



**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

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

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 **March 20, 2024-September 30, 2024**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  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.

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**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: If awarded the 2023-2024 Summer CTE program, we plan to enroll 10 incoming juniors (11th grade) and incoming seniors (12th grade) in an intensive 4-week Work-Based Learning (WBL) Program focused on the study of Plant Science and HVAC and Sheet Metal (1 priority point). Participants in the program will work alongside the district’s Maintenance and Agriculture Department who will oversee and instruct them during the times of 8 AM to 1 PM. Throughout their internship experience, students will actively acquire real-world work proficiency through a diverse range of activities. These activities include participating in:

- Planting and harvesting (Plant Science),
- Gaining valuable insights into soil health (Plant Science),
- How to install and remove air filters (HVAC and Sheet Metal), and
- How to install, assemble, and repair sheet metal products such as ducts, control boxes, drainpipes, and furnace casings (HVAC and Sheet Metal).

This immersive learning opportunity is meticulously designed to not only impart practical skills but also to expose students to a multifaceted understanding of vocational experiences, laying a robust foundation for their future endeavors.

SPECIFIC NEEDS: These offerings are relevant and necessary, when considering our district is a small, rural school (5 priority points) with very limited offerings due to financial constraints. Evidence of these constraints and the impact they have had on our community and children include: 1) 88.5% of the students in our region graduate career or military-ready, while we graduate our students much lower (61.1%). 2) Nearly 100% of our students are classified as Economically Disadvantaged (District Average: 99.8%), while the average for the state is only 62.1%. 3) A staggering 97.9% of our 565 students belong to a minority race, primarily with a Hispanic background, leading to language barriers that intensify academic and career readiness disparities. 4) The Median Household income is nearly half of the state average (\$43,057 county vs \$72,284 state). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report

ADDRESSING NEEDS: In pursuit of our mission to equip students for a future as “lifelong learners, college graduates, and career-ready individuals”, the district is wholeheartedly committing to the rigorous implementation of this grant. This strategic initiative aims to empower students with a comprehensive set of employability skills, encompassing both career preparation and vital soft skills essential for workforce success and securing high-paying jobs. By doing so, we are actively addressing the economic, career, and post-secondary readiness needs that currently challenge our community.

**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
Title – Superintendent; Responsibilities – Supervise the grant program and ensure data is reported to TEA. (Existing)	This position will hold a minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. (Qualifications) Additionally, they will have at least 2 years of experience serving as a Superintendent. (Experience)
Title – Campus Counselor; Responsibilities – Inform students of the different career pathways and CTE programs that will be offered. (Existing)	This position will hold a minimum of a Bachelor’s Degree in Education or a related field. (Qualifications). Additionally, they will have at least 2 years of experience in assisting students in selecting careers. (Experience)
Title – Program Director; Responsibilities – Oversee day-to-day activities and utilize performance measures to gauge grant progress. (Proposed)	This position will hold a minimum of a Bachelor's Degree in Education or related field. (Qualifications) Additionally, they will have at least 3 years of experience in the CTE field. (Experience)
Title – Business Liaisons; Responsibilities – Provide students with work-based learning opportunities. (Proposed)	The business liaisons will have the knowledge needed to offer the targeted CTE training and/or oversight of work-based activities. (Qualifications). Additionally, they have at least 4 years of experience in the targeted CTE field. (Experience)
NOT APPLICABLE	NOT APPLICABLE

**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?

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**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?

Our primary OBJECTIVE with the implementation of this program is to offer 10 students paid work-based learning opportunities. This endeavor is integral to achieving our broader GOAL of strategically preparing every child in the district for post-secondary success, be it in an Institution of Higher Education or the workforce.

To ensure our goal/objective is met, our program will include 3 key strategies that will bolster attendance and engagement. These STRATEGIES include: 1) Collaborate with business partners to design an educational schedule that aligns effectively with the needs of both students and the business. 2) Compensate students for their participation in the program, through paid internships; and 3) Offer students transportation to and from the business site as required. In addition, our program will feature highly engaging work-based learning activities. These ACTIVITIES encompass various fields, including:

- PLANT SCIENCE: Cultivate crops, gain insights into soil health, and experience the complete process from planting to harvesting.
- HVAC AND SHEET METAL: Learn how to install and remove air filters, and how to install, assemble, and repair sheet metal products such as ducts, control boxes, drainpipes, and furnace casings (1 priority point).

These experiences aim to elevate student learning, cultivate employability skills in authentic workplaces, facilitate a seamless transition from education to the workforce, and enhance post-school outcomes such as employment and attendance in post-secondary institutions.

**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.

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**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.

Our school district will institute a weekly data collection protocol for the Summer CTE Grant internship program, demonstrating a commitment to sustained and systematic evaluation of STUDENT OUTCOMES throughout the entire program duration.

To evaluate the program and ensure students' outcomes can be properly evaluated, we have chosen to utilize the following PERFORMANCE MEASURES: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships as part of the program. 3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Students' total and average hourly earnings in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.

Project personnel will employ a multifaceted TOOLkit to collect and evaluate data on the performance measures listed above. This toolkit includes student intake forms, surveys completed by students and the business partner, performance reports, questionnaires, grades, and attendance sheets.

