



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 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 Socorro Independent School District CDN 071909 ESC UEI ZBCF1UCVVQ7

Address 12440 Rojas City El Paso ZIP 79928 Vendor ID 1746029385

Primary Contact George Thomas Email gthoma@sisd.net Phone (915)937-0303

Secondary Contact Adriana Romero Email aromer10@sisd.net Phone (915)937-0126

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 James P. Vasquez Title Interim Superintendent of Schools

Email jvasqu02@sisd.net Phone (915)937-0013

Signature  Date 4/3/25

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.

Socorro Independent School District (SISD) will implement Focus Area 1 in the 2024-2025 Summer CTE program to better prepare students for high school, college, careers, and the military. Our mission is to enhance students' academic, artistic, athletic, career, and interpersonal skills, guided by our vision: Tomorrow's Leaders Learning Today. We focus on ensuring all students are ready for college, careers, or the military.

SISD has partnered with El Paso Community College to create early college high schools (ECHS) and Pathways in Technology Early College High Schools (PTECHs) at each of our six high schools. These programs offer specialized study plans and are in their early stages. The Texas Success Initiative Assessment (TSIA) is key for college readiness. El Paso Community College now recognizes Speech as a readiness indicator, opening access to most associate's degree courses. Our goal is for students to succeed in college-level courses and earn certificates or degrees.

We will focus on Health Science P-TECH students, providing a seamless path from high school to an associate degree. A 5-week dual credit class will help students develop the skills needed for college success, including academic rigor, communication, and critical thinking. This will help nursing P-TECH students continue their dual credit classes.

To support our goal, we will:

Offer P-TECH students the chance to take a college qualifying Speech course during the summer.

Programs of study include: Health Professions Academy and P-TECH in Nursing and Education and Training P-TECH.

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.

Socorro Independent School District (SISD) will also implement Focus Area 2 in the 2024-2025 Summer CTE program to further increase the number of students entering and graduating from high school with the preparation and knowledge needed for success in high school, college, careers, and the military. Our mission is to enhance students' academic, artistic, athletic, career, and interpersonal skills, guided by our vision: Tomorrow's Leaders Learning Today. Our Strategic Plan prioritizes providing robust opportunities for each student, focusing on strategic direction 1.2: All students are College and/or Career and/or Military Ready.

Grant funds for Focus Area 2 will:

Provide 8th-grade students with a week-long career exploration work-based learning experience at local businesses and industries.

Offer students in STEM and Health Science programs a college exploration camp through El Paso Community College and The University of Texas at El Paso.

Give 9th-12th grade students the chance to participate in a 3-week or longer internship work-based learning model, aiming to combine district, grant, and workforce funding to support paid student work experiences whenever possible.

We are continuously seeking additional grant resources to help us achieve our goals of increasing the percentage of students who are College, Career, and Military Ready (CCMR) from 88% to 92%, and those graduating with at least nine college credits to 41%. These initiatives, supported by the summer CTE grant program, will provide the necessary resources to help our nearly 70% economically disadvantaged student population understand future career planning and equitable career paths available in our region.

The Higher Education Coordinating Board has reported that the six-year graduation rate at the University of Texas at El Paso is 50.4%. This highlights the need to prepare our students with industry-recognized credentials and work skills that will help them earn a living wage while attending college.

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
CTE Director-Existing-Responsibilities include overseeing budget, personnel, additional accessible resources, and CTE program for the district	Ability to lead people, projects, and budgets; ability to communicate with district personnel and external partners, strengthen CTE pathway offerings, ensure program goals are met.
CTE Coordinators/Facilitators- Existing- Order equipment and supplies, collaborate with sites to develop curriculum, schedule transportation	Knowledge of CTE programs,Develop new curriculum,Create recruiting and project plans,Communicate with teachers and academy coordinators and be able to adapt plans as needed
Teachers-Existing-recruit students for summer program, teach week-long bridge camp; mentor students in internships	Texas Teacher Certification,Implement bridge curriculum and mentor students Knowledge of CTE pathways,Communicate with parents and school staff, Complete monitoring and support documentation for CTE Coordinator
Advanced Academies Coordinators-Existing-Recruit students, schedule teachers and classrooms; coordinate with District CTE staff and teach	Ability to recruit teachers and students, collaborate with CTE Staff in curriculum development, and external consultant regarding performance measures, effective communication skills
School Counselors-Existing- Counsel Students	Ensure all students have completed Apply Texas, completed Early Admissions form and have not already taken the Speech class identified to be taken in the summer

