



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

NOGA ID 25420006174904

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](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):

**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  Date

**Shared Services Arrangements**

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

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

Summary of Program (Focus Area 1)

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

Summary of Program (Focus Area 2)

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

This proposal seeks to expand and enhance our existing Career and Technical Education (CTE) programs by developing summer work-based learning experiences for high school students. These opportunities will provide direct, hands-on industry exposure during the summer months, helping students deepen their technical skills, explore career pathways, and make more informed postsecondary decisions.

Alignment with Summer CTE Grant Goals

1. Expanding Access to High-Quality CTE

Summer programming extends learning beyond the traditional school year, offering students:

- Increased time for industry skill development
- Credit-bearing or credential-aligned experiences
- Flexible scheduling to accommodate diverse student needs

This is especially impactful for students who may need additional time to complete a program of study or who are unable to access internships during the school year due to scheduling or transportation barriers.

2. Strengthening Workforce Alignment

Our summer work-based learning initiative directly engages local employers in the education-to-employment pipeline. Activities will include:

- Paid internships and job shadowing
- Employer-led site visits and mentorship
- Real-world application of technical skills learned in the classroom

All placements will be aligned with state-recognized Programs of Study and high-wage, high-demand regional career pathways.

3. Enhancing Postsecondary Readiness

By participating in authentic work environments, students will:

- Gain valuable employability and technical skills
- Earn industry-recognized certifications (where applicable)
- Build confidence in navigating college and career decisions

These outcomes align with Perkins V accountability measures and support stronger transitions to both postsecondary education and employment.

Anticipated Outcomes

With Summer CTE Grant support, this initiative will:

- Serve 16 students across 7 programs of study
- Place 16 students in paid internships with regional employers
- Build or strengthen partnerships with [insert number] employers and workforce organizations

Conclusion

Summer work-based learning is a powerful strategy to deepen student engagement, strengthen industry partnerships, and increase postsecondary success. With funding from the Summer CTE Grant, we will expand equitable access to high-impact, real-world learning experiences—ultimately preparing more students for success in Texas' evolving workforce.

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
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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
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Goals, Objectives, and Strategies (Focus Area 1)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goals, Objectives, and Strategies (Focus Area 2)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal 1: Establish Access to High-Quality Work-Based Learning Opportunities During the Summer

Objective 1.1: Create a summer work-based learning program.

Strategies/Activities:

- Identify and recruit eligible students enrolled in state-approved Programs of Study, prioritizing those underrepresented in work-based learning (e.g., low-income, rural, special populations).
- Conduct outreach through counselors, CTE instructors, and family engagement to promote the opportunity.
- Provide transportation stipends and/or flexible scheduling to eliminate participation barriers.

Offer paid internships and job shadowing aligned with high-wage, high-demand career pathways in: health sciences, construction, law enforcement, culinary arts, automotive, business & marketing, and information technology.

Goal 2: Strengthen Technical Skill Development and Postsecondary Readiness

Objective 2.1: Ensure that 100% of participating students engage in industry-aligned experiences that reinforce classroom instruction.

Objective 2.2: Increase the percentage of students earning industry-recognized certifications or dual credit aligned with their program of study.

Strategies/Activities:

- Partner with employers to co-design work-based learning experiences that reflect real-world expectations and skill standards.
- Integrate pre-internship preparation, including resume building, mock interviews, safety training, and workplace expectations.
- Offer credential preparation workshops or testing for certifications such as [e.g., OSHA 10, ServSafe, NCCER Core, CompTIA Fundamentals].
- Provide ongoing mentoring and reflection activities to connect jobsite experiences with academic learning and career goals.

Goal 3: Deepen Employer and Community Engagement in CTE Pathways

Objective 3.1: Establish or strengthen partnerships with at least [XX] local employers across priority sectors.

Objective 3.2: Increase employer participation in advisory boards, mentorship, or program feedback loops.

Strategies/Activities:

- Host employer roundtables to assess workforce needs and co-create meaningful student experiences.
- Match students with employer partners for summer placements based on program alignment and student interests.
- Recognize employer partners through public acknowledgments and showcase events.
- Collect feedback from employers post-program to evaluate student preparedness and improve future offerings.

Goal 4: Use Data to Drive Continuous Improvement and Sustainability

Objective 4.1: Track student participation, skill development, and postsecondary outcomes to assess program impact.

Strategies/Activities:

- Develop a data dashboard to monitor student demographics, work-based learning hours, certifications earned, and post-program outcomes (e.g., college enrollment, job placement).
- Conduct student and employer surveys to measure satisfaction, skill gains, and areas for growth.
- Use findings to inform CTE program development and make the case for sustainable funding and expansion.

Performance and Evaluation Measures (Focus Area 1)

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

Performance and Evaluation Measures (Focus Area 2)

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

To ensure that the proposed summer work-based learning program leads to measurable, meaningful improvements in student outcomes, we will use a combination of quantitative metrics and qualitative feedback tools. These measures are aligned with both the purpose of the Summer Career and Technical Education Grant and our local CTE program goals.

