



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 Santa Maria ISD CDN 031-913 ESC 1 UEI DRM3S71KZGM7

Address 11119 Military HWY 281 City Santa Maria ZIP 78592 Vendor ID 746002267

Primary Contact Dr. Joseph Villarreal Email josephvillarreal@smisd.net Phone (956) 565-6308

Secondary Contact Yadira Flores Email yadiraflores@smisd.net Phone (956) 565-9144

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 Dr. Joseph Villarreal

Title Superintendent

Email josephvillarreal@smisd.net

Phone (956) 565-6308

Signature *Joseph Villarreal*

Date 3/21/2025

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: Santa Maria ISD’s mission “is to provide a learning environment that encourages and prepares all students to become life-long learners, college and career ready.”

SPECIFIC NEEDS: In order to thrust Santa Maria ISD towards meeting its mission, it is crucial to attend to 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. Nearly 99% of the students at Santa Maria ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.3%.
2. 31.2% of the people living in Santa Maria, Texas, suffer from poverty. This is more than double the state’s average of 13.7%.
3. The average median household income is only \$30,284, which is less than half the state average of \$76,292.

Note: All information was sourced using the following databases: 2023 United States Census Bureau and 2023-2024 Texas Academic Performance Report

OVERVIEW OF THE GRANT PROGRAM: If awarded the 2024-2025 Summer CTE program under Focus Area 2, Santa Maria ISD, a rural district (5 priority points), will target a total of 10 students to participate in a 4-week long Work-Based Learning (WBL) Program that targets HVAC and Sheet Metal; Plumbing and Pipefitting (2 priority points); and Plant Science. To ensure students receive hands-on WBL experiences in these areas, the district will partner with Santa Maria Independent School District (Maintenance Department and HVAC Certified Technician) one of the largest employers in the rural area (both of which have provided signed letters of support – 2 priority points).

HOW DISTRICT’S MISSION AND NEEDS ARE MET: An integral facet of Santa Maria ISD’s mission is to " provide a learning environment" that “prepares all students to become career ready." These Work-Based Learning (WBL) experiences play a pivotal role in meeting this mission, not only by fostering success for students’ post-high school graduation but also by directly addressing community needs. By enhancing the likelihood of employability, these WBL experiences will also contribute to the reduction of poverty rates as well as elevate the average median household income.

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

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 information as needed.	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 the people working on the grant program and make sure all the necessary information is sent to TEA.	Required Qualifications: Master’s degree in education or related field and a Superintendent Certification. Required Experience: Two (2) years of experience serving as a District Administrator.
Counselor (Existing) – Promote the grant program and help students sign 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 engage in 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) – Keep an eye on students when they're out in the field and take care of any issues brought up 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: Santa Maria ISD’s Focus Area 2 objective is to of fer 10 students Work-Based Learning (WBL) opportunities. This will, in turn, assist Santa Maria 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 Santa Maria 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:

- HVAC and Sheet Metal: 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.
- Plumbing: Install and repair pipes, fixtures, and water heaters. Diagnose leaks, manage water flow, and work with real tools on job-site projects.
- Plant Science: Cultivate crops, gain insights into soil health, and experience the complete process from planting to harvesting.

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.

Santa Maria 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, Santa Maria 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 EF FECTIVENESS: 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.

HOW BUDGET MEETS GOALS AND NEEDS: To develop the proposed budget for the Summer CTE Grant, Santa Maria ISD (SMISD) outlined needs, goals, and milestones for student development and success in Focus Area 2. The district also researched the cost of the staffing, supplies and materials, and curriculum needed to reach those goals. Based on the experiences that will be available and program needs, SMISD staff developed the following budget: 1) Payroll (\$8,725) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional extra-duty pay, and employee benefits. 2) Professional and Contracted Services (\$3,255) - Grant funds will be used to fund the professional development trainings of WBL activities; 3) Supplies and Materials (\$27,595) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 3) Other Operating Costs (\$7,680) - 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 (\$2,745) - The district will cover costs associated with the overhead fees of running the program. SNAPSHOT OF FUNDS: Unfortunately, due to budget constraints, the provision of paid internships at this time from district funds is not feasible. Nevertheless, SMISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, 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, SMISD'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.

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, Santa Maria 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 Santa Maria ISD’s need for grant support include:

1. Nearly 99% of the students at Santa Maria ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.3%.
2. 31.2% of the people living in Santa Maria, Texas, suffer from poverty. This is more than double the state’s average of 13.7%.
3. The average household income is just \$30,284—less than half of the state average of \$76,292.

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 contributing to the reduction of poverty rates, as well as 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 Santa Maria Independent School District (Maintenance Department and HVAC Certified Technician) one of the largest employers in the rural area (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 8 AM to 1 PM over a span of 4 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: Checking water heater pressure and temperature; Installing ductwork throughout the district; Installing and repairing pipes, fixtures, and water heaters; Diagnosing leaks and managing water flow; and Cultivating crops, analyzing soil health, and managing the full planting-to-harvesting process.

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

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