



**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](mailto: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 Three Rivers Independent School Distr CDN 149902 ESC 2 UEI XXM3EVYKR5H1

Address 351 S School Rd City Three Rivers ZIP 78071 Vendor ID 1746002404

Primary Contact Audra Huff Email ahuff@trisd.org Phone 361-786-3603

Secondary Contact Angelia Anderson Email aanderson@trisd.org Phone 361-786-3603

**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 Leslie Dragon

Title Superintendent

Email ldragon@trisd.org

Phone 361-786-3603

Signature

Date 3/24/2025



**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.

Three Rivers Independent School District (TRISD), situated in rural South Texas, approximately 70 miles west of Corpus Christi is seeking grant funding to implement a transformative summer program centered on student internships and the Project-Based Research course, with a particular focus on the Education and Training CTE Career Cluster.

The mission of TRISD is to pursue success for every student by providing a safe, challenging, and engaging environment, offering opportunities beyond the classroom, and fostering community partnerships for education. The specific needs addressed by this program align with the high demand for PK-12 educators in our rural area, where hiring and retaining quality teachers can be challenging.

The proposed summer program aims to serve 10-13 students from Three Rivers ISD, offering internships within the district where students will serve as student teachers/assistants during summer school programs. Recognizing the importance of teaching positions as vital to community success, this initiative provides students with unique opportunity to explore careers in K-12 education, developing leadership and employability skills.

The program directly supports TRISD's mission by offering students real-world experience in the education industry while contributing to the community through high-quality summer school programming. Building on TRISD's existing CTE program in education and training, this summer initiative seeks to enhance student awareness interest and enrollment in related projects through Project-Based Research. Furthermore, the program offers the potential for students to earn Microsoft Word research findings, internship lessons learned, and insights to district administration in September 2025. The multifaceted summer program not only exposes students to the realities of teaching and working with children but also actively involves them in implementing various summer school programs, including the elementary Summer Jumpstart Program, Summer Catch Up for life skills students, and TRISD's STEM camp. Through hands-on experiences and engagement in meaningful projects, the program addresses the critical need for skilled educators in the community while nurturing the next generation of teaching professionals.



**Qualifications and Experience for Key Personnel (Focus Area 1)**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
N/A	
N/A	
N/A	
N/A	
N/A	

**Qualifications and Experience for Key Personnel (Focus Area 2)**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Lindsey McClendon, Teacher at Three Rivers HS, will teach Project-Based Research and supervise interns (existing position)	Teacher experienced in CTE course instruction, and career readiness; CTE or vocational teaching certification
Audra Huff, Counselor at Three Rivers HS will assist with student recruitment for the program and grant management (existing position)	High school campus counselor with experience and expertise providing college and career advising services to high school students
Les Dragon, Superintendent of Three Rivers ISD, will oversee the grant and internships (existing position)	Experience leading district-wide programs and grant implementation
Angelia Anderson, Director of Finance will assist with coordination of activities, data collection, analysis and reporting (existing position)	Experience collecting and analyzing data for grant grant programs

**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?

Three Rivers ISD's proposed program aims to provide a transformative work-based learning opportunity for 10-13 students, integrating Project-Based Research and a paid internship within the school district to implement summer school programs. The major goals and objectives of this initiative are multi-faceted:

- Employability Skills and Work Experience: The primary goal is to prepare students for future employment by imparting essential employability skills and offering high-quality work experience during their high school years.
- Teacher Pipeline Development: Another objective is to ignite student interest in pursuing teaching careers, strategically building a teacher talent pipeline for the region's school districts.
- CTE Pathway Promotion: The program seeks to garner student interest and community awareness of Three Rivers ISD's Education and Training CTE Pathway, contributing to the recruitment of future educators.
- By September 2025, the program aims for successful participation and completion of the summer internship by all 10 students, ensuring 100% completion of Project-Based Research and credit for the course. Additionally, each student is expected to fulfill a 100- hour internship, actively contributing to the implementation of summer school programs in elementary remediation, life skills (special education), and STEM academic enrichment.

To achieve these goals and objectives, several key activities and strategies will be implemented:

- Lead Teacher Support: Ensuring that the lead teacher is equipped to support the program and guide students in their roles as assistant teachers.
- Counselor Engagement: Proactively involving counselors in promoting the opportunity to eligible students, initiating recruitment in April/May, and facilitating the application process.
- Teacher/Supervisor Support: If needed, providing additional support to the lead teacher/ internship supervisor by assigning an assistant teacher to ensure quality support for students.



**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.

Three Rivers ISD has implemented comprehensive performance measures for its summer internship program aligning with program objectives and maintaining consistency with its overarching purpose.

Demographic Data: Collecting demographic data on enrolled, participating, and completing students, covering grade level, race/ethnicity, economic status, and special education identification.

TEA Reporting: Monitoring and reporting to TEA on business and industry partners, total/average hours worked, hourly earnings, training plans, partnership agreements, and skills/growth recognition for each student.

PEIMS Submission: Reporting all relevant data within the specified PEIMS submission window.

