



**2023-2024 Summer Career and Technical Education Grant  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024**

NOGA ID [Redacted]

Authorizing legislation **General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI 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, January 29, 2024**.

Grant period from **March 20, 2024-September 30, 2024**

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): [Redacted]

**Applicant Information**

Organization **Premont Independent School District** CDN **125905** ESC **2** UEI [Redacted]

Address **439 SW 4th Street** City **Premont** ZIP **78375** Vendor ID **74-6001943**

Primary Contact **Claudette Garcia** Email **claudette.garcia@premontisd.net** Phone **361-348-3915**

Secondary Contact **Michael Gonzalez** Email **mgonzalez@ruralschoolsinnovationzone** Phone **361-522-0261**

**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 **Mike A. Barrera** Title **Superintendent**

Email **mbarrera@premontisd.net** Phone **361-348-3915**

Signature *Mike A. Barrera Ed.D.* Date **02/08/2024**

**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 LOI 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 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 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 a special collection process run by TEA.
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.

The Rural Schools Innovation Zone (RSIZ) is a collaborative of five rural school districts in South Texas. Member districts include Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD. RSIZ offers students from any member district the opportunity to attend specialized career-themed academies. Academy options include:

- 1.) Ignite Technical Institute at Brooks County ISD where students can train to become welders, HVAC technicians, heavy equipment operators, or electricians.
- 2.) Grow Your Own Educator Academy at Premont ISD where students can train to become future teachers.
- 3.) Next Generation Medical Academy at Freer ISD where students can train to become future health professionals.
- 4.) STEM Discovery Zone at Premont ISD where students can train to become future cybersecurity professionals and/or robotics and drone operators. Each academy is available at no direct cost to students.

The Focus Area 1 summer program organized by Premont ISD will specifically support students in the Grow Your Own Educator Academy and will be accessible by students from any RSIZ member district with students enrolled in the academy who also meet the target audience for the summer program. The proposed summer program will support a summer bridge experience for Education and Training students who are entering a newly-developed P-TECH program. The bridge program will focus on improving TSIA readiness while introducing students to the Principles of Education and Training (Service ID: 13014200) course content. Up to 25 students will be served in the summer bridge program.

The Grow Your Own Academy's mission is to prepare the next generation of teachers and education professionals in South Texas. The summer bridge programming is one strategy to engage students from across the region and introduce them to the education profession.

**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.

The Rural Schools Innovation Zone (RSIZ) is a collaborative of five rural school districts in South Texas. Member districts include Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD. RSIZ offers students from any member district the opportunity to attend specialized career-themed academies. Academy options include:

- 1.) Ignite Technical Institute at Brooks County ISD where students can train to become welders, HVAC technicians, heavy equipment operators, or electricians.
- 2.) Grow Your Own Educator Academy at Premont ISD where students can train to become future teachers.
- 3.) Next Generation Medical Academy at Freer ISD where students can train to become future health professionals.
- 4.) STEM Discovery Zone at Premont ISD where students can train to become future cybersecurity professionals and/or robotics and drone operators. Each academy is available at no direct cost to students.

The Focus Area 2 summer program organized by Premont ISD will specifically support students in the STEM Discovery Zone, Grow Your Own Educator, and IGNITE Academies and will be accessible by students from any RSIZ member district with students enrolled in the academies who also meet the target audience for the summer program. The proposed summer program will support summer internships for up to 7 students per academy (20 students total). Target interns are students taking upper-level coursework in the Early Learning, Drone (Unmanned Flight), and Welding programs of study.

Early Learning program interns will support their home district's summer school program by serving as teacher aides and tutors. Additionally, internships may be available to support the early childhood center at Texas A&M-Kingsville campus. Drone program interns will collaborate with local fire departments, police departments, and real estate professionals to complete projects of value for those entities. Interns will work a total of 100 hours during the summer program. Welding program interns will construct cattle panels for the Premont agricultural farm.

