

**2024-2025 Summer Career and Technical Education Grant**
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, March 12, 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, March 12, 2025**.Grant period from **May 1, 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 University of Texas at Tyler

CDN

ESC

Address 3900 University Blvd

City Tyler

ZIP 75799

Vendor ID

Primary Contact Brandon Reynolds

Email breynolds@uttyler.ed

Phone 903.565.5950

Secondary Contact Hannah Reyes

Email hreyes@uttyler.edu

Phone 903-730-3966

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 Lisa Bush

Title AVP Research Administration

Email lbush@uttyler.edu

Phone 903.565.5858

Signature *Lisa Bush*

Date 4/9/2025

DocuSigned by:
BE6819CB9C9C43E

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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.

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Summary of Program (Focus Area 1)

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

The University of Texas at Tyler is committed to supporting students in their career exploration by equipping individuals from all backgrounds and abilities to discover new and unexpected opportunities. Our work is guided by four core strategic priorities that shape the development and delivery of our programs:

1. Strategic Partnerships: We are building strong collaborations with local business leaders to create a network that offers students ongoing mentorship and support.
2. Real-World Exposure: Students will engage in immersive experiences beyond the classroom, visiting local businesses to observe industry operations firsthand.
3. Entrepreneurial Thinking: We are empowering students with essential career skills and fostering the confidence needed to launch and manage their own ventures.
4. Occupational Exploration: We aim to increase awareness of high-wage, high-demand occupations within our community, helping students envision future career possibilities.

Aligned with these priorities, our proposed initiative includes a strategic partnership with Startup High to host two four-day Career and Technical Education (CTE) summer sessions. Total potential students impacted will be 100 (organized into four cohorts of 25 students, each led by two educators) and will be held at The University of Texas at Tyler. We anticipate participation from students across multiple ISDs including Tyler ISD, Whitehouse ISD, Chapel Hill ISD, Bullard ISD with transportation provided to ensure accessibility for all. Over the course of the program, students will engage with 7–10 CTE professionals through research, interviews, and hands-on activities, connecting with entrepreneurs from a wide range of industries. Each session will highlight key CTE clusters, with an emphasis on high-demand fields such as plumbing, electrical, and HVAC. Complementary workshops on topics like "rejection therapy," marketing basics, and collaborative problem-solving will further support entrepreneurial growth.

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.

By the end of each session, students will demonstrate measurable progress in the following areas:

1. Professional Networking: Students will establish relationships with local industry leaders who offer guidance beyond the program.
2. Business Understanding: Through research and site visits, students will gain direct insight into how various local businesses operate.
3. Startup Mindset: Students will walk away empowered with real-world knowledge to start a business and a renewed belief in their own potential.
4. Career Awareness: Students will be equipped to identify and explore high-demand, well-paying career options in Texas.

In addition, each participant will create a personalized portfolio website to showcase their projects and support continued growth.

Middle school participants may be eligible to receive credit for Career and College Exploration (Service ID: 12700110), while high school students may earn credit for Project-Based Research (Service ID: 12701500). This comprehensive program aligns with The University of Texas at Tyler's mission to provide meaningful, skill-based learning experiences that empower students to explore and pursue a wide range of career opportunities.

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
Brandon Reynolds, Director of the ETX Launchpad, The University of Texas at Tyler (Existing Position)	With over 16 years of experience at UT Tyler, his roles have encompassed community engagement and commercialization assistance.
2-4 Teacher Facilitators from local ISDs (Existing Positions)	Responsible for facilitating daily experiences between students and local businesses. Will assist with student reflection, student research, portfolio development, and final presentations.
CTE Directors at local ISDs (existing position)	Helps to design programming, recruit teacher facilitators and promote program to students/families
Scott Kelly, Founder of Startup High (Contracted Services)	Has run similar summer CTE experiences for over 1000 students, plus is a university professor of entrepreneurship.
Paul Vandre, Head of Marketing at Startup High (Contracted Services)	Has worked with Scott for two years on Startup High and is also an entrepreneur, starting a successful marketing agency.

