



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.

Application stamp-in date and time

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

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.

LYFORD CISD'S MISSION STATEMENT: The district's mission is to "graduate well rounded, well educated, responsible citizens who are productive contributors in a global society". LYFORD CISD SPECIFIC NEEDS: While it is the district's intent to meet this mission, unfortunately, there are specific needs that pose challenges. These needs, which were identified using the 22-23 Texas Academic Performance Report, and the direct challenge they pose can be seen below:

1. NEED: 80.5% of the district's students are classified as Economically Disadvantaged (State Avg.: 62%). CHALLENGE: Economic disadvantages lead to transportation issues for students attending Summer Bridge Programs, either due to a lack of personal transportation or parents working multiple jobs.
2. NEED: 17.8% of the teachers in the district have their master's degree, which is less than the state average of 25%. CHALLENGE: A lower percentage of credentialed staff poses a risk to the availability of dual CTE course offerings for students.
3. NEED: 36% of the district's students miss school enough to be considered "Chronically Absent" (State Avg.: 25.7%). CHALLENGE: Regular absenteeism may cause students to fall behind in coursework, impacting academic success and post-secondary persistence.

OVERVIEW OF FOCUS AREA 1 PROGRAM: Lyford CISD, if funded, will implement a 4-week Summer CTE Program with the following:

- Certified Teacher: A certified and credentialed teacher will be engaged to lead the program.
- Program Details: 1) Student Count: 15; 2) Program of Study: Automotive; and 3) Courses: Automotive Basics & Small Engine Technology.
- Timeframe: 1) Days: Monday –Friday; and 2) Hours: 8 AM – 12 PM.
- Program Duration: 1) Start Date: June 4, 2024; and 2) End Date: June 28, 2024.

HOW DISTRICT'S MISSION AND NEEDS WILL BE MET: This program will help the district in addressing needs in the following manner:

1. The use of a certified and credentialed teacher ensures qualified staff for advanced CTE courses.
2. The inclusion of CTE offerings will accelerate students' progress toward becoming Automotive Service Technicians and Mechanics, a profession with an annual income of \$48,281. This surpasses the average salary in our area (\$15,206) by more than 3 times. This increase in earning potential has the potential to break the cycle of poverty and decrease the number of economically disadvantaged individuals in the region. (Sources: 2021 Gov Salaries/Texas Career Check)
3. Innovative Automotive CTE courses are expected to enhance student engagement, contributing to a reduction in Chronic Absenteeism at the campus.

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.

LYFORD CISD'S PROGRAM OVERVIEW: If granted funding by TEA within Focus Area 2, Lyford CISD plans to admit a maximum of 30 students into a 4-week Work-Based Learning (WBL) Summer Program. This initiative will center around the Automotive and Graphic Design & Multimedia Arts/Digital Communications Programs of Study (POS). Enrolled students will engage in hands-on experiences working alongside their teachers, the Transportation department head, and Business Office, who will offer guidance and instruction. This instruction will seamlessly integrate real-world work activities into daily programming. Examples of embedded activities for students may encompass, but are not restricted to:

- Inspecting vehicles for damage and record findings so that necessary repairs can be made. (Automotive)
- Repairing, relining, and assisting with the replacement of brake pads. (Automotive)
- Repairing/Replacing fuel filters and spark plugs. (Automotive)
- Creating and maintaining a web-based catalog. (Digital Communications)
- Designing and creating graphics to meet specific commercial needs. (Graphic Design & Multimedia Arts)
- Exploration of clothing and accessories design resulting in the production of wearable promotional materials. (Graphic Design & Multimedia Arts)

SPECIFIC NEEDS: These offerings are relevant and necessary when considering our district has been dealing with financial struggles that impact students' academic careers. Evidence of these both financial and academic struggles include:

- 1) 80.5% of the district's students are classified as Economically Disadvantaged, while the average rate is only 62.1% for the state.
- 2) The median household income in Lyford, Texas in 2022 was \$39,810, which is 81.6% less than the median annual income of \$72,284 for the state of Texas.
- 3) 36% of the district's students miss school enough to be considered "Chronically Absent" (State Avg.: 25.7%).
- 4) 0% of the students graduate with an associate degree. This is lower than the average of 5.4% in our area.