The Grow Your Own Academy's mission is to prepare the next generation of teachers and education professionals in South Texas. The summer internship program is one strategy to engage students from across the region and provide entry-level, real-world experience in the education industry. The STEM Discovery Zone's mission to prepare the next generation of STEM professionals in South Texas. The summer internship program will help Drone students apply their knowledge and skills in the community by helping local organizations and businesses utilize drones as part of their operations. The IGNITE Academy's mission is to prepare students for careers in welding, construction, and electrical. The summer internship program will allow Ignite advanced welding students to apply their knowledge and skills to build real cattle equipment needed in Premont.

**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
Principles of Education and Training Instructor, will be responsible for instructional planning and delivery of the summer program	Experienced, credentialed instructor. Knowledge of instructional delivery and assessment best practices.
Claudette Garcia, Principal of Premont Collegiate HS, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of Grow Your Own Educator Academy goals
Mike Barrera, Superintendent of Premont ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state and federal grant programs; Experience strengthening programs and relationships
Michael Gonzalez, Executive Director of Rural Schools Innovation Zone, will coordinate logistics & support student recruitment	Experienced intermediary; Understands scheduling, logistics, and student populations for all three RSIZ districts

**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
Velma Marin, Teacher at Premont Collegiate HS, will support teaching of pre-internship training program and supervise education interns	Certified teacher currently teaching Education and Training courses; Academy Director for Grow Your Own Educator Academy
Robert Ross, Teacher at Premont Collegiate HS, will support teaching of pre-internship training program and supervise engineering interns	STEM teacher who teaches cybersecurity and drone courses; Experience teaching Project Lead the Way courses; Experience supervising interns; Academy Director for STEM Discovery Zone
Claudette Garcia, Principal of Premont Collegiate HS, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of Grow Your Own Educator Academy and STEM Discovery Zone goals
Mike Barrera, Superintendent of Premont ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state and federal grant programs; Experience strengthening programs and relationships
Michael Gonzalez, Executive Director of Rural Schools Innovation Zone, will coordinate logistics & support student recruitment	Experienced intermediary; Understands scheduling, logistics, and student populations for all three RSIZ districts

**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 proposed summer program for the Grow Your Own Educator Academy has the following goals/objectives:

- 1. Facilitate Transition to P-TECH Program:** Smoothly transition Education and Training students into the newly-developed P-TECH program. Implement a targeted summer bridge experience focusing on improving Texas Success Initiative Assessment (TSIA) readiness. This will include specialized instruction to enhance students' understanding of the Principles of Education and Training course content (Service ID: 13014200).
- 2. Enhance TSIA Readiness:** Improve students' readiness for the Texas Success Initiative Assessment (TSIA). Design a comprehensive curriculum within the summer bridge program that specifically addresses TSIA requirements. Provide targeted instruction, resources, and support to ensure participating students are well-prepared for the assessment.
- 3. Introduce Education Profession:** Introduce students to the education profession and inspire their commitment to becoming future teachers and education professionals. Develop engaging activities within the summer bridge program that showcase the rewarding aspects of the teaching profession. This may include interactive workshops, guest lectures from experienced educators, and hands-on experiences related to the Principles of Education and Training course content.
- 4. Engage Students Across the Region:** Engage students from RSIZ member districts and introduce them to the opportunities within the Grow Your Own Educator Academy. Promote accessibility by making the summer program available to students from any RSIZ member district who are enrolled in the Grow Your Own Educator Academy and meet the target audience criteria. Utilize outreach programs, informational sessions, and collaborative efforts with member districts to ensure wide participation.
- 5. Prepare Future Teachers:** Align with the mission of the Grow Your Own Educator Academy by preparing the next generation of teachers and education professionals in South Texas. Emphasize the importance of the teaching profession and provide insights into the skills, knowledge, and dedication required to succeed in the field.

