



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):

Applicant Information

Organization **The University of Texas Permian Basin** CDN ESC UEI **XKHTJ63YJFG4**

Address **4901 E University Blvd.**

City **Odessa**

ZIP **79762**

Vendor ID

Primary Contact **Brian Shedd**

Email **shedd_b@utpb.edu**

Phone **432-552-2435**

Secondary Contact **ORSP**

Email **ORSP@utpb.edu**

Phone **432-552-2535**

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 **Rajalingam Dakshinamurthy**

Title **Provost/Senior VP of Academic Affairs**

Email **dakshinamurthy_r@utpb.edu**

Phone **432-552-3532**

Signature **Signature: D. Rajalingam**

Date **04/09/2025**

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process.
- ☒ 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

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.

As a regional, comprehensive institution, The University of Texas Permian Basin (UTPB) serves a diverse community of students from the region, the state, and beyond. Through excellence in student-centered teaching, learning, research, and public service, the University cultivates engaged citizens and impacts lives while advancing technology and the public interests of West Texas.

UTPB is located in the Permian Basin, the oil-rich basin in the Southwestern United States that covers 86,000 square miles and extends from West Texas into Southeastern New Mexico. Much of the population of the Permian Basin is concentrated in the twin cities of Midland and Odessa, which are surrounded by very sparsely populated rural areas and school districts.

UTPB's largest stakeholder is the community it serves, and its largest mission is in developing the workforce necessary to support the massive energy industry that operates throughout the Permian Basin and produces over 40% of the US domestic oil supply. The energy industry, and adjacent industries in manufacturing and logistics, require a technically-skilled workforce which is where UTPB's mission aligns with the goals of this grant opportunity.

The UTPB Summer Maker Camp (SMC) seeks to provide middle-school and high-school students with career and technical skills in manufacturing and prototyping, and to connect them to local industry needs to apply those skills to real-world problems. The SMC will provide opportunities for up to 80 students to participate in a week-long design-build engineering challenge sourced from local industry partners. The structure for each week is as follows:

Monday: Introduction to Industry Partner and Problem Identification

- + Students will hear from an industry professional about their company and job
- + Students will form teams and ideate solutions to problems presented by the industry partner

Tuesday: Design Methodology

- + Students learn about Agile Product Development Methodology and prepare several design solutions to the industry problem

Wednesday: Prototyping

- + Students will utilize all of the equipment available in the UTPB Innovation Lab Makerspace (www.utpb.edu/makerspace), which includes 3D Printers, Scanners, Laser Cutters/Engravers, and shop tools, to produce prototypes of their designs

Thursday: Testing, Demonstration, and Iteration

- + On the final day, students will test their solutions in simulated industry environments to demonstrate their feasibility and then iterate on design improvements.

Throughout the program, students will be introduced to local CTE programs located in their school districts, through local community colleges, and at UTPB.

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

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
Brian Shedd, Ph.D. Executive Director of the UTPB Office of Innovation & Commercialization	Dr. Shedd has over 15 years of experience working for universities in the commercialization of research outcomes. At UTPB he oversees the 2 makerspaces and the Advanced Manufacturing Center.
Jon Rogers Makerspace Director for the UTPB Innovation Lab Makerspace	Mr. Rogers manages the UTPB Innovation Lab Makerspace at UTPB, a 1600 square foot makerspace, and oversees all of its equipment. He is a graduate of UTPB, and has over 6 years of makerspace operational experience.
CC Serrato Program Coordinator for the UTPB Office of Innovation & Commercialization	Ms. Serrato will oversee the administrative aspects of the UTPB Summer Maker Camp. She has over 10 years of administrative experience at UTPB and manages several successful grant programs.
Student Worker Facilitators	3 UTPB students will be recruited as facilitators to assist with the SMC.

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?

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 Goals/Objectives for this program can be summarized in two distinct thrusts:

Thrust 1: Skills Training

Students will develop tangible manufacturing and prototyping skills after learning how to use a variety of makerspace equipment throughout the program session. The equipment available at the UTPB Innovation Lab Makerspace includes:

- + 3D Printers: Lulzbot & Bambu Lab printers (18)
- + 3D Scanners: Peel 3D scanners
- + Laser Cutter/Engraver: Glowforge Desktop Laser Cutter/Engraver
- + Shop Tools: Drills, Drill Press, & Dremel Tools

Students will also learn ideation, agile product development, and assessment techniques for producing physical prototypes.