(Sources: 2022 City-Data.com; and 2022-2023 Texas Academic Performance Report)

ADDRESSING NEEDS: In line with the district's mission to prepare students as "productive contributors in a global society," it will provide Work-Based Learning (WBL) activities to assist students in their transition to the workforce. Through the execution of this program, Lyford CISD aims to equip students with employability skills that increase their likelihood of securing high-paying jobs. This initiative is designed to address both the financial needs of the district/students and the broader 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
Teacher (Existing) – Will teach automotive basics and small engine technology courses.	Must be qualified and have credentialing necessary to offer CTE courses and have 2 years of experience in teaching.
High School Principal (Existing) – Will oversee the program at the campus level.	Must have a Master’s degree in education or a related field; and have 2 years of experience in leading/supervising staff (qualifications/experience)
PEIMS/Federal Programs Specialist (Existing) – Will serve as the grant manager for the program.	Must have a bachelor’s degree in education or a related field; and have 2 years of experience in managing grant-related funding. (qualifications/experience)
Superintendent (Existing) – Will oversee the program at the district level.	Must have a bachelor’s degree in education or a related field; and a Superintendent Certification. (Qualifications) Will require at least 1 year of experience as a Superintendent. (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
CTE Teachers (Existing) – Will teach Automotive and Audio & Video-related skills.	Must be qualified and have credentialing necessary to oversee WBL activities.
High School Principal (Existing) – Will oversee the program at the campus level.	Must have a master’s degree in education or a related field; and have 2 years of experience in leading/supervising staff (qualifications/experience)
PEIMS/Federal Programs Specialist (Existing) – Will serve as the grant manager for the program.	Must have a bachelor’s degree in education or a related field; and have 2 years of experience in managing grant-related funding. (qualifications/experience)
Superintendent (Existing) – Will oversee the program at the district level.	Must have a bachelor’s degree in education or a related field; and a Superintendent Certification. (Qualifications) Will require at least 1 year of experience as a Superintendent. (Experience)

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?

To ensure the success of the program, Lyford CISD has set specific goals and objectives that will be targeted. The primary OBJECTIVE is to facilitate CTE course offerings for 30 students, offering them exposure to diverse careers within the Automotive and Graphic Design & Multimedia Arts/Digital Communication sectors.

By engaging in this initiative, students at Lyford CISD will graduate from high school with heightened knowledge and hands-on skills, thereby enhancing their readiness for the challenges and opportunities that lie ahead beyond secondary education. This, in turn, will help the district meet its GOAL (mission statement) of ensuring students graduate "well rounded, well educated, responsible citizens who are productive contributors in a global society".

To ensure this goal and objective are met, Lyford CISD will implement the following ACTIVITIES/STRATEGIES:

1. Facilitate sessions for students to meet with the Campus Counselor and discuss the courses that will be offered (i.e. Automotive Basics and Small Engine Technology).
2. Administer CTE course sequences that equip students with the necessary knowledge and skills for success in their chosen careers.
3. Supply students with the essential technology and materials required to complete the CTE coursework.

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?

To ensure the success of the program, Lyford CISD has set specific goals and objectives that will be targeted. The primary OBJECTIVE is to offer 30 students work-based learning opportunities. This will in turn assist the district in meeting its GOAL (mission statement) of ensuring students graduate "well rounded, well educated, responsible citizens who are productive contributors in a global society".

To ensure the achievement of the district's goal/objective, key stakeholders (i.e. teachers, CTE directors, etc.) collaborated to develop/implement effective STRATEGIES that enhance student engagement and program success. Following this collaborative effort, the stakeholders recommended implementing the following program strategies: Working with department heads to create a learning schedule that accommodates students; Providing compensation for students participating in the program; and Offering transportation to and from the business site if needed.

In the work-based learning program, students will actively engage in relevant real-world activities aimed at enhancing their educational experience. These activities encompass a spectrum of tasks, including but not limited to, the inspection of vehicles, installation of brake pads, designing and creating a district website, maintaining a digital catalog, and designing clothing and accessories for our district's student led practicum course.

Through the execution of these work-based learning activities, in conjunction with the previously mentioned strategies, the district aims to cultivate program success and fulfill its mission of ensuring students graduate as "productive contributors in a global society."

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.

It is of paramount importance for Lyford CISD to monitor STUDENT OUTCOMES. Hence, grant staff will collect relevant student data on a weekly basis.

The data collected will serve to MEASURE PERFORMANCE of the program, encompassing various metrics such as:

- Demographics of the students served.
- Number of students enrolled in the summer program.
- Number of students successfully completing the summer program.
- All data associated with PEIMS.

To gauge this data comprehensively, project personnel will leverage a spectrum of TOOLS, including, but not limited to, student intake forms, progress reports, grades, and attendance sheets.

The collection of this data equips Lyford CISD staff with the ability to ascertain whether students in the program are attaining the stipulated goals and objectives. This determination, in turn, empowers the district to make necessary adjustments, ENSURING EFFECTIVENESS of the program.