**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 proposed summer program for Focus Area 2 has the following goals/objectives:

- 1. Provide Work-Based Learning Opportunities:** Develop a structured internship program for up to 7 students per academy (Grow Your Own Educator Academy, STEM Discovery Zone, Ignite Technical Institute), totaling 20 students, focusing on specific projects aligned with their program of study. Integrate internship experiences with the academic curriculum, ensuring that students apply theoretical knowledge to practical scenarios.
- 2. Enhance Academic Learning through Application:** Encourage collaboration between students from different academies, fostering a multidisciplinary approach to problem-solving and project execution. Provide mentorship from professionals in the field to guide students throughout their internship, offering insights, feedback, and career advice.
- 3. Promote Career Readiness:** Design projects that allow interns to actively contribute to community needs, such as supporting summer school programs, collaborating on community projects, and constructing agricultural equipment. Implement a system for interns to document their experiences and reflect on their learning, promoting self-awareness and continuous improvement.
- 4. Community Engagement and Collaboration:** Foster collaboration with local entities, such as fire departments, police, real estate professionals, and Texas A&M-Kingsville, to create a mutually beneficial relationship between students and the community. Organize showcases or presentations where interns can demonstrate their projects to the community, creating awareness about the program's impact.
- 5. Evaluation and Continuous Improvement:** Establish a robust system for evaluating the effectiveness of the program, collecting feedback from interns, mentors, and community partners to make continuous improvements.

**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.

The program will utilize various performance measures to evaluate student outcomes and ensure the effectiveness of project objectives and strategies. The demographic assessment will be conducted through the Fall PEIMS collection, providing insights into the demographics of students served. Regular updates and systematic reviews of this data will be performed to align the program with the needs of diverse student populations.

Enrollment tracking will be employed to monitor the number of students participating in the summer program. A real-time tracking system will be maintained, allowing for regular updates and identification of any enrollment trends or challenges. Program completion rates will be assessed by tracking the number of students successfully completing the summer course. Completion records and participant feedback will be utilized to evaluate the program's success in meeting educational objectives.

Comprehensive reporting of all data related to PEIMS will be ensured during the Fall PEIMS Submission. A systematic approach will be developed for compiling and reporting the required data, with internal audits conducted to verify accuracy and completeness before submission. Continuous monitoring and evaluation will be integral to the process, with periodic reviews and feedback mechanisms utilized to assess ongoing performance and make necessary adjustments to keep the program aligned with its goals. Through these measures, the program aims to provide comprehensive insights and maintain its effectiveness.

RSIZ staff will coordinate the data collection and reporting across the RSIZ member districts. Up to 20 students will be enrolled in the Principles of Education and Training course (Service ID: 13014200).

**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.

Premont ISD and RSIZ have identified key performance measures aligned with student outcomes and overarching program objectives. These measures include tracking the number of students participating in internships, student information submitted in the Fall PEIMS, a list of business and industry partners, total and average hours worked by students, total and average hourly earnings, evidence of training plans for each student, evidence of partnership agreements, and evidence of culminating assessments or recognition of skills for each student.

The measurement tools encompass program attendance records and internship participation logs for tracking student engagement, PEIMS submission data for demographic insights, a comprehensive list of partnering businesses and industries, timekeeping records and program databases for monitoring student work hours, payroll records and financial documentation for tracking earnings, individualized training plans for each student, official partnership agreements and contracts, culminating assessment reports and skill recognition documentation.

To ensure the effectiveness of project objectives and strategies, the program will maintain an updated list of business partners and internship host locations, consistently track and document student hours and earnings, develop individualized training plans, secure partnership agreements, implement culminating assessments, and adhere to PEIMS reporting guidelines. The continuous improvement process involves regular program evaluations, stakeholder feedback sessions, and collaboration with industry partners. This streamlined approach efficiently captures the program's performance metrics and ensures ongoing improvements for the benefit of participating students.

When appropriate, student interns will have the opportunity to present their final work products to professionals from the organization and/or the community; thus supporting the project-based learning model's best practices.

**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 for Premont ISD, Focus Area 1, is designed to meet the program's needs and objectives, covering critical elements such as staffing, supplies, materials, and operating expenses. In the Payroll category (6100), totaling \$11,100, funds are allocated for Principles of Education and Training Instructor Extra Duty Pay, emphasizing the importance of dedicated instruction. Support Staff Extra Duty Pay further recognizes the essential contributions of support staff, and Benefits Contributions are also accounted for.

