



2024-2025 Summer Career and Technical Education Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

Authorizing legislation

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

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 9, 2025**.

Grant period from **May 29, 2025 - September 30, 2025**

Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

☒ Focus Area 1: Career and Technical Education Course

☒ Focus Area 2: Work-Based Learning Experiences

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Ballinger ISD

CDN 200901

ESC 15

UEI

Address 802 Conda Avenue

City Ballinger

ZIP 76821

Vendor ID

Primary Contact Leslie Griffis

Email leslie.griffis@ballingerisd.net

Phone 325-977-8876

Secondary Contact Caroline Toliver

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Phone 325-977-8876

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 Caroline Toliver

Title Superintendent

Email caroline.toliver@ballingerisd.net

Phone 325-365-3588

Signature

Date

4-9-2025

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.

OVERVIEW:

Ballinger Independent School District is committed to offering students meaningful opportunities to gain real-world experience and engage in coursework that supports the attainment of industry-recognized certifications and essential workforce skills. The Summer CTE Program is designed to act as a springboard for student exploration into career fields and to foster sustainable partnerships with local businesses and industry leaders.

MISSION:

Ballinger ISD is dedicated to preparing all students for post-secondary success by equipping them with the skills, knowledge, and certifications necessary to thrive in the modern workforce.

FOCUS 1 – Summer CTE Bridge Program:

Ballinger ISD will launch a Summer Career and Technical Education (CTE) Bridge Program designed to support students pursuing certifications and advanced coursework in areas such as STEM, Agricultural Engineering, Energy, Architecture, Health Science, and Manufacturing. The program will serve approximately 30–40 students and will operate Monday through Thursday, from 8:00 a.m. to 12:00 p.m., at Ballinger High School.

Courses will be led by BISD CTE educators and industry professionals contracted to provide specialized instruction. Two instructors will be engaged for the duration of the program, each teaching a dedicated course aligned with high-demand career pathways. The grant funding will support this initiative by enabling students to earn class credits and begin working toward certifications outside the traditional academic calendar. This initiative aligns with the district's mission by empowering students to gain early momentum on career goals, whether entering the workforce directly after graduation or continuing to higher education.

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.

OVERVIEW:

Ballinger Independent School District (Ballinger ISD) is committed to preparing students for the modern workforce by providing authentic, hands-on experiences that lead to industry certifications and skill development. Through paid internships and simulated workplace opportunities in collaboration with local industry partners, students will engage in meaningful work-based learning designed to ease the transition from high school to employment. The Summer Career and Technical Education (CTE) initiatives are structured to inspire student interest in career pathways while building long-term partnerships between BISD and the local business community.

MISSION:

Ballinger ISD strives to create a learning environment that equips every student with the tools necessary for success in the workforce, fostering career readiness through experiential learning.

FOCUS 2 – Paid Internship Experience:

This initiative proposes a structured, paid internship program tailored for students enrolled in advanced CTE coursework. Internships will align with each student's individual program of study, allowing them to apply classroom knowledge to real-world industry settings. We anticipate serving 20–25 students through four-week internships running Monday through Thursday, from 8:00 a.m. to 5:00 p.m., during the month of June.

Oversight and daily coordination will be managed by a designated Internship Coordinator. Prior to placement, students will complete preparatory instruction focused on soft skills, workplace expectations, and professional communication. This pre-internship training ensures students are equipped to meet the demands of their placements and represent BISD with excellence.

By integrating academic learning with on-the-job experience, this program supports the district's mission and reinforces the value of CTE pathways. It also reflects BISD's broader commitment to developing confident, capable graduates who are ready to contribute meaningfully to their chosen fields and communities.

Qualifications and Experience for Key Personnel (Focus Area 1)

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

Title and Responsibilities of Position	Required Qualifications and Experience
CTE Instructors	Minimum of 1 year classroom teaching experience; Work-based learning class completion or industry experience and credentials
CTE Program Coordinator	Administrator Certification; 3 years experience overseeing CTE programs

Qualifications and Experience for Key Personnel (Focus Area 2)

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

Title and Responsibilities of Position	Required Qualifications and Experience
CTE Summer Internship Coordinator	Knowledge of community, regional and state resources. Prior work experience with proven success in creating business partners. Ability to travel and supervise students placed in internships.

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?

Advance Skill Development
Goal: Provide students with opportunities to strengthen technical competencies through immersive, hands-on experiences in advanced Career and Technical Education (CTE) courses.
Strategy: Develop and implement curriculum that prioritizes experiential learning and real-world problem solving within each CTE program of study.

Support Industry Certification Attainment
Goal: Equip students with the knowledge and training necessary to earn industry-recognized certifications aligned with their career pathways.
Strategy: Embed certification preparation into instructional time by aligning coursework with up-to-date industry standards, testing requirements, and credentialing guidelines.

