



## 2024-2025 Summer Career and Technical Education Grant

Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

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

Authorizing legislation

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

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

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

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

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

Application stamp-in date and time

### Required Attachments

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

See the Program Guidelines for 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  CDN  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

### 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  Title

Email  Phone

Signature

**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.

KIPP Texas seeks grant funding to implement a 2025 Summer Bridge Program at KIPP Oak Cliff Academy and KIPP Pleasant Grove Leadership Academy. This program will offer incoming freshmen a seamless transition into high school CTE programs while providing an early opportunity to earn credit toward a program of study aligned with local and regional labor market demand. The 2025 Summer Bridge Program will serve up to 80 students, offering foundational CTE courses in three high-demand career pathways:

- Principles of Health Science in the Nursing Science
- Digital Media in the Graphic Design & Interactive Media
- Principles of Applied Engineering in the Engineering Foundations

KIPP Texas is committed to ensuring all students have access to career-aligned education leading to upward economic movement. By engaging rising 9th grade students in CTE coursework before their freshman year, the Summer Bridge Program will:

- Increase CTE awareness and participation among students and families;
- Improve CTE retention by ensuring students experience hands-on learning in high-wage, high-demand fields early in their high school journey;
- Provide students with a head start on preparing for industry-based certifications, giving them a competitive edge for work-based learning and postsecondary opportunities;
- Expand access to career pathways aligning with labor market demands in the Dallas region.

This initiative is particularly important for our Dallas campuses, where students often navigate competing academic priorities. Providing an early start in CTE ensures students have the opportunity to explore career-aligned education while maximizing their high school experience.

### 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.

KIPP Texas is committed to providing a high-quality public education that prepares students for college, career, and beyond. As part of our commitment, we recognize the importance of offering real-world experiences that allow CTE students to apply classroom learning in authentic industry settings.

This summer, KIPP Texas will use grant funding to place 12 upper-level CTE students from Houston in the Business, Marketing, and Finance cluster into paid internships with local industry partners. Students will be selected based on program readiness and progress toward completing their course sequence: Marketing and Sales students will be placed in internships focused on branding, social media strategy, and customer engagement; Entrepreneurship students will work in roles to develop skills in project coordination, budgeting, data analysis, and business operations.

To ensure access and equity, transportation will be provided to each student's work-based learning site. Confirmed industry partners include: Brightway Insurance, Atwell Therapeutics, and Dr. Norman R. Chu D.D.S.

Scheduling internships during the summer benefits both students and our schools. Students can focus on gaining industry experience without competing academic or extracurricular commitments. School and program staff will be available to oversee the experience and ensure clear connections between the internship and classroom learning.

### 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
Instructor 1: will teach Digital Media course. Instructor 2: will teach Digital Media course.	Qualified instructor with knowledge and experience in graphic design and multimedia arts field
Instructor 3 : will teach Principles of Health Science course. Instructor 4: will teach Principles of Applied Engineering	Qualified instructor with knowledge and experience in health science Qualified instructor with knowledge and experience in engineering foundations
Senior Director of CTE: will oversee programming and grant implementation.	District administrator and certified CTE teacher with knowledge of and experience with CTE programs
Senior Manager of CTE: will navigate programming coordination and logistics while providing program	District administrator and certified CTE teacher with knowledge of and experience with CTE programs
Campus Coordinator (2): will coordinate programming, collect data and supervise staff.	Campus-level administrator with understanding and knowledge of campus CTE programming

### 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
Program Manager: will connect students to internship/work-based learning opportunities.	Teacher with knowledge of and experience with CTE programs, along with connections with organizations and community partners
Senior Director of CTE: will oversee programming and grant implementation.	District administrator and certified CTE teacher with knowledge of and experience with CTE programs
Senior Manager of CTE: will navigate programming coordination and logistics while providing programming and grant budget support.	District administrator and certified CTE teacher with knowledge of and experience with CTE programs
Campus Coordinator: will coordinate programming, collect data and supervise staff.	Campus-level administrator with understanding and knowledge of campus CTE programming