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

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 and Comprehensive Strategies:

- 1. Enhance student relationships with the local community and business leaders.
 - a. Networking Sessions: Introduce students to 7-9 local business leaders, offering opportunities for meaningful interactions, mentorship, and insights into diverse career paths.
 - b. Immersive Downtown Visits: Facilitate visits to downtown areas, exposing students to the vibrant array of companies and entrepreneurs in their community.
- 2. Illuminate unexplored career opportunities for students.
 - a. Career Insight Sessions: Provide foundational knowledge on diverse careers through immersive sessions, allowing students to delve into the intricacies of each.
 - b. Entrepreneurship Basics: Engage students in hands-on activities, demonstrating that entrepreneurship is a viable and exciting option for their future.
- 3. Increase student confidence in social and creative abilities.
 - a. Collaborative Group Activities: Design group tasks that bring together students with varying backgrounds and skills, fostering teamwork and shared achievements.
 - b. Fun Learning Experiences: Implement enjoyable yet challenging activities to push students out of their comfort zones, nurturing creative thinking and effective communication.

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?

4. Equip students with the ability to market themselves effectively.

- a. Digital Portfolio Creation: Provide each student with a personal digital portfolio website (ie Portrait of a Graduate), allowing them to showcase their weekly work and accomplishments.
- b. Beyond the Week: Encourage ongoing use of the portfolio as a dynamic tool for future endeavors, empowering students to present themselves confidently to potential employers or collaborators.

By meticulously implementing these strategies, our program aspires to achieve a holistic approach to student development. From fostering community connections to exploring new career paths, boosting confidence, and empowering self-marketing skills, each goal and its corresponding strategy are interconnected to create a transformative learning experience. This comprehensive approach aligns with the mission of the university and local ISD to ensure students not only gain exposure to diverse career opportunities but also develop the essential skills and confidence needed to thrive in their future endeavors.

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.

To ensure the effectiveness of the program and align with its purpose, a comprehensive set of performance measures has been identified, incorporating diverse perspectives and utilizing various tools:

Performance Measures:

1. Student Surveys:

Tool: Structured questionnaires assessing students' perceptions of the program, learnings, and suggestions for improvement.

Process: Administer surveys at the midpoint and conclusion of the program to capture evolving perspectives.

2. Teacher Surveys:

Tool: Customized surveys for teacher facilitators, evaluating program effectiveness, personal growth, and areas for enhancement.

Process: Conduct pre-program and post-program surveys, allowing teachers to provide insights into their experiences and the program's impact on student engagement.

3. Portfolio Reviews:

Tool: Systematic assessment of student portfolio websites to gauge the quality and depth of work completed during the week.

Process: Implement a structured rubric for consistency in evaluating portfolios, ensuring a comprehensive overview of student achievements.

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.

4. End-of-Week Presentations:

Tool: Live presentations by students showcasing their projects, providing a dynamic demonstration of their acquired skills.

Process: Facilitate structured evaluation sessions involving teachers, parents, and peers to offer constructive feedback and celebrate student accomplishments.

Additional Evaluation Components:

Course Credit Assessment:

Process: Determine eligibility for course credit in alignment with Career and College Exploration (Service ID: 12700110) or Project-Based Research (Service ID: 12701500), with data submission during required PEIMS reporting periods.

Data Reporting to TEA:

Process: Provide demographic data for each participant in the summer program to the Texas Education Agency (TEA), ensuring transparency and accountability.

This comprehensive approach to performance measurement, utilizing diverse tools and involving various stakeholders, ensures a thorough evaluation of the program's impact on students, teachers, and parents. The continuous feedback loop from multiple perspectives will guide iterative improvements, fostering a dynamic and responsive learning environment aligned with school district's commitment to student 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.

Our proposed budget has been crafted to address the multifaceted needs and goals of the program, ensuring comprehensive support for sta ng, supplies, materials, contracts, travel, and associated expenses. The following high-level overview outlines key budget components:

Sta ng:

Teacher Facilitators Compensation:

Justification: Acknowledging the crucial role of teacher facilitators in program delivery.

