



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

NOGA ID

Authorizing legislation

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

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

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.

Grant period from

Pre-award costs permitted from

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 LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

### Summary of Program (Focus Area 1)

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

**OVERVIEW:** Ballinger Independent School District is prepared to provide students an opportunity to gain experience and provide coursework that will equip them to gain industry certifications and skills. The goal is for the Summer CTE programs to serve as a catalyst both for student pursuits in industry and to leverage future partnerships with businesses within the community.

**MISSION:** Ballinger ISD's goals and objectives are to promote an education to prepare all students for success in the workforce.

**FOCUS 1 -** Ballinger ISD will implement a Summer Career and Technology Education (CTE) Bridge program. This grant will target students who want to pursue coursework and certifications in programs of study, such as: Science, Technology, Engineering, and Mathematics, Agricultural Engineering, Energy, Architecture Health Science and Manufacturing. Through this bridge program, BISD will facilitate learning with 30-40 students which will run from 8 a.m. to noon Monday through Thursday. Classes will be held at Ballinger High School and taught by the Ballinger ISD CTE staff members as well as professionals contracting with the district. Two teachers will be required for the duration of the program, each of whom will teach a specified class during this span of time. This grant is intended to assist students in obtaining a head start on a pathway for those seeking to progress with class credit and certification opportunities outside of the regular school year. This supports the mission by reaching students who want to have a career after high school through CTE certification and eventually opportunities to pursue degrees in an institution of 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 poised to empower students by providing enriching experiences that equip them with industry certifications and essential skills. Through paid internships and simulated workplace engagements with local businesses, we aim to offer robust work-based learning opportunities, ensuring a smooth transition for students from school to the workforce. The overarching objective is for our Summer Career and Technical Education (CTE) programs to act as catalysts, fostering students' industry pursuits and establishing enduring partnerships with businesses in our community.

**MISSION:**

Ballinger ISD is dedicated to cultivating an educational environment that prepares every student for success in the workforce.

**FOCUS 2 - Paid Internship Program:**

Our focused initiative involves implementing a paid internship program tailored for students enrolled in advanced CTE classes. These internships will be directly aligned with each student's program of study, offering a hands-on application of their academic knowledge. Anticipating the participation of 20-25 students, these paid internships will span four (4) weeks, from Monday through Thursday, approximately 8 a.m. to 5 p.m. (8 hours) daily, throughout the month of June. Oversight and coordination of the CTE Summer Internship Program will be managed by the dedicated Internship Coordinator.

Prior to entering the workplace, each student will undergo direct class instruction with the Internship Coordinator. This pre-internship phase will focus on developing crucial workplace soft skills and etiquette, ensuring that students are well-prepared for the professional landscape. By emphasizing these skills, our initiative aligns seamlessly with the BISD mission of preparing students for success in the workforce.

This comprehensive approach not only provides practical industry experience but also aligns with our commitment to the holistic development of students, preparing them for successful careers and contributing members of the 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
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?

Enhance Skill Proficiency:

Goal: Enable students to enhance their skills through hands-on learning in advanced Career and Technical Education (CTE) courses.

Strategy: Design a curriculum that emphasizes practical, real-world applications within the chosen CTE fields.

Facilitate Industry Certification:

Goal: Empower students to attain industry-based certifications relevant to their chosen CTE course.

Strategy: Integrate certification preparation into the program, aligning coursework with industry standards and requirements.

Foster Career Readiness:

Goal: Prepare students for future careers by providing insights into industry practices and expectations.

Strategy: Incorporate guest speakers, industry visits, and workshops to expose students to the professional aspects of their chosen fields.

Evaluate and Improve Program Effectiveness:

Goal: Continuously assess the program's impact and make improvements for future iterations.

Strategy: Collect feedback from students, instructors, and industry partners to identify areas of strength and areas for enhancement.

By aligning these goals with well-defined strategies, the Summer CTE Program aims to empower students with practical skills, industry certifications, and the knowledge needed for successful entry into their chosen career paths.

### 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:

Our primary goal within Focus 2 is to provide students with enriching work-based experiences through targeted internships directly aligned with their respective programs of study. By immersing students in industry-specific internships, we aim to enhance their understanding of the skills and abilities crucial to becoming quality employees in these industries. This strategic approach facilitates a seamless transition from educational experiences to the workforce. The cornerstone of this initiative is the implementation of paid internships, designed to equip students with a comprehensive foundation in soft skills. This preparation involves a dual approach – classroom instruction and invaluable hands-on workplace experience.