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
CTE Director-Existing-Responsibilities include overseeing budget, personnel, additional accessible resources, and CTE program for the district	Ability to lead people, projects, and budgets; ability to communicate with district personnel and external partners, strengthen CTE pathway offerings, ensure program goals are met.
CTE Coordinators/Facilitators- Existing- Order equipment and supplies, collaborate with sites to develop curriculum, schedule transportation	Knowledge of CTE programs,Develop new curriculum,Create recruiting and project plans,Communicate with teachers and academy coordinators and be able to adapt plans as needed
Teachers-Existing-recruit students for summer program, teach week-long bridge camp; mentor students in internships	Texas Teacher Certification,Implement bridge curriculum and mentor students Knowledge of CTE pathways,Communicate with parents and school staff, Complete monitoring and support documentation for CTE Coordinator
Advanced Academies Coordinators-Existing-Recruit students, schedule teachers and classrooms; coordinate with District CTE staff and teach	Ability to recruit teachers and students, collaborate with CTE Staff in curriculum development, and external consultant regarding performance measures, effective communication skills

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 major objective of the CTE week-long summer bridge program for incoming 9th graders is to acclimate students to high school so they can navigate their way through school and get familiar with the various career pathways available. The goal for Focus 1 includes increasing the number of students entering an advanced academy and Pathways in Technology Early College High Schools (P-TECHs) and completing AP, IB, or dual credit courses. The major goal of the Summer Bridge Academy for students graduating from high school without postsecondary enrollment is to decrease the number of students without postsecondary plans by 10 percent or more. Also, the goal of student completion of a P-TECH program is 80 percent. The regionwide completion rate is 62% and has fallen as the region has provided more opportunities for students. The data indicates that there are more struggling academically being brought into the programs and it is taking these struggling students longer to demonstrate college readiness and start taking college courses.

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 major goal of Focus 2, for the Work-Based Learning Experiences is to:

- 1) Increase the number of businesses and industries in the region that partner with Socorro ISD in work-based learning models so that teachers and students better understand the needs of industry in our city.
- 2) Establish, facilitate, and monitor work-based learning models with a minimum of twenty local employers for at least 350 students where 50 8th-grade students have the opportunity to participate in week-long career exploration, and a minimum of 50 9th - 12th grade students have an opportunity to complete a 3-week-long or longer internship opportunity.
- 3) Teach/mentor 350 CTE students how to complete electronic portfolios of their CTE work-based learning experience.
- 4) Facilitate and mentor project-based learning shadowing/internships where 100 students complete a project of value to an El Paso business through Career Preparation or CTE Practicum courses.

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.

Socorro ISD is a data-driven district. The CTE Coordinator and CTE Director will ensure all data is collected and analyzed for grant reporting.

Recruitment: Data from the Student Information System will identify 8th-grade students interested in advanced academies and PTECHs. These students will be invited to the summer bridge program, with enrollment and completion tracked, along with demographic data. A parent/student meeting will provide information on requirements and milestones.

Tracking: The number of students attending 8th-grade bridge camps and parent/student meetings will be recorded and reviewed. Demographic data will be analyzed.

Dual Credit Speech Classes: Data on students attending these classes, including pass/fail information, will be collected and analyzed to identify needed supports.

High School Seniors: Data will identify seniors who haven't completed the TSI Assessment or enrolled in postsecondary programs. These students will be invited to the summer bridge program, with recruitment, enrollment, and completion tracked.

Success Factors: Outreach, recruitment, enrollment, completion, and postsecondary enrollment are key milestones.

Pathway identification is done through the Xello tool, and Region 19 provides reports on students not enrolled in postsecondary courses. State Accountability reports identify students with 9+ dual credit hours. EPCC Enrollment Report tracks seniors who have enrolled. Operation College Bound provides college enrollment reports for UTEP and EPCC.

Meetings with the Operation College Bound Committee are held bi-weekly in the spring.

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.

Socorro ISD, a data-driven district, will have the CTE Coordinator and CTE Director responsible for timely collection and analysis of data for grant reporting.

The CTE Coordinator and CTE Director will gather data according to the Focus Area 2 Performance and Evaluation Measures. Students will not be paid for their internships. The CTE Coordinator will collect all necessary data from CTE teachers, coordinators, facilitators, and PEIMS support personnel to complete a performance report at the end of the summer program. They will also ensure that partnership agreements and training plans are documented and provide evidence for assessments and skill recognition.

