



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 Pine Tree ISD

CDN 092904

ESC 07

UEI NLMB5FB89NV3

Address 1701 Pine Tree Rd

City Longview

ZIP 75604

Vendor ID 1756002241

Primary Contact Jacob Lusk

Email jlusk@ptisd.org

Phone 903-295-5000

Secondary Contact Sharon Smith

Email ssmith1@ptisd.org

Phone 903-295-5000

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 Steve Clugston

Title Superintendent

Email sclugston@ptisd.org

Phone 903-295-5000

Signature

Date 4/7/2025

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.

n/a

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.

Pine Tree ISD and Spring Hill ISD are committed to providing high-quality, barrier-free work-based learning (WBL) experiences for rising juniors and seniors. This initiative aligns with the districts' missions to empower students through real-world experiences that develop career readiness and industry-aligned skills.

Through Focus Area 2, both districts will expand work-based learning opportunities by establishing in-house internships within district departments, including business, marketing, finance, automotive/diesel repair, information technology, construction/maintenance/HVAC, graphic design, audio/video production, and teaching and training. Additionally, partnerships with external businesses will provide both paid and unpaid internships in high-demand fields. Students will be encouraged to select internships aligned with their CTE Program of Study, ensuring meaningful, career-focused experiences.

This program directly addresses key challenges that limit student participation in traditional work-based learning:

*****Extracurricular Commitments Limiting School-Year Internships**

Many students actively participate in CTE organizations, fine arts, UIL, and athletics, which often conflict with internship availability during the school year. A summer internship model ensures that students can gain valuable work experience without sacrificing participation in extracurricular activities.

*****Financial Barriers to Work-Based Learning Participation**

Many students rely on part-time or evening jobs to support themselves and their families, making unpaid internships a financial hardship. The grant will allow the districts to provide stipends for eligible unpaid internships, ensuring students can participate in meaningful learning experiences without financial strain. Additionally, the daytime scheduling of summer internships allows students to maintain their part-time jobs while completing their internships.

This initiative will create equitable access to work-based learning opportunities, strengthen the local talent pipeline, and equip students with the skills and experience needed for postsecondary success. By leveraging grant funding, Pine Tree ISD and Spring Hill ISD will ensure that students have structured, supported pathways into high-demand career fields while addressing barriers that have historically limited participation in work-based 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

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
Pine Tree ISD CTE Director/Project Manager Oversee fiscal management and grant compliance	Masters degree in Education or related field. 3 years classroom teaching experience and 1 year administrative experience. Position not funded by grant.
Spring Hill ISD CTE Director Support implementation of grant programs and student placement	Masters degree in Education or related field. 3 years classroom teaching experience and 1 year administrative experience. Position not funded by grant.
Work-Based Learning/Internship Coordinator (Tchr) Serve as teacher of record for practicum course, conduct site visits and maintain training records.	3 years classroom teacher experience (CTE experience preferred), experience building and maintaining industry partnerships

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?

n/a

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: Students will connect their internship experiences to their academic, career, and postsecondary goals.
STRATEGY 1.1: Students will meet with the Work-Based Learning Coordinator weekly to review training plan, discuss specific skills, and provide feedback on the internship experience
STRATEGY 1.2: Students will reflect on their internship experience at the beginning, middle, and end of the program

GOAL 2: 60% of internship placements will be aligned to the student's CTE Program of Study
STRATEGY 2.1: Participating students will meet with the WBL Coordinator or CTE Director prior to the program beginning to discuss possible internship placements and the student's CTE course completion history.

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.

n/a

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.

Student Participation: Student enrollment and completion of the program; Student participation in an internship aligned to their CTE program of study

Student Satisfaction: Pre- and Post-Survey completed by students to provide feedback on the internship program

Business Partner Satisfaction: Business partner completes an end-of-program feedback survey

Student Performance: Weekly check-ins by the WBL coordinator and 3-week performance reviews conducted by the business mentor

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.

n/a

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.

6100
Pine Tree ISD will use the district's summer compensation plan to estimate extra duty compensation for the WBL Teacher/ Coordinator. The district's current compensation plan schedules certified summer school teachers at a daily rate of \$260.40. Fringe benefits are estimated at 15%.

Teacher Extra Duty: Daily Rate (\$260.40) x Days (16) = \$3,344.00
Employee Benefits for Teacher Est. 15% = \$626.00

The LEA plans to place up to 15 students in a work-based learning internship experience and compensate students at a rate of \$12/hour for 30 hours per week for 4 weeks. In-house interns and unpaid external interns working for a nonprofit will be paid using grant funds.

Compensation (\$1,440) x Students (15) = \$21,600
Employee Benefits for Students Est 10% = \$2,160

Total: \$27,730

6300
The LEA plans to purchase student intern uniforms that will be used to distinguish them as student interns during their internship placement. Additional industry-specific workwear/personal protective equipment will be purchased as needed for interns (ie steel-toed boots, safety glasses, hard hats, etc.) Supplies and Materials = \$4,000

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.)

n/a

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.)

This program directly addresses key challenges that limit student participation in traditional work-based learning:

***Extracurricular Commitments Limiting School-Year Internships

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***Financial Barriers to Work-Based Learning Participation

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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.

n/a

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.

SSA partners will establish in-house internships across multiple district departments, providing students with hands-on experience in high-demand career fields. Internal internship opportunities will be available in:

Automotive/Diesel Repair – PTISD Transportation Department, 2 students
 Information Technology – PTISD Technology Department, 2 students
 Information Technology – SHISD Technology Department, 3 students
 Construction, Maintenance, and HVAC – SHISD Maintenance and Operations, 3 students
 Construction, Maintenance, and HVAC – PTISD Maintenance and Operations, 5 students

Additionally, the LEA will collaborate with the following external business and industry partners to provide both paid and unpaid internships based on student career interests and qualifications set by the employer. Student internship preferences will be assessed once the grant application status is determined.

Construction and Carpentry - Longview Public Theatre, Non-Profit, 2 students
 Accounting/Information Technology - Gregg County Auditor's Office, 1 student

The Internship/Apprenticeship model will serve as the primary work-based learning (WBL) approach, ensuring students gain career-relevant experience in their respective fields. With the support of the CTE Summer Grant, the LEA aims to place 18 students in internships that align with their CTE Program of Study and career interests.

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
