address **439 SW 4th Street** City **Premont** ZIP **78375** Vendor ID **74-6001943**

Primary Contact **Mike Barrera** Email **mbarrera@premontisd.net** Phone **361-348-3915 x**

Secondary Contact **Claudette Garcia** Email **claudette.garcia@premontisd.net** Phone **361-348-3915**

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 **Mike Barrera**

Title **Superintendent**

Email **mbarrera@premontisd.net**

Phone **361-348-3915 x 2001**

Signature **Mike A. Barrera**

Date **04-09-2025**

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 school districts in South Texas: Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD. RSIZ was established to expand educational opportunities for students in small, rural communities by providing access to specialized career-themed academies that align with regional workforce needs. These academies include:

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

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

As part of Focus Area 1, Premont ISD will conduct a summer bridge program for students enrolled in the Grow Your Own Educator Academy. This initiative will be open to eligible students from all RSIZ member districts, providing an early start for those entering the newly established P-TECH (Pathways in Technology Early College High School) program in Education and Training. The program is designed to strengthen students' academic readiness, introduce them to foundational education coursework, and enhance their career exploration in the teaching profession.

Students will have the opportunity to accelerate their progress by completing one or both of the following foundational CTE courses: Principles of Education and Training (Service ID: 13014200); Principles of Human Services (Service ID: 13024200).

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.

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

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

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

The Focus Area 2 summer program, led by Premont ISD, will implement a summer internship program designed to provide 20 students in the Grow Your Own Educator Academy with meaningful, work-based learning experiences in education. Interns will be placed in their home districts to support summer school classrooms, allowing them to gain firsthand experience in instructional support, student engagement, and classroom management. Each intern will work 100 hours over the course of the program, developing critical teaching and leadership skills while making a direct impact on young learners in their communities.

To ensure high-quality work-based learning experiences, each intern will be paired with a mentor teacher who will provide coaching, feedback, and structured support throughout the internship. This hands-on approach will allow students to practice and refine their instructional skills in a real-world classroom setting, bridging the gap between theory and practice. By integrating structured field experiences into the Grow Your Own Educator Academy, Premont ISD is not only strengthening the teacher pipeline in South Texas but also empowering students to develop the confidence, skills, and experience necessary to become future educators in their home communities.

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
Principles of Education and Training Instructor, will be responsible for instructional planning and delivery of the summer program	Experienced, credentialed instructor. Knowledge of instructional delivery and assessment best practices.
Principles of Human Services Instructor, will be responsible for instructional planning and delivery of the summer program	Experienced, credentialed instructor. Knowledge of instructional delivery and assessment best practices.
Mike Barrera, Superintendent of Premont ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state and federal grant programs; Experience strengthening programs and relationships
Claudette Garcia, Principal of Premont Collegiate HS, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of Grow Your Own Educator Academy 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
Velma Marin, Teacher at Premont Collegiate HS, will support teaching of pre-internship training program and supervise education interns	Certified teacher currently teaching Education and Training courses; Academy Director for Grow Your Own Educator Academy
Claudette Garcia, Principal of Premont Collegiate HS, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of Grow Your Own Educator Academy and STEM Discovery Zone goals
Mike Barrera, Superintendent of Premont ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state and federal grant programs; Experience strengthening programs and relationships
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

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 summer bridge program for the Grow Your Own Educator Academy is designed to support students as they transition into the newly developed P-TECH program in Education and Training while fostering early interest in teaching careers. The program will provide students with an early start by offering targeted academic support and career-focused coursework, including Principles of Education and Training (Service ID: 13014200) and Principles of Human Services (Service ID: 13024200). This structured approach ensures students gain foundational knowledge before beginning high school coursework in the fall.

A key objective of the program is to improve students' Texas Success Initiative Assessment (TSIA) readiness by incorporating targeted instruction, practice assessments, and test-taking strategies. This will help students achieve college readiness standards and qualify for dual credit coursework. Additionally, the program will introduce students to the education profession through interactive workshops, guest lectures, and hands-on learning experiences that explore teaching strategies, child development, and classroom management. These activities will provide meaningful exposure to the profession and encourage students to pursue careers in education.