Critical success factors are outlined in the district goals, focusing on outreach, recruitment, enrollment, completion, and postsecondary enrollment. Pathway identification is conducted through the Xello tool, with Region 19 providing reports on students not enrolled in postsecondary courses. State Accountability reports identify students with 9 or more dual credit hours. The El Paso Community College (EPCC) Enrollment Report identifies enrolled seniors. Operation College Bound provides college enrollment reports for the University of Texas at El Paso and EPCC. Meetings with the Operation College Bound Committee are held bi-weekly in the spring during the enrollment period.

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 of \$48,450.00 for focus area 1 will be utilized to increase the percentage of college-ready graduates by 5% and increasing the percentage of students graduating with 9 or more college credit hours by 5 percent.

\$30,000.00 will be used to pay extra duty for approximately 12 teachers to support instruction for CTE college credentialed instructors

\$6,000.00 will be used for contractual services to pay for any personnel that may be needed for additional instruction to assist in project.

\$12,750.00 will be used for supplies such as text books

If a foreseeable issue requires an adjustment to the grant, a meeting with all involved will be needed to review and meet revised plans that are necessary to complete the grant successfully. In accordance with TEA, we will then proceed to create an amendment to the application following TEA instructions.

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 Focus area 2 will be utilized to increase the percentage of college-ready graduates by 5% and increasing the percentage of students graduating with 9 or more college credit hours by 5 percent. Focus area 2 funds will assist with securing sites with work experiences that match each student's program of study.

\$36,562. will be used for salaries such as extra duty pay

\$6,000 will be used for operating cost such as transportation to and from work site work based learning experience

\$4,688.00 will be used to purchase safety equipment

\$1,500.00 will be used for contractual services to cover College course tuition

If a foreseeable issue requires an adjustment to the grant, a meeting with all involved will be needed to review and meet revised plans that are necessary to complete the grant successfully. In accordance with TEA, we will then proceed to create an amendment to the application following TEA instructions.

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.)

A needs assessment for SISD school district aims to understand why students are struggling to complete their courses and find ways to help them succeed. It involves collecting data on student performance and talking to students, teachers, and administrators to identify problems.

SISD CTE will focus on supporting special needs students, English Language Learners (ELLs), military-connected students, and economically disadvantaged students. These groups often need extra help to succeed. Encouraging participation in CTE programs for all students is important.

The assessment looks at how effective the curriculum and teaching methods are, and whether resources are being used well. It also considers socio-economic factors like access to resources and support systems. Working with parents and local organizations adds valuable insights.

The goal is to not only identify challenges but also suggest solutions, such as mentorship programs and academic support initiatives. Regular monitoring ensures these solutions are effective. Overall, this assessment helps create a better learning environment and improve course completion rates in the SISD school district.

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.)

Students need to engage in work-based learning during the summer because they face conflicts during the school year that make it hard to participate. These conflicts include busy academic schedules, extracurricular activities, and personal challenges. Balancing schoolwork with hands-on learning can be tough, affecting their overall development.

During the school year, students are focused on a demanding curriculum, leaving little time for practical, real-world applications of their knowledge. Work-based learning helps bridge the gap between theory and practice, deepening their understanding of academic subjects. Summer is a less hectic time academically, making it perfect for students to dive into work-based learning experiences.

Additionally, the summer break gives students more time to explore career options, gain valuable skills, and improve their employability. Employers increasingly look for candidates with both academic knowledge and practical experience. In summary, summer work-based learning helps students optimize their education, resolve school-year conflicts, and prepare for future success in their chosen careers.

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.

Our week-long summer bridge program will be offered for all students accepted into a high school advanced academy at one of our six comprehensive high schools. The programs and number of students accepted in each program are: 1) Socorro High School Health Professions (200 students recruited) and Fire Science (80 students recruited), 2) Eastlake High School SATA Computer Science (170 students recruited), 3) Americas High School Libertas Law, Government, and Public Administration (100 students recruited), 4) Montwood High School Synergi4 STEM Academy (180 students recruited), 5) El Dorado High School Aztec Architecture (80 students recruited), 6) Pebble Hills High School Sparta Business and Finance (100 students recruited). There are two P-TECHs at each of the six campuses. Each P-TECH admits 25 students each for a total of 300 students.