Thrust 2: Industry Applications

Equipped with the skills from Thrust 1, the students will be placed into teams and given an industry problem to solve. This will provide the students with hands-on, real-world industry experience.

Throughout the program, students will be connected to CTE programs within their school districts, at local community colleges, and through skills-based training organizations to continue to develop the skills they learn through this program.

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.

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.

The performance measures for this program rely on both self-reporting from the student participants, and observing outcomes through the generation of deliverables.

1) Student Surveys will be completed on the final day of each session to collect information about the student experience and how it will lead student to continue to seek out additional CTE opportunities.

2) Student Deliverables will be produced for each component of the design-build process including:

a) Solution Ideation, demonstrating an understanding of the industry problem and the different critical factors that need to be considered in the design

b) Design portfolios, showcasing all of the designs developed and discussed by the teams and critical analysis of feasibility of each design

c) Prototyping, as many designs as possible will be prototyped to gain as much hands-on equipment time as possible

d) Final Demonstrations, showcasing the culmination of the design-build process and assessing the success of the final prototypes

Additional student demographic data will be collected in collaboration with UTPB Enrollment Management to establish ongoing university communications to explore degree options related to student interests.

Lastly, the required data for TEA will be collected and reported to ensure compliance with the goals of this grant opportunity.

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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.

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 budget for this program will be utilized as follows:

Payroll:
Project Director - Jon Rogers: 2 months salary = \$9,165 + \$2,566 in fringe & benefits (calculated at 28% of salary) = \$11,731 | Mr. Rogers will be responsible for all planning, development, and operation of the program
Project Coordinator - CC Serrato: 1 month salary = \$4,300 + \$1,204 in fringe & benefits (calculated at 28% of salary) = \$5,504 | Ms. Serrato will be responsible for the coordination and all administration of the program
Student Worker Facilitators (3): \$15/hour x 8 hours/day x 4 days/week x 4 weeks = \$5,760 + \$576 in fringe & benefits (calculated at 10% of salary) = \$6,336 | The Student Worker Facilitators will assist Mr. Rogers with the operation of the program
Total Payroll Costs: \$23,571
Professional and Contracted Services:
Utilization of the UTPB Innovation Lab Makerspace & equipment: \$500/day x 4 days/week x 4 weeks = \$8,000
Supplies and Materials: \$25/student x 80 students = \$2,000
Other Operating Costs:
Tuition Reimbursement: \$100/session x 20 students/session x 4 sessions = \$8,000, students will be reimbursed the cost of the SMC after completing each session
Miscellaneous Operating Costs: \$2,951, used to cover various university camp fees, background checks, etc...
Indirect Costs: Calculated @ approved, reduced rate of 15% = \$5,478

Total Budget: \$50,000

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.)

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.)

UTPB enrolls students from throughout the Permian Basin, and is the only 4-year Institute for Higher Education in the Permian Basin. In order to deliver on UTPB's mission of workforce development, the institution needs to attract and recruit highly skilled individuals that can move into industry after graduation and make an impact. UTPB already has direct admissions with the Ector County Independent School District and Midland Independent School District and transfer agreements with both local community colleges in those districts, Odessa College and Midland College. UTPB's collaborations with its local school districts and community colleges has demonstrated a need for more CTE opportunities, which are exemplified in the development of a new CTE center for ECISD that will open in 2027, and the issuance of a new bond to develop an advanced technology complex at Midland College which will house all of the CTE offerings.

Programs like the proposed Summer Maker Camp, are an excellent way to start mobilizing students into these emerging CTE opportunities and into more advanced skills development through regional colleges and universities.

An additional key feature of the Summer Maker Camp program is the access to equipment that the students will have. It will far surpass anything available to them in their school districts, and the hands-on training will ensure that they develop industry-applicable skills.

This combined with the industry interaction and ability to work on real-world technical problems, provide a one-of-a-kind experience for these students.

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.

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.

UTPB has a strong relationship with local energy industry companies which will be leveraged to identify industry problems for the students to work on during their week-long design-build challenge. The UTPB College of Engineering has over 40 companies in its Advisory Board, many of which supply problem challenges for UTPB's engineering students to work on in their capstone design courses.

Companies that will be approached for participation in the SMC:

- + Chevron
- + Diamondback
- + ExxonMobil
- + ConocoPhillips
- + Occidental Petroleum
- + XRI
- + Evonik
- + Evoqua
- + Goodnight Midstream
- + H2O Midstream
- + Halliburton

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.

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Amended Section	Reason for Amendment
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1000006783 Application FINAL

Final Audit Report

2025-04-07

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