The program will engage up to 25 students from across RSIZ member districts, ensuring equitable access to high-quality summer career and technical education (CTE) programming. Outreach efforts will include collaboration with school counselors, recruitment sessions, and logistical support to remove participation barriers for rural students. By investing in early career preparation, Premont ISD and RSIZ are strengthening the pipeline of future educators in South Texas. Through structured academic support and real-world learning experiences, the summer bridge program will equip students with the knowledge, skills, and confidence to pursue teaching careers and make a lasting impact on their communities.

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?

The Focus Area 2 summer internship program provides structured, work-based learning experiences for students in the Grow Your Own Educator Academy, preparing them for careers in education. The program has four key objectives:

- The first objective is to offer meaningful work-based learning by placing up to 20 students in internships within their home districts' summer school programs. Interns will gain hands-on experience in instructional support, student engagement, and classroom management, applying their academic learning in real classroom settings.
- The second objective is to promote career readiness by engaging interns in direct instructional support and encouraging reflection through learning journals. This process enhances self-awareness and professional development, ensuring students gain deeper insight into teaching practices and educator responsibilities.
- The third objective is to strengthen community engagement and collaboration by fostering partnerships between RSIZ member districts and local education stakeholders. The program will showcase interns' experiences through presentations and community events, highlighting their impact and increasing awareness of the Grow Your Own Educator Academy.
- The final objective is to evaluate and improve the program through feedback from interns, mentor teachers, and school administrators. Insights gained will help refine the program for future cohorts, ensuring it remains a valuable tool in strengthening the local teacher pipeline. By implementing these strategies, Premont ISD and RSIZ will enhance career readiness and provide students with the skills and confidence needed to pursue a future in education.

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.

The summer bridge program for the Grow Your Own Educator Academy will utilize a structured set of performance measures to evaluate student outcomes and ensure the effectiveness of program objectives and strategies. As required, student demographic data will be collected through the Fall PEIMS submission, providing insights into the backgrounds of students served. This data will be regularly reviewed to ensure the program is effectively reaching and supporting a diverse student population.

Enrollment tracking will be implemented to monitor the number of students participating in the summer program, with real-time updates allowing for the identification of trends or potential challenges in student engagement. Program completion rates will be assessed by tracking the number of students who successfully complete the summer coursework, ensuring that participants gain the intended knowledge and skills. Completion records, along with participant feedback, will be analyzed to measure the program's success in achieving its educational objectives.

All required PEIMS-related data will be compiled and reported as part of the Fall PEIMS submission, with internal reviews conducted to ensure accuracy and completeness. RSIZ staff will coordinate data collection across all member districts, maintaining consistency in reporting and evaluation efforts. Additionally, the program will track the number of students enrolled in the Principles of Education and Training and/or Principles of Human Services, with up to 25 students expected to participate. Through systematic data collection, continuous monitoring, and regular program evaluations, Premont ISD and RSIZ will ensure that the summer bridge program remains aligned with its goals of preparing future educators and expanding access to high-quality CTE opportunities.

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.

Premont ISD and RSIZ have established key performance measures to evaluate student outcomes and ensure the effectiveness of the Focus Area 2 summer internship program. These measures include tracking internship participation, student demographic data through the Fall PEIMS submission, business and industry partnerships, total and average hours worked, hourly earnings, training plans, partnership agreements, and culminating assessments or skill recognition for each student.

To effectively measure these outcomes, the program will use attendance records and internship participation logs to track student engagement, PEIMS data to analyze demographics, and a comprehensive list of business and industry partners to document work-based learning opportunities. Timekeeping records and payroll documentation will monitor total and average student work hours and earnings. Additionally, individualized training plans will ensure structured learning, while formal partnership agreements will outline employer commitments. Culminating assessment reports and skill recognition documentation will validate the knowledge and competencies gained by each student.

To maintain program effectiveness, Premont ISD and RSIZ will continuously update the list of business partners, track student progress, document hours worked, and ensure proper implementation of training plans and culminating assessments. Regular program evaluations and stakeholder feedback sessions will be conducted to assess areas for improvement. Additionally, student interns will have opportunities to present their final work products to professionals and community members, reinforcing best practices in project-based learning. Through this structured approach, the program will effectively measure success, support student career development, and strengthen the local teacher pipeline.