Promote Career Readiness
Goal: Prepare students to enter the workforce with a strong understanding of industry expectations, workplace norms, and career opportunities.
Strategy: Integrate professional exposure through guest speakers, site visits, and interactive workshops to deepen students' understanding of their chosen fields and build career confidence.

Ensure Continuous Program Improvement
Goal: Monitor the impact of the Summer CTE Program and implement ongoing improvements to enhance student outcomes.
Strategy: Gather and analyze qualitative and quantitative feedback from students, instructors, and industry partners to inform

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?

FOCUS 2 – GOALS AND OBJECTIVES:
The goal of Focus 2 is to offer students meaningful, work-based learning through paid internships aligned with their CTE programs of study. These experiences will strengthen students' understanding of industry expectations and essential soft skills, supporting a smooth transition from school to the workforce. The program combines classroom instruction with hands-on learning in professional settings.

ACTIVITIES TO BE IMPLEMENTED:
To support this initiative, Ballinger ISD will:

Provide Transportation: Ensure students have access to internship sites to remove participation barriers.

Assign Program Oversight: A designated staff member will manage coordination, monitor progress, and support students.

Collect Program Data: The coordinator will gather data to assess program success and ensure diverse workplace exposure.

Utilize Grant Funds: Funding will be used to compensate student interns, increasing access and participation.

This model enhances student readiness while building valuable school-to-industry connections.

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 MEASURES:

Ballinger ISD will monitor Focus Area 1 through weekly data collection. The CTE Project Director will work with program staff to review progress and address any areas needing improvement.

TOOLS FOR MEASURING PERFORMANCE:

Data sources will include student surveys, progress reports, grades, attendance records, teacher input, and performance evaluations. These tools will be used consistently to track student outcomes and program effectiveness throughout the summer.

ENSURING EFFECTIVENESS:

Ongoing analysis of grades, attendance, and participation will inform adjustments to improve student engagement and success. Weekly reviews will help ensure the program remains aligned with its goals.

FOCUS AREA 1 MEASURES: Evaluation will include:

- Number of students enrolled and completing the program
- Enrollment in CTE courses aligned with state programs of study
- Student intent to pursue post-secondary education
- Academic performance and attendance in summer CTE courses

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.

PERFORMANCE MEASURES:

Ballinger ISD staff will collect weekly data for the Focus Area 2 CTE Internship Program. The CTE Project Director will work closely with staff to review progress and address any areas needing improvement.

TOOLS FOR MEASURING PERFORMANCE:

Evaluation tools will include student surveys, performance reports, attendance logs, and regular meetings with business partner liaisons. These data points will be reviewed consistently to assess the quality and impact of the program.

ENSURING EFFECTIVENESS:

The CTE Project Director and Internship Coordinator will maintain weekly communication with business and industry partners to verify student attendance, engagement, and performance. This feedback will guide adjustments and ensure a high-quality internship experience.

FOCUS AREA 2 MEASURES:

Key performance indicators will include:

- Student participation and attendance
- Hours worked per student
- Internship performance rubric results
- Weekly production reports from business partners
- Overall quality of student work and engagement

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.

To develop the proposed budget for the Summer CTE Grant, Ballinger ISD identified key needs, goals, and milestones to support student learning and success. These priorities guided the allocation of funds to support each area of the program.

FOCUS AREA 1

For the Summer Career and Technical Education Program, the district proposes the following budget:

- Payroll Costs (\$10,000): Compensation for the Summer CTE Project Director to oversee planning, coordination, and implementation of the program.
- Professional Contracted Services (\$15,000): Payment for two instructors to deliver instruction in designated CTE areas aligned with student programs of study.
- Supplies and Materials (\$22,800): Funding will support the purchase of instructional materials, digital resources, and necessary technology to enhance student learning and support coursework completion.
- Other Operating Costs (\$2,200): Transportation expenses, including fuel and maintenance, for students and staff traveling to off-site instructional or industry-related facilities.

ALLOCATED FUNDING SUMMARY:

If awarded, Ballinger ISD will use these funds to expand access to high-quality instruction, materials, and hands-on learning tools aligned with Focus Area 1. These resources will directly support students enrolled in summer CTE courses and help meet the program's overall objectives.

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.

To develop the proposed budget for the Summer CTE Grant, Ballinger ISD identified key student needs, program goals, and benchmarks for success. These elements guided the creation of a focused and student-centered budget for each program area.

Professional Contracted Services:

- Internship Coordinator (\$7,500): Compensation for a contracted professional to manage the internship program over four weeks. Duties include scheduling, data collection, training oversight, and serving as the primary contact for students, parents, and industry partners.
- Student Internships (\$38,400): Funding to support paid internships for up to 25 students. Each student will earn \$12 per hour, working 32 hours per week over four weeks (\$1,536 per student).