Recruitment for the postsecondary summer bridge program will occur at all six comprehensive high schools. Planned offerings include Culinary Arts with 12-18 students from all campuses, Education and Training with 12-18 students from all campuses, Automotive for 6-9 students, offered at three campuses, Fire Science at one campus with 3-6 students, and Health Sciences with 12-18 students at one campus. Tuition, books, and materials will be provided for these students. All students will be supported and mentored during the summer college CTE courses to provide a seem less transition to postsecondary education. A critical success factor for this activity will be the understanding of earning a living wage and equitable and available career paths for students in our border city.

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 and industry partners currently committed to the summer career exploration, shadowing, and internship work-based learning program include Spectrum Services, Prod-Design, Rush Peterbilt Trucking Center, Socorro ISD Department of Technology, SISD Department of Transportation, Year-One Electrical, Beltran Electrical Contractor, JC Penney, Far East Animal Services, various veterinary offices, Keats Manufacturing, Plastic Molding Technology, Delphi Technologies, City of El Paso, Double-Scope Films, AllState Insurance, ADT Security Services, Cardinal Health, Caseem Staffing, CBS 4, Chick-Fil-A, El Paso Electric, El Paso Zoo, Family Medical Center, GC Services, GECU, First Light, Hospital of Providence, Jay's Automotive, Casa Ford, Sunset Resources, El Paso Electricians JATC, and El Paso Association of Contractors. An additional 100 businesses will be sought to expand the program. The goal is to engage 350 students in the summer program through career exploration, shadowing, and internship models, all of which will be unpaid.

150 8th-grade students will be recruited from the CTE Career Preparation course at our 15 K-8 middle schools to participate in a week-long summer career exploration program. Teachers will mentor students in groups of 12-15, provide orientation and safety training, and accompany them to local businesses to learn about various industries. Students will document their activities using the Xello Electronic Portfolio. Approximately 100 tenth-grade students from our CTE programs at six comprehensive high schools will complete a 3-week or longer job shadowing experience. These students will be recruited from the Financial Literacy CTE class. Seventy-five 12th-grade students from our CTE programs at six comprehensive high schools will complete a 3-week unpaid internship. These students will be recruited from different CTE programs where they have completed an endorsement. All students will participate in career orientation and journal their activities. Teachers and mentors will provide ongoing support and coordinate between businesses and the CTE department to ensure a successful and enjoyable learning experience.

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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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IMPORTANT NOTICE: Application Part 2 (these budget pages) is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Indirect Costs - Neither direct nor indirect administrative costs may be charged to this grant program.

[Maximum Indirect Cost Workbook link.](#)

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Administrative Cost Calculation - Indirect administrative costs may be charged to this grant program.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#).

Application Part 2:

2024-2025 Summer Career and Technical Education Grant
Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID:		Amendment # (for amendments only):				
Payroll Costs (6100)						
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	Teacher			\$ -	\$ -	\$ -
2	Educational Aide			\$ -	\$ -	\$ -
3	Tutor			\$ -	\$ -	\$ -
Program Management and Administration						
4	Project Director			\$ -	\$ -	\$ -
5	Project Coordinator			\$ -	\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -	\$ -
Auxiliary						
12	Counselor			\$ -	\$ -	\$ -
13	Social Worker			\$ -	\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15	ESC Specialist/Consultant			\$ -	\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -	\$ -
Other Employee Positions						
21	(Enter position title here)			\$ -	\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -	\$ -
23	Subtotal Employee Costs:			\$ -	\$ -	\$ -
Substitute, Extra-Duty Pay, Benefits Costs						
24	6112 - Substitute Pay			\$ -	\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 30,000	\$ 36,562	\$ 66,562
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 30,000	\$ 36,562	\$ 66,562
30	Total Program Costs:			\$ 30,000	\$ 36,562	\$ 66,562

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division
Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2:

2024-2025 Summer Career and Technical Education Grant
Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID: 0		Amendment #: 0		
Professional and Contracted Services (6200)				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.				
	Description of Service and Purpose	Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	6200 - Rental or lease of buildings, space in buildings, or land	\$ -	\$ -	\$ -
2	Service: Specify purpose: College Tuition	\$ -	\$ 1,500	\$ 1,500
3	Service: Specify purpose: Contracted staff for instruction	\$ 6,000		\$ 6,000
4	Service: Specify purpose:	\$ -	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 6,000	\$ 1,500	\$ 7,500
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -	\$ -
11	Total Program Costs:	\$ 6,000	\$ 1,500	\$ 7,500