Professional/Contracted Services (6200): No anticipated contracted services are required. \$0 allocated.

The Supplies/Materials category (6300), with a budget of \$32,900, emphasizes the acquisition of instructional materials, supplies, and curricular resources tailored for the Principles of Education and Training course. This strategic allocation ensures that resources are directed towards enhancing the educational experience by providing comprehensive materials essential for effective course delivery.

In the Other Operating Expenses category (6400), \$6,000 is allocated to cover miscellaneous costs that may arise and are not classified in other areas. This flexible allocation allows for adaptability and responsiveness to unforeseen needs.

No funds have been allocated to Capital Outlay (6600) or Indirect Costs.

Adjustments will be made as needed based on program evaluations and stakeholder feedback.

**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 Premont ISD, Focus Area 2, reflects a thoughtful allocation of resources to effectively meet the program's objectives, encompassing crucial elements such as staffing, professional services, supplies, materials, and operating expenses. In the Payroll category (6100), totaling \$14,300, funds are strategically designated to provide extra duty pay to CTE teachers serving as internship supervisors for their students throughout the summer program. Additionally, funds may be utilized to compensate a driver facilitating student transportation to/from their internship host sites. Employee benefit contributions are also accounted for.

Professional/Contracted Services (6200) account for \$35,200, with funds earmarked for student intern stipends upon successful completion of the internship program. These funds may also be utilized to contract transportation services, covering expenses associated with ensuring students can access their work-based learning sites. This investment recognizes and rewards student achievements while facilitating their engagement in the program.

In the Supplies/Materials category (6300), with a budget of \$2,700, funds are allocated to procure any needed instructional materials and supplies essential for effective program implementation. This targeted investment ensures that students have access to the necessary resources for a meaningful and impactful internship experience. Other Operating Expenses (6400) are allocated \$2,800, providing flexibility to cover any additional programmatic expenses necessary for the successful implementation of the program.

No funds have been allocated to Capital Outlay (6600) or Indirect Costs.

The budget's allocation of resources underscore our commitment to effective fiscal management and the success of the 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.)

Premont ISD, situated in a rural area with a predominantly low socio-economic status, faces specific challenges hindering the completion of courses within the Grow Your Own Educator Academy's program of study. Residents in our community often have limited exposure to higher education, with a significant portion not having attended college. This lack of exposure can pose a barrier for high school students aspiring to become the first in their families to attend college, especially in pursuing careers as educators. Financial constraints due to the low socio-economic status impact students' ability to access resources for college preparation, such as exam preparation courses or materials required for academic success. Additionally, the community lacks a significant number of individuals who have pursued careers in education, serving as role models for aspiring educators. The absence of visible role models within the education profession can impact students' confidence and aspirations to pursue teaching careers.

To address these needs, Premont ISD proposes implementing targeted college readiness programs providing resources and support to students, such as workshops, college entrance exam preparation, and guidance on available financial aid options. The district also aims to establish mentorship programs connecting students with educators who have successfully navigated similar socio-economic backgrounds, providing guidance and motivation. Community-wide awareness campaigns will be conducted to showcase the benefits of pursuing a career in education, highlighting success stories and promoting the importance of educators in community development. Furthermore, the district will forge partnerships with local community colleges to facilitate a seamless transition for students from high school to higher education. This involves offering guidance, resources, and support services. Finally, the district will develop sustained engagement initiatives involving students in community projects, teaching internships, and mentorship opportunities, fostering a sense of belonging and commitment to returning as educators. Through these strategies, Premont ISD aims to create a supportive environment that enables students in the Grow Your Own Educator Academy to overcome barriers and successfully complete their programs of study, ultimately contributing to the community as aspiring educators and college graduates.

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.)