**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 primary goals of the KIPP Texas Summer Bridge Program at KIPP Oak Cliff Academy and KIPP Pleasant Grove Leadership Academy include: Increase enrollment in CTE programs by providing early exposure and engagement opportunities for incoming freshmen; Increase the number of students who achieve CTE Completer status by ensuring early course completion and pathway alignment; Create additional instructional time during the school year for teachers to offer advanced CTE coursework and support students in obtaining industry-based certifications (IBCs); Provide students with greater schedule flexibility, allowing them to take more advanced CTE coursework and participate in work-based learning experiences.

To achieve these goals, the following activities and strategies will be implemented:

1. Early Recruitment & Enrollment: KIPP Texas will conduct targeted recruitment efforts for 8th-grade students at KIPP Truth Academy, KIPP Pleasant Grove Leadership Academy, and other local middle schools to increase awareness and participation in the Summer Bridge Program.
2. Seamless Pathway Progression: Students who successfully complete the summer program will be automatically enrolled in the subsequent CTE course during their freshman year. This will ensure students remain on track to earn an IBC by the end of high school.
3. Quality Instructional Delivery: The district will identify experienced CTE instructors with the appropriate certifications and availability to teach summer courses effectively, ensuring students receive high-quality instruction.
4. Optimized Course Sequencing: KIPP Texas will evaluate and refine CTE course sequencing to allow students who complete the summer program to take higher-level CTE coursework throughout high school, maximizing their exposure to industry-relevant skills.
5. Ongoing Support & Oversight: KIPP Texas district staff will provide instructional support, program coordination, and student monitoring throughout the 2025 Summer Bridge Program to ensure its success and sustainability.

**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 goal of this program is to provide 12 upper-level CTE students from Houston, enrolled in the Business, Marketing, and Finance career cluster, with high-quality, real-world internship experiences that reinforce classroom learning, build workforce-ready skills, and support CCMR outcomes.

To meet this goal, the program will focus on three key objectives.

1. Increase student career readiness by equipping participants with technical and professional skills aligned to their program of study, while providing meaningful, paid work-based learning experiences with local industry partners.
2. Strengthen the connection between classroom instruction and real-world application, ensuring students are able to clearly articulate how their internship experience aligns with what they've learned in their CTE courses.
3. Improve CTE Completer and CCMR outcomes by increasing the number of students who complete a coherent sequence of courses and gain valuable internship experience to position them for success after high school.

To achieve these objectives, KIPP Texas will implement the following strategies:

1. Select and match 12 upper-level students based on academic progress and program readiness. These students will be matched with employers in business, marketing, and finance fields such as Brightway Insurance, Atwell Therapeutics, Dr. Norman R Chu D.D.S and additional local firms.
2. Coordinate a 4-week paid summer internship experience, with transportation provided to and from job sites to ensure equitable access for all students.
3. Provide oversight and support by designating an internship coordinator to facilitate weekly student check-ins and monitor progress throughout the internship.
4. Integrate instruction by requiring students to participate in reflection activities connecting their internship experience with TEKS-based learning objectives. Students will also document their acquired skills and achievements as part of their graduation portfolios.

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 KIPP Texas Summer Bridge Program at KIPP Oak Cliff Academy and KIPP Pleasant Grove Leadership Academy, KIPP Texas will collect and monitor key metrics aligned with program guidelines.

Program Metrics:

1. Student demographic data as part of the Fall PEIMS collection to track participation across student populations.
2. Enrollment data, including the total number of students enrolled in the summer program, and enrollment numbers for each specific course offered in the program.
3. Completion data, including the number of students who successfully complete the summer program and completion rates for each individual course within the program.
4. PEIMS Fall Submission Data, ensuring all student participation and outcomes are accurately reported.