ACTIVITIES TO BE IMPLEMENTED:

To effectively implement this initiative, the district is committed to providing necessary support and resources. Key activities include:

**TRANSPORTATION SUPPORT:** The district will ensure transportation is available for interested students to access internship locations. This ensures inclusivity and removes potential barriers to participation.

**DEDICATED STAFF OVERSIGHT:** A designated staff member will be assigned to oversee the work-based program. This individual will play a crucial role in collecting valuable data, ensuring the program's smooth operation, and providing guidance to students throughout the internship period.

**DATA COLLECTION and EXPOSURE ASSURANCE:** The designated staff member will collect pertinent data to assess the impact and success of the program. Additionally, efforts will be made to ensure students receive exposure to a diverse range of experiences during their internships, enhancing the overall educational value.

**GRANT FUND UTILIZATION:** Grant funds will be utilized to compensate students for their active participation in internships and simulated workplace experiences. These funds contribute directly to the success of the program by removing financial barriers and making the initiative accessible to a broader student population.

### 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 staff will collect data on a weekly basis for focus area 1. The CTE Project Director will collaborate with the staff to assess and identify any potential problem areas.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to student surveys, performance reports, questionnaires, progress reports, grades, attendance sheets and meetings with CTE teachers in the courses being taught to gather information so that all aspects will be consistently analyzed and evaluated through the duration of the programs.

ENSURING EFFECTIVENESS: The data collected will help Ballinger ISD determine whether the students in these programs are meeting the goals and objectives and how effective the strategies for student success are. In the Focus 1 Area, grades, attendance and participation will be analyzed after each week of programming to ensure effectiveness and engagement.

FOCUS AREA 1 - To evaluate performance, the following measures will be used: the number of students who enter the summer program and complete the program; the number of CTE courses and who are prepared for statewide programs of study; the number of students who plan to enter post-secondary education; and student grades, and attendance in the CTE courses and programming.

### 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 data on a weekly basis for the focus area 2 CTE program proposed. The CTE Project Director will collaborate with the staff to assess and identify any potential problem areas.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to student surveys, performance reports, questionnaires, attendance sheets and meetings the business partner liaisons to gather information so that all aspects will be consistently analyzed and evaluated through the duration of the programs.

ENSURING EFFECTIVENESS: The data collected will help Ballinger ISD determine whether the students in these programs are meeting the goals and objectives and how effective the strategies for student success are. For the Focus 2 area, on a weekly basis the CTE Project Director and the CTE Internship Coordinator will contact the businesses and industry liaisons involved in the paid internships to ensure attendance, participation and quality of the student's work-based activities and the overall programming being made available to them.

FOCUS AREA 2 - To evaluate the program and ensure student outcomes, the following measures will be used: the number of students attending and participating in the program, a list of students and their average hours worked, an internship performance rubric, student weekly production reports as noted between summer program director and the business partner, and the overall quality of the work and efforts of the students.

**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 this Summer CTE grant, the Ballinger ISD administration identified the needs, goals, and milestones for student development and success. The district then used these considerations to develop a budget to address each of the needed areas.

**FOCUS AREA 1**

Based on the planned programs of study, the district developed the following budget for the Summer Career and Technological Education Program:

- Payroll Costs (\$10,000) - Project Director for Summer CTE Programs
- Professional Contracted Services (\$15,000) - Costs for 2 instructors to provide instruction in the identified CTE courseworks;
- Supplies and Materials (\$22,800) - Grant funds will be utilized to purchase instructional supplies and resources that are needed for the delivery of instruction of these courses. This will include relevant, online resources, as well as providing technology for students to utilize during the Summer CTE Program so that students can complete assignments;
- Other operating costs (\$2,200) - The district will cover the cost for transportation (fuel and maintenance) for students and instructors to travel to offsite facilities as needed.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: If awarded, Ballinger ISD's plan to leverage funds will impact areas that are in line with the goals and purpose of the grant. This will include providing students access to classrooms, materials, software, and technology that can be utilized during course instruction for this Summer CTE program, specifically the Focus Area 1 classes.

**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 this Summer CTE grant, the Ballinger ISD administration identified the needs, goals, and milestones for student development and success. The district then used these considerations to develop a budget to address each of the needed areas.