Premont ISD, situated in a small rural town, encounters specific challenges that affect the availability of work-based learning opportunities for students. The town faces a scarcity of such opportunities within close proximity, prompting the program to seek collaborations with local businesses and organizations to create diverse work-based learning experiences. Scheduling conflicts during the school year present another challenge, mitigated by the strategic decision to offer work-based learning opportunities over the summer. This approach addresses conflicts and allows students to engage in immersive experiences without disrupting the academic calendar and daily bell schedule.

Transportation limitations are a significant hurdle in a rural setting, impacting students' access to work-based learning. To address this, the program plans to coordinate with local businesses and leverage community resources to arrange transportation solutions, ensuring students can participate in summer internships. The availability of teachers specializing in specific programs of study may be limited, and the program addresses this challenge by collaborating closely with existing faculty. In cases where availability is constrained, the program explores innovative approaches such as virtual mentoring or partnerships with external experts to provide guidance and support.

In a rural setting, time and distance constraints are inherent challenges that impact the feasibility of work-based learning during the school year. By focusing on the summer period, the program optimizes the timeframe, allowing for more flexibility and reducing the impact of time and distance constraints on students' participation. This Needs Assessment Summary outlines the unique challenges faced by Premont ISD and proposes targeted strategies to overcome these obstacles. The program aligns with the identified needs, offering a comprehensive solution to enhance work-based learning opportunities for students in the given context.



**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.

In Focus Area 1, Premont ISD is committed to offering comprehensive training through the Grow Your Own Educator Academy. This academy provides students with the opportunity to participate in one of two programs of study: Teaching and Training or Early Childhood. Both programs are designed to equip students with the knowledge and skills necessary for successful careers in the education profession.

As part of the summer program, students enrolled in the Grow Your Own Educator Academy will engage in the Principles of Education and Training course (Service ID: 13014200). This foundational course serves as a crucial introduction to the key principles, methodologies, and ethical considerations in the field of education. By focusing on this course during the summer program, students will gain a solid understanding of the fundamental aspects of the education profession, preparing them for more specialized coursework in their chosen program of study.

The targeted number of students to be engaged and supported in this focus area is 20. This intentional group size allows for personalized attention and ensures that each student receives the necessary guidance and support to excel in the Principles of Education and Training course. The aim is not only to provide academic instruction but also to foster a supportive learning environment where students can actively participate, collaborate, and gain practical insights into the education profession. By offering this focused summer program, Premont ISD aims to give students a meaningful jumpstart on their journey to becoming future educators. The Principles of Education and Training course, coupled with the specialized programs of study in Teaching and Training or Early Childhood, creates a comprehensive pathway for students to develop the necessary skills and knowledge to succeed in the field of education. This aligns with the overarching mission of the Grow Your Own Educator Academy, which is to prepare the next generation of teachers and education professionals in South Texas.

**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.

Premont ISD is excited to engage with a diverse group of business and industry partners to facilitate impactful work-based learning experiences for students in Focus Area 2. The identified partners for the project include:  
Premont Independent School District:

- Hosting Ignite Technical Institute welding interns to enhance the condition of agricultural facilities at the high school campus.

- Providing opportunities for Grow Your Own interns to serve as aides, supporting summer school for elementary students.

Texas A&M-Kingsville:

- Collaborating with the early childhood center to host interns from the Grow Your Own Educator Academy.

Local Businesses (Real Estate Agents, Fire Departments, Police Departments):

- Providing valuable projects for Drone (Unmanned Flight) students, allowing them to contribute to the community and gain practical experience.

The chosen work-based learning model for this program is a supervised internship program. This model ensures that students receive guidance, mentorship, and real-world exposure in their respective fields of study. Interns will work closely with professionals in the designated industries, gaining practical skills and insights that complement their academic coursework. Up to 20 students will be supported as part of the program. Specifically, up to 7 students each from the Grow Your Own Educator Academy, the STEM Discovery Zone, and the Ignite Technical Institute will have the opportunity to participate as interns. This distribution ensures a balanced representation across the academies, maximizing the impact of the program on a diverse group of students.