Supplies and Materials:

(\$2,900): Funds will support the purchase of essential instructional materials, equipment, and technology to ensure successful execution of the internship program.

Other Operating Costs:

(\$1,200): Transportation support for students needing travel assistance to and from internship locations. This includes fuel and vehicle maintenance to promote equitable access for all participants.

This funding structure ensures that students are supported with the resources, supervision, and compensation necessary for a meaningful and accessible internship experience.

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.)

To ensure the Summer CTE program reflects the needs of students, staff, and industry partners, Ballinger ISD conducted a comprehensive needs assessment. The feedback gathered identified key areas essential to the success of Focus Area 1:

Industry-Based Certifications

Identified Need: Expand access to industry-recognized certifications during the summer program.

Rationale: These certifications are vital for preparing students for immediate workforce entry and aligning their skills with regional labor demands.

Action Plan: Integrate additional certification options into the curriculum, aligned with both student interests and industry requirements. Increase student participation and pass rates through focused instructional support.

Recruitment and Retention of CTE Learners

Identified Need: Strengthen efforts to recruit and retain students in CTE pathways.

Rationale: A robust and diverse student cohort enhances program impact and ensures long-term sustainability.

Action Plan: Implement targeted outreach strategies to engage more students, with an emphasis on underrepresented populations and learners interested in high-demand career fields.

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.)

Introduction:

Ballinger ISD is dedicated to enriching student learning through meaningful work-based learning experiences. To ensure successful implementation, the district has identified key barriers that must be addressed to improve access and equity within the Summer CTE program.

Area of Need 1: Transportation Access

A primary challenge is the lack of reliable transportation for students traveling to off-site internship locations. To address this, the district will utilize the Internship Coordinator to provide transportation support, ensuring all students have equitable access to program opportunities.

Area of Need 2: Student Scheduling Conflicts

During the school year, students often face scheduling conflicts due to academic and extracurricular commitments. Offering internships during the summer provides greater flexibility, allowing for customized scheduling options such as staggered hours and adjusted work times to accommodate student availability.

Conclusion:

By addressing transportation and scheduling barriers, Ballinger ISD is working to create a more inclusive, flexible, and accessible Summer CTE program. Strategic planning in these areas will ensure all students can participate fully and benefit from high-quality work-based learning experiences.

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.

Ballinger ISD will implement a Summer Career and Technical Education (CTE) Bridge Program designed to support students pursuing advanced coursework and industry certifications in high-demand career pathways. This grant will serve students interested in areas such as Education and Training, Emergency Services, Agriculture, Health Science, Culinary Arts, and related fields. The program will engage approximately 15–20 students in advanced CTE course offerings, including:

- * Biomedical Science
- * Applied Agricultural Engineering
- * Environmental and Natural Resources
- * Engineering
- * Renewable Energy
- * Agricultural Engineering,
- * Refining and Chemical Processes
- * Oil and Gas Exploration
- * Refining Chemical Processes

These courses will be delivered at Ballinger High School by certified CTE instructors, with support from visiting professionals representing universities and industry partners. The Summer Bridge Program provides students with access to coursework and certification opportunities outside the traditional school year, helping them advance along their chosen career pathways.

Ballinger ISD believes that offering these courses during the summer will help students accelerate progress toward graduation, earn certifications, and be better positioned to pursue postsecondary education, including an associate degree, if desired.

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.

Ballinger ISD will implement a 4-week paid internship program operating Monday through Thursday, approximately 8 hours per day. This initiative will provide work-based learning opportunities aligned with each student's CTE program of study, supporting up to 25 students. Grant funds will be used to coordinate, implement, and oversee all aspects of the internship and job shadowing experiences.

Students will be placed with local business and industry partners, including: Raymond James, Lynn Smith Electrical Services, West Texas Pallets, Parsons Heating and Air, Agri-Plex Heating and Cooling, First National Bank, Keystone Bank, Big Country Realty, Higginbotham Brothers, Surety Title, Runnels County Courthouse, City of Ballinger, Lange Funeral Home, Ballinger Memorial Hospital and Clinic, Toliver Brothers Chevrolet, Ballinger ISD, and other area employers.

Internships in Plumbing and HVAC will be hosted by Parsons Heating and Air and Agri-Plex Heating and Cooling, while Electrical pathways will be supported through Lynn Smith Electrical Services.

Ballinger ISD applies the Theoretical Model of Work-Based Learning, incorporating three key components:

- Technical Skills: Gained through prior advanced CTE coursework
- Academic Knowledge: Embedded in existing CTE curriculum
- Employability Skills: Developed through hands-on internship experiences and instruction from the Internship Coordinator, who will focus on soft skills and workplace readiness

This model ensures students gain a comprehensive understanding of both industry-specific and transferable skills.

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