Equipped with this extensive array of data and metrics, the district is strategically poised to modify any existing initiatives that may be contributing to weaknesses in the program. This adaptive approach enables the district to ensure the strategies implemented are EFFECTIVE and achieve the established project objectives.

**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.

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**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.

MEET NEEDS/GOALS: To align with the needs of our students and the goals of the grant program, our staff meticulously assessed costs associated with staffing, supplies and materials, contracts, and travel. Subsequent to this review, the following budget was created: 1) 6100 - \$8,725 has been allocated for payroll costs, which encompasses costs for the Program Director stipend, professional and support extra-duty pay, and employee benefits (Expenses do not exceed 75% of total funds). 2) 6200 - \$2,980 will be allocated to ensure the district can properly collect and analyze the degree to which WBL activities are being provided.3) 6300 - \$28,875 is earmarked for supplies and materials to procure essential instructional resources vital for providing authentic real-world work experience (e.g., piping, filters, soil, etc.). 4) 6400 - \$6,400 in grant funds has been designated under other operating costs to facilitate paid internships for up to 10 students. 5) Indirect Costs - \$3,020 in grant funds has been allocated to cover the costs associated with the overhead fees incurred in running the program.

HIGH-LEVEL SNAPSHOT: Due to fiscal constraints, the district regrettably cannot provide paid internships for students during the Summer. Nevertheless, the district will allocate funds strategically to alleviate Summer CTE program expenses, primarily, directed toward facilities, buses, cafeteria personnel, computers/software, and classrooms. These allocations will be sourced from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products.

ADJUSTMENTS: In the event that modifications become imperative for program success, our grant stakeholders will convene to engage in discussions and strategize necessary adjustments. Should guidance be needed, stakeholders will initiate communication with TEA to effectively address concerns. Any modifications initiated by the district will be transparently communicated to the public through various channels such as email, mail, and/or postings on the district website.



**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.)

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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.)

TEA and the National Center for Education Statistics (NCES) employ classification systems to categorize districts based on factors such as enrollment, population size, and proximity to urban areas. Our district falls under the rural category (5 priority points) due to these criteria, and as a consequence, faces challenges in providing transportation beyond regular school hours, particularly during the Summer, where routes extend 20 – 30 minutes. In addition to the geographical and transportation hurdles faced by our students, a wealth of demographic and statistical data underscores the necessity for a program such as this one. While space constraints limit a comprehensive listing, key district and community data that demonstrate the urgency for this program include: 1) 88.5% of the students in our region graduate career or military-ready, while we graduate our students much lower (61.1%). 2) Nearly 100% of our students are classified as Economically Disadvantaged (District Average: 99.8%), while the average for the state is only 62.1%. 3) A staggering 97.9% of our 565 students belong to a minority race, primarily with a Hispanic background, leading to language barriers that intensify academic and career readiness disparities. 4) The Median Household income is nearly half of the state average (\$43,057 county vs \$72,284 state). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report  
The combination of high poverty rates and low educational attainment mandates the necessity of a program like ours. This grant, if secured, holds the potential to break the poverty cycle in our area. To maximize its impact, we have meticulously devised a comprehensive grant budget. This budget aims to address the transportation needs of students attending the program and allocate funds to cover expenses related to compensating students engaged in Summer work-based learning opportunities (paid internships). By doing so, we intend to equip our students with employment skills essential for securing high-paying jobs upon graduation, providing them with the best chance to break the cycle of poverty in our community.



**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.

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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.

**BUSINESS AND INDUSTRY PARTNERS INVOLVED:** According to the classifications provided by TEA and the National Center for Education Statistics (NCES), our district is officially designated as "rural". Given the distinctive characteristics and geographical positioning of our campuses, we proudly rank among the largest employers in the region. Recognizing this unique status and aiming to streamline our partnerships, we are committed to providing work-based learning modules/ experiences for a total of 10 targeted students.  
To optimize convenience and avoid the necessity of collaborating with businesses located up to 30 minutes away from our district, we have strategically designed experiences that we can provide students in-house. As part of these experiences, students will actively participate in hands-on activities alongside department heads within the district, who will serve as integral business and industry partners (Two Letters of Support – 2 points).  
**WORK-BASED LEARNING MODELS:** Through collaborative efforts and insights from district department heads, our objective is to actively involve and support students in acquiring practical, tangible, real-world work experience. Our work-based learning model is designed to immerse students in a diverse array of experiences, encompassing activities such as planting and harvesting, gaining insights into soil health, removing and installing air filters, and removing/repairing sheet metal. Beyond the practical experiences outlined earlier, each district department head will assume the responsibility of imparting and guiding students on the significance of cultivating essential soft skills. Topics for discussion will include, but are not limited to, time management, stress management, conflict resolution, customer service, and more. While these soft skills may not have direct ties to the targeted programs of study, their mastery is necessary for personal development, fostering effective teamwork, and ensuring overall success as students transition into the dynamic and collaborative work environments prevalent in today's professional landscape.

**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.

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**Amended Section**

**Reason for Amendment**