Additional Data Collection & Monitoring:

Student Participant Surveys: These surveys will collect feedback on the program experience and gauge student interest in continuing within their chosen program of study toward CTE Completer status.

Teacher Surveys: Instructors will provide feedback on program effectiveness and offer recommendations for continuous improvement.

Student CTE Retention Review: The district will monitor 9th-grade course enrollment data to assess how many students from the summer program continue into additional CTE coursework during the school year.

Performance and Evaluation Measures (Focus Area 2)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The success of the KIPP Texas CTE Summer Internship Program will be evaluated through performance measures aligned with student outcomes and support the overall purpose of the program, preparing students for postsecondary success while strengthening CTE program completion and workforce readiness.

Student outcome measures will focus on four key indicators:

The number and percentage of students who successfully complete the full internship experience.

Growth in student employability skills such as communication, teamwork, and problem-solving through pre- and post-internship self-assessments and supervisor evaluations.

Student progress toward CTE program of study completion and alignment with the TEA CTE Completer status.

Student reflections and portfolio submissions will be reviewed to determine how effectively they connect their internship experiences to TEKS-aligned classroom instruction.

To gather this data, the program will utilize a set of tools and processes, which include: Pre- and post-program student surveys will be used to assess growth in career readiness and confidence; Employer evaluations will provide insight into student performance in professional settings; Student reflection logs and final deliverables will be analyzed to assess the connection between the internship experience and instructional objectives; CTE tracking data from Skyward will be used to monitor program of study completion and CCMR indicator alignment.

To ensure project objectives and strategies are effective, several oversight processes will be implemented. The internship coordinator will conduct weekly check-ins with students to address challenges and ensure alignment with learning goals. Mid-point and end-of-program check-ins with industry partners will be used to assess the quality of the internship experience. The district will conduct a post-program review of CTE and CCMR data to evaluate overall program impact. A final evaluation report will be completed to summarize key outcomes, document lessons learned, and offer recommendations for future implementation or expansion.



### 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.

Payroll (6100) - \$12,800 is allocated to stipends for four staff teaching Principles of Health Science, Digital Media, and Principles of Applied Engineering. \$8,000 is allocated to stipends for two campus coordinators.

Professional and Contracted Services (6200) - \$6,400 is allocated to 21Skills, Inc. to provide high-quality curriculum.

Supplies and Materials (6300) - \$16,750 is allocated to purchase supplies and materials for the introductory CTE courses in the summer program. This includes training equipment (capped at \$5,000 per item), consumables for labs, and other instructional materials to support program implementation.

Other Operating Costs (6400) - \$4,800 is allocated to career exploration and development field trips to businesses and organizations related to their selected program of study.

At the conclusion of the 2025 Summer Bridge Program, KIPP Oak Cliff Academy and KIPP Pleasant Grove Leadership Academy will retain instructional resources aligned to each CTE course offered. For Nursing Science, campuses will keep health science supplies and materials. For Graphic Design & Interactive Media, campuses will retain multimedia tools such as cameras and design software. For Engineering, campuses will keep project kits and materials used in applied engineering activities. These resources will support continued hands-on learning and ensure the sustainability of each program of study.

### 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.

Payroll (6100) - \$4,000 is allocated to stipends for two campus coordinators.

Professional and Contracted Services (6200) - \$18,000 is allocated to pay stipends for students participating in a part-time, month long internship. \$9,000 has been allocated to pay for a contracted vendor partner who will coordinate internship partnerships, support development and implementation of work-based learning training plans, and provide work-based learning resources to the district. \$3,200 is allocated to 21Skills, Inc. to provide high-quality curriculum.

Supplies and Materials (6300) - \$6,800 is allocated to purchase uniforms, supplies, and materials to support the implementation of work-based learning. These uniforms, supplies and materials are intended to assist students in successfully completing tasks related to their assigned internships.