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 Premont ISD's Focus Area 1 summer bridge program is structured to support the program's goals while ensuring efficient allocation of resources across staffing, instructional materials, and operational expenses. The total budget request is \$48,750, with funding distributed as follows:

In the Payroll (6100) category, \$11,100 is allocated to cover extra duty pay for the Principles of Education and Training and/or Principles of Human Services instructors. This ensures that experienced educators are available to provide high-quality instruction. Additionally, funds are included for support staff extra duty pay and benefit contributions, recognizing the essential role of personnel in program implementation.

The Professional/Contracted Services (6200) category has no anticipated expenditures, and \$0 is allocated.

The Supplies/Materials (6300) category, totaling \$32,000, is dedicated to acquiring instructional materials, supplies, and curricular resources for the Principles of Education and Training and Principles of Human Services courses. These materials will enhance the learning experience by providing students with hands-on, high-quality educational resources aligned with CTE standards.

In the Other Operating Expenses (6400) category, \$5,650 is allocated to cover miscellaneous costs that may arise and are not classified under other budget areas. This allocation provides flexibility to address unforeseen program needs, ensuring smooth implementation.

No funds are allocated to Capital Outlay (6600) or Indirect Costs, allowing the budget to remain fully focused on direct program implementation.

Adjustments to the budget will be made based on ongoing program evaluations, student participation data, and stakeholder feedback. This iterative approach ensures that resources remain aligned with program goals and student needs, supporting the long-term success of the Grow Your Own Educator Academy summer bridge program.

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.

The proposed budget for Premont ISD's Focus Area 2 summer internship program is designed to effectively support the program's staffing, student stipends, transportation, instructional resources, and operational needs, ensuring the successful implementation of work-based learning experiences.

- In the Payroll (6100) category, \$14,300 is allocated to provide extra duty pay for CTE teachers serving as internship supervisors, ensuring students receive guidance and support throughout the program. Additionally, funds may be used to compensate a driver for student transportation to and from internship sites, ensuring accessibility. Employee benefit contributions are also included.

- The Professional/Contracted Services (6200) category, totaling \$30,200, is dedicated to student intern stipends, which will be awarded upon successful completion of the internship program. Funds may also be used to contract transportation services as needed, allowing students to participate in work-based learning opportunities without financial or logistical barriers. This investment recognizes student achievements while ensuring equitable access to internship placements.

- The Supplies/Materials (6300) category is budgeted at \$2,250 to cover instructional materials and essential supplies necessary for effective program implementation. These resources will support both students and mentors in creating structured, hands-on learning experiences aligned with the education profession.

- The Other Operating Expenses (6400) category is allocated \$2,000, providing flexibility to cover additional programmatic costs that may arise, ensuring smooth execution and adaptability.

No funds are allocated to Capital Outlay (6600) or Indirect Costs, ensuring that the budget remains focused on direct program implementation and student success.

Premont ISD is committed to effective fiscal management and will continuously evaluate the program's financial needs. Adjustments will be made as necessary based on program assessments, student participation, and stakeholder feedback to ensure that resources are efficiently allocated to maximize impact.

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.)

Premont ISD, a rural district with a predominantly low socio-economic population, faces challenges that hinder students' ability to complete courses within the Grow Your Own Educator Academy. Many students come from families with limited exposure to higher education, making it difficult to navigate college readiness, dual credit requirements, and financial aid opportunities. Financial constraints further limit access to test preparation resources, academic support, and career exploration activities, impacting students' preparedness for postsecondary coursework.

A key challenge is the lack of visible role models in the local education workforce. With few educators in the community, students have limited mentors to guide and inspire them. Additionally, scheduling conflicts and teacher availability during the school year can delay course completion and progression in the program of study.

To address these challenges, Premont ISD proposes a summer bridge program offering TSIA preparation workshops, dual credit coursework, and financial aid guidance to support college readiness.

To promote the teaching profession, Premont ISD will implement community outreach initiatives highlighting success stories and real-world teaching experiences. Partnerships with local community colleges will facilitate a seamless transition to higher education by providing students with academic support and career guidance.