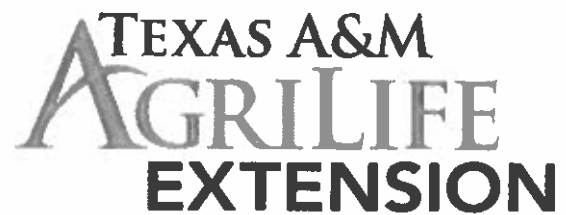
**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

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

*You may duplicate this page*

Amended Section	Reason for Amendment
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**JIM WELLS COUNTY EXTENSION OFFICE**



February 6, 2024

**Dr. Mike Barrera  
Premont I.S.D.  
P.O. Box 530  
Premont, Texas 78375**

Dear Dr. Barrera,

Texas A&M AgriLife Extension in Jim Wells County strongly supports Premont ISD's application to the Texas Education Agency's CTE Summer Grant Effort. This summer program will have multi-faceted benefits in the preparation of a well-informed, well-trained future workforce.

Please accept this correspondence as a letter of intent between Texas A&M AgriLife Extension in Jim Wells County and Premont Independent School District to partner in agricultural and career and technical educational endeavors that will provide our students with work-based learning opportunities. The planned activities will implement learned advanced welding techniques, improve teamwork, communication, and focus on turnkey, start-to-finish project training. All these emphases are of vital importance to the local region. South Texas is home to a large oil and gas and agricultural livestock sectors. Most of the livestock sectors are small farms and ranches that make efficient use of land and the surrounding ecosystem.

The Rural Schools Innovation Zone provides high school students in our area with a variety of Career and Technology programs to participate in this project. The students will have the opportunity to participate in the development, manufacture, and ultimate use of efficient cattle livestock pen space. The pen spaces will be located on the Premont ISD Agricultural Farm and will serve as an example laboratory where students may also learn about feeding and caring for livestock.

The educational activities proposed will help strengthen educational and workforce development activities at Premont Independent School District and the Rural Schools Innovation Zone. The inclusion of high school students is a direct segment of a future workforce in the south

**Jim Wells County Extension Office  
200 N. Almond Street- B110, PO Box 1370  
Alice, Texas 78332**

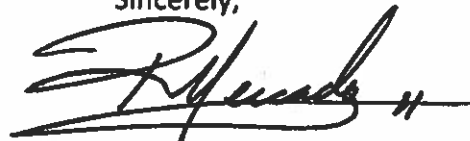
Tel. 361.668.5705 | Fax. 361.668.2802 | <http://jimwells.agrilife.org>

*The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.  
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating*

Texas region. The opportunities afforded to our students will be powerful. Texas A&M AgriLife Extension in Jim Wells County supports this proposed effort by extending research-based knowledge to benefit their local agricultural endeavors. This summer workforce program will greatly benefit the students at the Premont Independent School District and the Rural Schools Innovation Zone and help strengthen the future workforce of our region.

I look forward to working with you and supporting your efforts. Please let me know if I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Mercado', with a horizontal line extending to the right.

Rogelio Mercado  
County Extension Agent-ANR  
Jim Wells County



February 2, 2024

Michael Gonzalez  
Rural Schools Innovation Zone  
PO Box 530  
Premont, TX 78375

Dear Dr. Barrera:

I am honored to write this letter of support for Premont ISD to apply for the Texas Education Agency grant funding as part of the CTE Summer Grant. Industry and education must be partners in growing our future, and we look forward to our part in that effort.

This serves as a letter of intent between the Rural Schools Innovation Zone and the Premont Independent School District to engage in an educational partnership supporting OUR students to be provided with work-based learning opportunities.

Areas for our company's involvement may include mentoring, career engagement, skills mapping, job shadowing, internships, and job interviews.

We look forward to collaborative discussions leading to more work-based learning experiences soon for OUR youth.

Sincerely,

*Michael Gonzalez*

Michael Gonzalez  
RSIZ Executive Director

**MY STUDENTS, YOUR STUDENTS, OUR STUDENTS.**