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:

2024-2025 Summer Career and Technical Education Grant
Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID: 0		Amendment #: 0		
Supplies and Materials (6300)				
Expense Item Description		Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	6300 - Supplies and materials that do not require specific approval:	\$ 12,750	\$ 4,688	\$ 17,438
2	Total Program Costs:	\$ 12,750	\$ 4,688	\$ 17,438

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Via telephone/fax/email (circle as appropriate):	By TEA staff person:

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County District Number or Vendor ID: 0		Amendment #: 0	
Other Operating Costs (6400)			
	Expense Item Description	Focus Area 1	Grant Amount Budgeted
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$ -	\$ -
	Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6496 - Cost of membership in civic or community organizations	\$ -	\$ -
8	6419 - Housing conference for non-employees	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.		\$ 6,000
11	Total Program Costs:	\$ -	\$ 6,000

In-state travel for employees does not require specific approval.

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County District Number or Vendor ID: 0				Amendment #: 0	
Capital Outlay (6600)					
Description and Purpose	Quantity	Unit Cost	Focus Area 1	Focus Area 2	Grant Amount Budgeted
6669 - Library Books and Media (capitalized and controlled by library)					
1	N/A	N/A	\$ -	\$ -	\$ -
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)	\$ -	\$ -	\$ -	\$ -
3		\$ -	\$ -	\$ -	\$ -
4		\$ -	\$ -	\$ -	\$ -
5		\$ -	\$ -	\$ -	\$ -
6		\$ -	\$ -	\$ -	\$ -
7		\$ -	\$ -	\$ -	\$ -
8		\$ -	\$ -	\$ -	\$ -
9		\$ -	\$ -	\$ -	\$ -
66XX - Software, capitalized					
10	(Enter description and brief purpose)		\$ -	\$ -	\$ -
11		\$ -	\$ -	\$ -	\$ -
12		\$ -	\$ -	\$ -	\$ -
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)	\$ -	\$ -	\$ -	\$ -
14		\$ -	\$ -	\$ -	\$ -
15		\$ -	\$ -	\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)				
17	Total Program Costs:		\$ -	\$ -	\$ -

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County District Number or vendor ID: 0		Amendment #			
Grant Period:	May 29, 2025 - September 30, 2025		Fund Code/Shared Services Arrangement: 429/459		
Program Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Focus Area 1	Focus Area 2	Total Budgeted Cost
1	Payroll Costs	6100	\$ 30,000	\$ 36,562	\$ 66,562
2	Professional and Contracted Services	6200	\$ 6,000	\$ 1,500	\$ 7,500
3	Supplies and Materials	6300	\$ 12,750	\$ 4,688	\$ 17,438
4	Other Operating Costs	6400	\$ -	\$ 6,000	\$ 6,000
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A		
6	Total Direct Costs:		\$ 48,750	\$ 48,750	\$ 97,500
7	Enter Percentage (%) of Indirect		\$ -	\$ -	\$ -
8	Grand Total of Budgeted Costs :		\$ 48,750	\$ 48,750	\$ 97,500
Shared Services Arrangement					
9	6493	Payments to member districts of shared services arrangements		\$ -	\$ -

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County District Number or vendor ID: 0	Amendment # 0				
SUBMITTING AN AMENDMENT					
<p>This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions located on the last page of this Excel document for information on what schedules must be submitted with an amendment.</p> <p style="text-align: center; margin-top: 50px;">All amendments must be submitted by email to: competitivegrants@tea.texas.gov</p> <p>The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.</p>					
WHEN TO SUBMIT AN AMENDMENT					
<p>For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant.</p>					
Revised Budget Request					
Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
5 Capital Outlay	6600				\$ -
6 Total Direct Costs:		\$ -	\$ -	\$ -	\$ -

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Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled “When to Amend the Application” provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may be submitted by email to competitivegrants@tea.texas.gov.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the application: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

- a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #2.
- b. Ensure all applicant information is current and correct.
- c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

- a. Choose the section you wish to amend from the drop down menu
- b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Request for Amendment budget page

- a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
- b. In column B, enter the amount being deleted from each class/object code.
- c. In column C, enter the amount being added to each class/object code.
- d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter the new budgeted amounts. The total budgeted cost for each class/object code on the budget summary must match the grand total for each supporting budget page.

5. Do not resubmit any attachments required in the original application.