**FOCUS AREA 2**

- Professional Contracted Services (\$7,500) - Pay for professional staff acting as Internship coordinator. This will fund one person during the 4 weeks to oversee the internship program, collect data, schedule and ensure proper training, evaluate training opportunities and respond to student, parent, and industry partner issues and concerns.
- (\$38,400)- Pay for student internships. Students will be paid \$12 per hour, for 32 hours per week for 4 weeks. That totals \$1,536 per student for 25 students;
- Supplies and Materials (\$2,900) - Grant funds will be used to purchase instructional supplies, technology, equipment and other resources necessary to operate the internships; and
- Other operation costs (\$1,200) - The district will cover the cost for travel (fuel and maintenance) for students to be picked up and dropped off at the school district facilities for the the internship/apprenticeship to ensure all students can participate regardless of transportation abilities.

**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.)

In order to tailor our Summer CTE program to the specific needs of students, faculty, and industry partners, a comprehensive needs assessment has been conducted. The feedback received highlights critical areas that directly align with the proposed Focus Area 1 offerings. The following key points have emerged as imperative to the success and enhancement of the Summer CTE program:

**Industry-Based Certifications:**

**Need:** There is a clear demand to increase the variety and availability of industry-based certifications within the Summer CTE program.

**Rationale:** Industry certifications play a pivotal role in preparing students for successful entry into the workforce. By expanding the range of certifications offered, we aim to provide learners with a diverse skill set that aligns with current industry demands.

**Action Plan:** Incorporate additional industry certifications into the program curriculum, ensuring alignment with both student interests and market needs. Implement strategies to enhance the number of CTE learners actively participating in and successfully passing these certifications.

**Recruitment and Retention of CTE Learners:**

**Need:** There is a recognized need to boost efforts in recruiting and retaining CTE learners to ultimately increase the number of CTE completers.

**Rationale:** Building a strong cohort of CTE learners is essential for the success and sustainability of the program. Increased recruitment and retention efforts contribute to a vibrant and engaged community of learners who are more likely to complete their CTE pathways.

**Action Plan:** Develop targeted recruitment initiatives to attract a diverse group of students to the Summer CTE program.

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 committed to enhancing the educational experience of our students through meaningful work-based learning opportunities. In order to optimize the implementation of such programs, it is crucial to identify and address specific areas of need within our organization.

**Area of Need 1: Transportation Limitations**

One significant challenge we face is transportation limitations for students participating in work-based learning. Many students may lack convenient and reliable transportation options to reach off-site locations. To address this limitation, the internship coordinator will be available to offer transportation for this Summer CTE learning experience.

**Area of Need 2: Scheduling Conflicts**

BISD recognizes that students often have tight schedules due to academic commitments, extracurricular activities, and other obligations during the school year. This poses a challenge when coordinating work-based learning opportunities. Being able to offer Summer Internships will minimize scheduling conflicts, such as flexible timing options, staggered work hours, or alternative scheduling arrangements with a summer schedule.

**Conclusion:**

By addressing these specific areas of need, BISD aims to create a more inclusive and accessible work-based learning environment for all students. The Summer CTE assists in overcoming these challenges through strategic planning.



**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 Technology Education (CTE) Bridge program. This grant will target students who want to pursue coursework and certifications in programs of study, such as: Education and Training, Emergency Services, Agriculture, Food and Natural Resources, Health Science and Culinary Arts. During this Summer Program, 15-20 students will be provided the opportunity to take part in the following advanced courses offerings:

- \* 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

This Summer CTE program will allow each participating student to obtain opportunities for instruction and certification in career pathways outside of the regular school year. The courses will be advanced CTE courses will be taught at Ballinger High School by highly qualified CTE staff with additional professionals visiting from neighboring universities and businesses. Ballinger ISD administrators believe providing these CTE courses during the summer will help these students to complete coursework and obtain certifications by the time they graduate and be on a path toward an associate's degree if they so choose.

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 offer a 4-week paid internship program which runs Mondays through Thursdays about 8 hours per day. This program will involve work-based learning opportunities in each student's program of study. This program will utilize grant funds to establish, facilitate, and monitor internships and job shadowing opportunities for 25 students.

Business and industry partners will include: 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 Brother's Chevrolet, Ballinger ISD, as well as other local businesses.

Plumbing and HVAC programs of study will be offered through internships with Parsons Heating and Air and Agri-Plex Heating and Cooling. Electrical Programs of Study will be offered through internships with Lynn Smith Electrical Services.

BISD uses the Theoretical Model of Work-Based Learning

We use the three interconnected elements of work-based learning to contribute to a skilled talent pool for the workforce.

- Classroom Learning (Technical Skills)- are previously taught in CTE advanced courses
- Classroom Learning (Academic Knowledge)- are previously taught in CTE advanced courses
- Work-Based Learning (Employability Skills)- learned through experiences in business internship and through class with Internship Coordinator teaching work place soft skills and etiquette.

**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**