Local Data Maintenance: Maintaining additional data locally, reported to TEA upon request.

Data Analysis: Utilizing TSDS PEIMS data for analysis providing numbers for district leadership and school boards.

Program Completion Goals: Ensuring all 10-13 students (100%) earn credit in the Project-Based Research course and complete the 100 hour internship by September 30, 2025.

Additional Support Services: Providing tutoring and mentoring sessions for students needing extra support, facilitated by the course teacher/internship supervisor.

Internship Training Plans:

Developing an Internship Training Plan for each student with routine check-ins to monitor progress against outlined goals.

Evaluation of Training Plans: Evaluating Training Plans at the programs' start and end to measure student learning objectives and outcomes in the internship.

Course Success Measurement: Measuring coursework success in teaching research skills through Project-Based Research, with final grades determined by a capstone research paper and presentation to district administration.

Feedback Collection: Collecting staff feedback on student interns' behavior, performance, and attitudes.

Continuous Improvement: Using staff feedback to enhance instruction within the Education and Training CTE program, fostering long-term program success.

**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.

Three Rivers ISD aims to utilize grant funds to implement a Focus Area 2 program within Education and Training CTE career cluster during the summer of 2025. With a target of serving 10-13 students, primarily incoming 11th and 12th graders, the program focuses on work-based learning, paid internships, and the Project-Based Research course. This initiative is a valuable addition to the existing Education and Training CTE program of study launched in the 2022-23 school year, and the P-TECH program, initiated in the 2023-24 school year.

Allocation of Funds:

Staffing: Grant funds will cover the teacher leading the Project-Based Research instruction and internship facilitation/supervision.

Management: A grant manager will be funded to assist the teacher and oversee the grant activities/expenditures.

Student Compensation: Grant funds will be allocated for student stipends, providing an opportunity for each student to earn a \$1,600 stipend for their internships.

Supplies and Materials: Grant funds will be utilized to purchase two t-shirts per students for wearing during their internships.

Technology and Certification: Funds will be allocated to purchase a Certiport license for Microsoft Word instruction. This will aid students in completing their Project-Based Research capstone papers.

Local Funding and Future Considerations: Local funds are currently allocated for the Education and Training CTE courses during the school year. The grant allows the district to extend its offerings to include an innovative summer internship 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.)

Three Rivers ISD, a small, rural district, faces limitations in providing work-based learning opportunities for students. One of the main challenges is the limited internship options, as existing summer school programs predominantly focus on academics, lacking diverse opportunities for hands-on learning. Despite these challenges, the district is committed to addressing workforce demands and aims to leverage grant funds to offer an innovative learning experience. The primary focus is on exploring career opportunities within the field of PK-12 education. The grant-funded program is designed to provide students with valuable work experience and impart essential employability skills. A key objective of the district is to prioritize the development of future educators. This initiative is drive by the recognition that PK-12 educators are in high demand in the rural area, making it challenging to hire and retain high-quality teachers. The grant program is seen as a strategic effort to expose student to real-world work experiences, facilitating their understanding of potential career aspirations.

The internship program could not be feasibly offered during the regular school year due to various constraints. Internship placements are soley reliant on summer school programs that are not available during the regular academic year. These include Summer ACE and Summer Life Skills programs, offering students a unique and valuable learning experience, particularly in the realm of special education. Regular school-year implementation is hindered by scheduling constraints , limited teacher availability, and the district's small size. The master schedule lacks flexibility, and students often face challenges balancing academic responsibilities, extracurricular activities, and electives. The summer program emerges as a viable solution, providing students with the opportunity to fully engage in a paid internship and research project (Project-Based Research course) without the scheduling constraints and competing academic or extracurricular responsibilities they encounter during the regular school year.



**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.

Grant funds will be employed to launch a summer work-based learning initiative focused on PreK-12 education aligning with the Education and Training career cluster at Three Rivers ISD. This program, designed for 10-13 students primarily in grades 11 and 12, will serve as a pathway to expose participants to careers in education. The recruitment and enrollment process will be orchestrated by district leadership teams, ensuring a targeted approach for student participation. Coordination efforts will extend to logistics and scheduling to streamline the program's implementation. Integral to the program is the incorporation of Project-Based Research, a component for which students will receive course credit. Within this framework, students will embark on independent research projects related to education, culminating in a capstone paper and a final presentation to district administration.

As the host and provider of the internships, TRISD will act as the employer of record, with internship placements strategically benefiting various components of the summer school programming. Interns will actively contribute to the implementation of initiatives such as the elementary Summer Jumpstart Program, Summer Catch Up for life skills students in special education, and the district-wide STEM Camp. Throughout these experiences, students will develop essential skills including communication, collaboration, teamwork, and problem-solving. Little Ranchers Daycare may also host several students who possess the proper training and credentials.

The summer internship program aligns with TRISD's program of study in the Education and Training career cluster, which as evolved into a P-Tech model for the 2024-25 school year. Beyond the immediate exposure to educational careers, the program aims to inspire students to pursue future teaching credentials and careers.

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