Key Student Outcome Measures Outcome	Performance Indicator	Target
Increased Participation	Number of students enrolled in summer work-based learning	16
Skill Development	% of students demonstrating growth in employability and technical skills (via rubric or employer feedback)	90%
Credential Attainment	% of students earning an industry-recognized certification aligned to their CTE Program of Study	75%
Postsecondary Transition	% of program completers enrolling in postsecondary education, training, or employment within 6 months	75%
Employer Engagement	Number of employer partners hosting students and/or participating in mentorship	10 employers

Tools and Instruments for Measuring Performance

Worksite Evaluation Rubrics: Employers will complete structured evaluations of each student, rating employability and technical skills using standardized rubrics.  
Student Reflection Surveys: Students will submit pre- and post-program self-assessments to measure changes in confidence, skills, and career clarity.  
Certification Reports: Program coordinators will collect data on earned credentials and certifications through testing centers and instructor verification.  
Participation and Demographic Logs: Maintained by program staff to ensure equity of access and track student engagement by subgroup.  
Follow-Up Surveys: Conducted 3–6 months after program completion to gather postsecondary placement and employment data.

Evaluation Process to Ensure Program Effectiveness

Baseline and Post-Experience Comparisons: Students will complete pre- and post-program surveys to assess growth in technical knowledge, career awareness, and soft skills.

Employer and Mentor Feedback: Partner employers will complete evaluations and participate in debrief interviews to assess program quality and student preparedness.  
Regular Progress Monitoring: Weekly check-ins between students, site supervisors, and program coordinators will identify and address any issues in real time.

Program Debrief and Data Review: After the summer program ends, staff will analyze data across all performance measures to evaluate goal attainment, identify trends, and inform program refinement.

Reporting and Accountability: Outcomes will be reported to grant funders, school administrators, and advisory committees to support transparency, sustainability, and continuous improvement.

Budget Narrative (Focus Area 1)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Budget Narrative (Focus Area 2)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget is strategically designed to support the goals and activities of the Summer Work-Based Learning Program. All expenditures are directly aligned with program priorities—expanding student access to high-quality, industry-aligned experiences, supporting workforce readiness, and strengthening employer partnerships.

**Budget Categories and Justification**

**1. Staffing and Personnel**

CTE Program Coordinator(s): Funds will support a dedicated summer coordinator to oversee employer partnerships, student placements, site visits, and data collection.

Stipends for CTE Teachers and Mentors: Stipends will be provided for teachers who support pre-internship training, credential instruction, and student supervision.

Support Staff: Additional funds may support clerical or transportation coordinators to ensure smooth program operations.

This category ensures appropriate adult oversight, student safety, and instructional continuity.

**2. Student Support & Incentives**

Student Wages/Stipends: Funding will provide paid internships or stipends to students, reducing economic barriers to participation and supporting equitable access.

Transportation Support: Budget includes fuel cards, transit passes, or contracted vans to assist students with limited transportation access.

These funds are critical to ensuring equity and inclusion, especially for low-income, rural, or special population students.

**3. Instructional Materials & Supplies**

Certification Prep Materials: Includes workbooks, software licenses, exam fees, and practice tests for industry credentials (e.g., OSHA 10, ServSafe, NCCER).

Workplace Readiness Kits: May include uniforms, safety gear (e.g., hard hats, goggles), or basic tools for specific placements.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

Through our local analysis of student data, staff input, and employer feedback, several key needs have been identified that limit our ability to offer equitable and high-quality work-based learning (WBL) opportunities—particularly during the summer months. These needs include logistical barriers, instructional capacity constraints, and disparities in access for historically underserved student populations.

1. Transportation Limitations  
A significant barrier for many students—particularly those from low-income or rural households—is reliable transportation to and from job sites. While some employers are located near school campuses, many high-demand industry partners are not accessible via public transit or safe walking routes. Currently, our district lacks the dedicated summer transportation infrastructure to support students in reaching WBL sites consistently.

2. Student Scheduling Conflicts and Economic Pressures  
Many students who would benefit from summer WBL opportunities are also responsible for contributing to household income. As a result, students often seek paid, non-aligned employment rather than engaging in unpaid internships or volunteer-based experiences. Additionally, summer athletic, academic, or family responsibilities can create scheduling conflicts without flexible or modular options for WBL participation.

3. Program of Study Instructor Availability  
CTE teachers are contracted on a 10-month schedule and are not currently funded or scheduled to support students over the summer. This limits our capacity to offer:  
Pre-internship preparation (e.g., safety training, soft skills)  
Credentialing support (e.g., certification prep/testing)  
Ongoing mentorship and monitoring during summer placements  
Without stipend support or contract extensions, our ability to maintain program quality and supervision is compromised.

4. Limited Employer Capacity and Incentives  
While many local employers express interest in hosting students, smaller businesses often lack:  
HR capacity to onboard minors  
Supervisory staff to manage interns  
Funding to pay student wages

This creates an equity issue, where only students with connections to larger employers or volunteer flexibility can participate. A more structured, grant-funded program with stipends and employer support is needed to expand industry participation.

5. Equity of Access for Special Populations  
Historically, students from underrepresented groups in CTE—such as English Learners, students with disabilities, and first-generation college students—have participated in WBL at lower rates due to a lack of targeted recruitment, support services, and accessible opportunities. Without intentional design and funding, these students remain underserved.



Program Requirements, cont'd.

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

Nacogdoches ISD  
Nacogdoches Medical Partners  
Tipton Ford  
Stonehouse Kitchen  
NacSpace  
Stephen F. Austin State University  
Martin Construction  
Eaton

Work-based Learning Model: Paid Internships

Target Group: Rising juniors and seniors enrolled in state-approved Programs of Study

Structure: Students will participate in 4-6 week, part-time internships (15-20 hours/week) with local employers across priority industries such as healthcare, manufacturing, information technology, construction. culinary arts, business & marketing, law enforcement & automotive.

Student Support: Pre-internship training, on-the-job mentorship, and weekly check-ins with a program facilitator

**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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