Grant Manager/Business O ce Manager Compensation and Benefits:

Justification: Essential for e ective project oversight, financial management, and compliance.

Program Implementation:

Transportation for Students:

Justification: Ensuring access for all students to the meeting location, fostering inclusivity and program participation.

Compensation to Startup High for Program Management:

Justification: Comprehensive fee covering various essential aspects:

- a. Organizing Business Visits: Facilitating real-world exposure integral to the program's goals.
- b. Live Training for Facilitators: Ensuring e ective program delivery by well-prepared teachers.
- c. Custom-Designed Schedule: Aligning with our district’s CTE pathway emphasis for targeted impact.
- d. Registration Website: Streamlining the sign-up process for e cient logistics.
- e. Marketing Support: Enhancing student recruitment for program success.

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.

f. Curriculum Materials and Presentations: Providing teachers with necessary resources for e ective instruction.

Supplies and Materials:

Justification: Covering all materials necessary for the successful execution of program activities, fostering a conducive learning environment.

Adjustments and Future Planning:

Our budget is designed to be flexible and responsive to the evolving needs of the program. Periodic reviews and assessments will be conducted to identify areas of improvement and potential cost adjustments. Regular communication with program partners, stakeholders, and service providers will allow us to make informed decisions on resource allocation. This budget reflects a strategic investment in the program's success, with careful consideration given to every aspect of implementation. As the program evolves, we are committed to making informed adjustments to meet emerging needs and deliver a transformative experience for all participants.

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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.)

The University of Texas at Tyler has identified key areas that present challenges to the completion of CTE courses within local ISDs. These specific needs will be addressed through the implementation of this grant, enhancing the overall educational experience for students in the region:

1. Teacher Availability/Course Capacity:
Issue: Limited flexibility and capacity during the traditional school year due to teacher workloads and responsibilities.
Solution: By implementing the program during the summer, we can provide for student facilitators without adding to the teachers' workload. Two dedicated teacher facilitators will be available during the summer weeks to guide and monitor the program, ensuring focused attention on student progress.
2. Student Interest in CTE Programs:
Issue: A need to foster interest in Career and Technical Education (CTE) programs among middle school students.
Solution: The summer program will concentrate efforts on 7-9th graders, introducing them to various CTE career clusters and programs of study offered at the high school level. The goal is to guide students in utilizing their high school years to complete valuable credentials and develop actionable career plans.

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.)

3. Student Scheduling Conflicts:
Issue: Student scheduling conflicts arise from competing school and extracurricular engagements, making it challenging to conduct career investigation and entrepreneurship awareness programs during the regular school year.

Solution: The summer grant will enable us to offer a learning program outside the traditional school year and school property. This flexibility allows students to explore several local businesses and entrepreneurs, providing unique exposure not possible during the regular school year. Additionally, this approach accommodates students involved in extracurricular activities and allows for recruiting from diverse backgrounds, enriching their summer with valuable learning experiences and personal growth.

This Needs Assessment Summary demonstrates our commitment to addressing specific challenges within our regional educational ecosystem. The proposed grant proposal serves as a strategic solution to these identified needs, fostering a more conducive learning environment and promoting student engagement in CTE programs.

CDN Vendor ID Amendment # **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.

The initiative is designed to serve up to 100 students in the following areas:

Business, Marketing & Finance:

- a. Entrepreneurship
- b. Marketing & Sales
- c. Business Management

Hospitality & Tourism

- a. Travel, Tourism, Attractions

Education

- a. Early Learning

Arts, Audio Visual Technology and Communications

- a. Digital Communications

Engineering

- a. Mechanical Engineering OR
- b. Civil Engineering OR
- c. Electrical Engineering

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.

Architecture & Construction

- a. HVAC
- d. Plumbing & Pipefitting
- e. Electrical

Information Technology

- a. Programming & Software Development

Middle school students may receive credit for Career and College Exploration (Service ID: 12700110). High school students may receive credit for Project-Based Research (Service ID: 12701500).

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
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Associate Vice President,Research
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