These efforts will remove barriers to course completion, strengthen student confidence in education careers, and build a sustainable teacher pipeline for the local community.

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.)

Premont ISD, located in a small rural town, faces several challenges that limit access to work-based learning opportunities for students. A primary obstacle is the scarcity of local internship placements, requiring the district to actively collaborate with businesses and organizations to create meaningful work-based learning experiences. Additionally, scheduling conflicts during the school year make it difficult for students to participate in internships without disrupting their academic responsibilities. To address this, the district has strategically shifted work-based learning opportunities to the summer, allowing students to engage in immersive, hands-on experiences without interfering with their regular coursework.

Transportation limitations pose another significant barrier, as many students lack reliable access to internship sites. Given the rural nature of the district, work-based learning placements may be spread across multiple communities, further complicating student participation.

Another challenge is the availability of qualified teachers and mentors specializing in education-focused programs of study. While faculty members play a key role in supporting student interns, limited availability may require the district to leverage virtual mentoring, guest speakers, and partnerships with external education professionals to enhance the experience.

The rural setting also presents inherent time and distance constraints, making it difficult to sustain work-based learning opportunities during the school year. By focusing on summer internships, the program maximizes student participation and engagement, providing a structured, flexible, and impactful learning experience. This Needs Assessment Summary outlines the unique barriers faced by Premont ISD and details targeted strategies to ensure students in the Grow Your Own Educator Academy can fully benefit from work-based learning opportunities that prepare them for future careers in education.

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.

In Focus Area 1, Premont ISD is committed to expanding access to career and technical education through the Grow Your Own Educator Academy, offering students pathways in Teaching and Training and Early Childhood Education. These programs equip students with the foundational skills, knowledge, and hands-on experiences necessary for careers in education. By engaging students early, the program provides a structured pathway that supports them in developing critical skills while addressing the growing need for educators in rural communities. As part of the summer program, students will enroll in Principles of Education and Training (Service ID: 13014200) and/or Principles of Human Services (Service ID: 13024200). These foundational courses introduce key concepts in teaching methodologies, classroom management, child development, and ethical considerations in education and human services. Students will explore instructional strategies, learning theories, and the responsibilities of educators and caregivers while gaining insights into the social and psychological aspects of working with children. By completing one or both of these courses during the summer, students will gain an early advantage, preparing them for more specialized coursework in their chosen pathway. Additionally, the summer program will incorporate hands-on learning experiences, guest speaker sessions, and career exploration opportunities, providing students with real-world context to deepen their understanding of the education profession.

The summer program will engage and support 25 students, ensuring a personalized and structured learning environment that fosters both academic and career development. With small class sizes and targeted instructional support, students will receive individualized guidance from experienced educators to help them navigate their coursework and career pathways. The summer initiative will not only provide students with early exposure to the teaching profession but also align with the Grow Your Own Educator Academy's mission of developing future educators in South Texas. Through this focused summer experience, students will build a strong foundation for success in their education careers, fostering a pipeline of locally grown teaching talent that will ultimately benefit the region's schools and communities.

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.

The Focus Area 2 summer internship program will be implemented in collaboration with RSIZ member school districts, which serve as both partners and work-based learning sites. Participating districts include Agua Dulce ISD, Benavides ISD, Freer ISD, Brooks County ISD, and Premont ISD. As some of the largest employers in their communities, these school districts have a vested interest in developing a strong pipeline of future educators to address local teacher shortages and strengthen the regional workforce.

The program will utilize a school-based internship model, allowing students in the Grow Your Own Educator Academy to gain hands-on experience in summer school classrooms. Interns will support instruction, classroom management, and student engagement, providing them with practical teaching experience under the guidance of experienced mentor teachers. Each intern will work 100 hours over the summer, ensuring sufficient exposure to real-world teaching environments.

The program will engage and support up to 20 students, offering structured work-based learning experiences that directly align with their career pathways. Through this model, interns will develop critical teaching skills, enhance their understanding of classroom dynamics, and strengthen their readiness for postsecondary education and future careers in education. By leveraging existing school district partnerships, this initiative creates a sustainable and scalable approach to preparing the next generation of teachers in rural South Texas.

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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