Other Operating Costs (6400) - \$7,750 has been designated to cover transportation costs, as a significant percentage of students lack reliable transportation, which is essential to ensure equitable access to work-based learning experiences.

After the grant period has ended, internship opportunities will continue in the upcoming school year. Currently participating businesses will have the option to continue offering internships, paid or unpaid, to CTE students interning with their business.

**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.)

A needs assessment conducted at KIPP Oak Cliff Academy and KIPP Pleasant Grove Leadership Academy identified several barriers hindering students from fully completing a program of study. The proposed 2025 Summer Bridge Program is designed to directly address these needs by increasing access, flexibility, and relevance through early engagement, strategic scheduling, and real-world exposure. The key barriers identified include:

-Transportation Access: Many students rely on district-provided transportation and do not have personal means to attend programs outside the school day. This limits their ability to participate in extended or optional learning opportunities, such as CTE enrichment.

-Scheduling and Programming Conflicts: During the school year, students often have to choose between academic, extracurricular, and elective commitments. This limits their ability to explore CTE pathways early or to complete multiple levels within a program of study. Offering introductory CTE courses over the summer will allow students to begin their CTE journey without competing with other priorities.

-Teacher Availability and Course Load: CTE instructors are often stretched thin during the academic year, balancing teaching loads, credentialing prep, and student recruitment. The summer program creates protected time for instructors to focus on delivering high-quality, introductory-level instruction.

-Real-World Exposure and Field-Based Learning: Many students have limited awareness of the careers available within CTE pathways. Incorporating external field-based learning opportunities, such as industry site visits, guest speakers, and hands-on demonstrations, will allow students to make meaningful connections between what they are learning and real-world careers.

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.)

The KIPP Texas CTE Summer Internship Program has identified several key areas of need limiting the ability to expand equitable work-based learning opportunities for CTE students. The key barriers identified include:

1. Transportation Access: Transportation is one of the most significant barriers. Many students rely on district-provided transportation and do not have access to personal vehicles. With internship sites located across Houston, often far from school campuses and not accessible by public transit, students are unable to participate in off-campus work-based learning without dedicated support.

2. Scheduling Conflicts: Students often face competing academic and extracurricular commitments, including dual credit, AP courses, and part-time employment. These scheduling demands make it difficult to participate in traditional internships during the school year. A summer internship model is essential to remove these conflicts and increase participation.

3. Program of Study Teacher Availability: In key CTE clusters, such as Business, Marketing, and Finance, there is a limited number of certified teachers who are available to coordinate work-based learning. This impacts the district's ability to supervise students in the field, manage employer partnerships, and maintain alignment between instructional goals and workplace 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.

1. Nursing Science - Principles of Health Science - 13020200 (1 credit) - 20 students
2. Graphic Design & Interactive Media - Digital Media - 13027800 (1 credit) - 40 students
3. Engineering Foundations - Principles of Applied Engineering - 13036200 (1 credit) - 20 students

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.

Industry Partners: Career Edge LLC, Brightway Insurance, Atwell Therapeutics, Dr. Norman R Chu D.D.S and

Number of Students: 12

The work-based learning model at KIPP Texas is designed to provide a continuum of career exploration and work-based learning experiences for CTE students in grades 9–12 directly aligned with their program of study. This grant will fund a targeted summer internship experience for 11th and 12th grade students who are on track to complete their CTE program of study and have earned, or are close to earning, an IBC in fields aligned with local workforce demand.

Through this opportunity, students in the Business, Marketing, and Finance cluster will participate in high-quality, standards-aligned internships allowing them to acquire relevant industry skills and on-the-job experience. In turn, our industry partners will benefit from access to well-prepared, career-focused students who are likely to pursue further education and employment in the field. This summer internship initiative is part of KIPP Texas's broader commitment to expanding access to meaningful work-based learning to support long-term student success and regional workforce development.

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