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.

It is of paramount importance for Lyford CISD to monitor STUDENT OUTCOMES. Hence, grant staff will collect relevant student data on a weekly basis.

The data collected will serve to MEASURE PERFORMANCE of the program, encompassing various metrics such as: 1) Number of students engaged in internships as part of the program. 2) Student information included in the fall PEIMS submission. 3) List of business and industry partners providing work-based learning experiences. 4) Total and average hours worked by students. 5) Total and average hourly earnings of students. 6) Evidence of training plans for each student. 7) Evidence of partnership agreements for each business and industry partner. 8) Evidence of culminating assessments or recognition of skills for each student.

To gauge this data comprehensively, project personnel will leverage a spectrum of TOOLS, including, but not limited to, surveys, performance reports, questionnaires, grades, attendance sheets, and participation in meetings with business partner liaisons.

The collection of this data equips Lyford CISD staff with the ability to ascertain whether students in the program are attaining the stipulated goals and objectives. This determination, in turn, empowers the district to make necessary adjustments, ENSURING EFFECTIVENESS of the program.

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 ensure the program is successful, key stakeholders and staff researched budget needs that would be needed to operate this program. Items that were taken into consideration include but are not limited to STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Based on these considerations and research, the budget and following allocations were made:

- Grant Manger Stipend (\$2,500) – Will be needed to oversee the program.
- Extra Duty Pay for Teachers and Support Staff (\$6,900) – Will be needed to provide CTE courses.
- Employee Benefits (\$2,350) – Will be needed for all staff paid for by programming.
- Data Collection and Analyses (\$3,086) – Will be needed to ensure all grant data is tracked appropriately.
- Supplies and Materials (\$15,250) – Items such as technology and other supplies under a 5k per unit cost will be purchased to ensure programming can be delivered.
- Diagnostic Machine (\$12,000), Tire Changer (\$7,000), Wheel Balancer (\$7,000) – Will be used so students can scan components and systems of a car to look for any issues that might be present with parts like the engine, transmission system, tires, etc.
- Indirect costs (\$2,914) – Will be used to cover overhead costs associated with implementing the program.

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 ensure the program is successful, key stakeholders and staff researched budget needs that would be needed to operate this program. Items that were taken into consideration include but are not limited to STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Based on these considerations and research, the budget and following allocations were made:

- Grant Manger Stipend (\$2,500) – Will be needed to oversee the program.
- Extra Duty Pay for Teachers and Support Staff (\$6,900) – Will be needed to provide WBL activities.
- Employee Benefits (\$2,350) – Will be needed for all staff paid for by programming.
- Data Collection and Analyses (\$2,165) – Will be needed to ensure all grant data is tracked appropriately.
- Supplies and Materials (\$5,250) – Items under a 5k per unit cost will be purchased to ensure programming can be delivered.
- Internships (\$27,000) – Money to cover internship fees for students will be budgeted.
- Indirect costs (\$3,835) – Will be used to cover overhead costs associated with implementing the program.

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.)

After the NEEDS ASSESSMENT, the district has determined it does not have specific needs that would hinder the completion of the summer program. However, we don't currently have the funds to host a summer program and pay the staff along with purchase the necessary supplies if not for this grant. The staff and partnerships are in place, but funding is our main need.

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.)

Before submitting the grant program, the district conducted a comprehensive NEEDS ASSESSMENT to pinpoint areas that require attention through funding. The findings from this assessment are detailed below:

- The median household income in Lyford, Texas, in 2022 was \$39,810, which is 81.6% less than the median annual income of \$72,284 for the state of Texas.
- The unemployment rate in Lyford, Texas is 13.2%, more than double the US average of 6%.
- Only 17.8% of the teachers in the district have their master's degree, which is below the state average of 25%.

Finances were identified as our greatest need to assist our ED students and community. To effectively address the identified areas, the district has meticulously formulated a grant budget and allocated local funds to cover the following:

- Transportation: This allocation aims to eliminate transportation barriers that may arise due to limited funds for parents.
- Internship fees for students: This provision seeks to increase the number of individuals in the area who are gainfully employed.
- Teacher Availability: A certified individual in each Program of Study (POS) targeted will be paid to ensure students receive high-quality instruction during the program.

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.

Outlined below are the detailed specifics of Lyford CISD's proposed programming for Focus Area 1:

- Targeted Program of Study: Automotive
- Courses Offered: Automotive Basics & Small Engine Technology
- Number of Students who will Engaged: 15

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.

Situated in the quaint city of Lyford, Texas, with a population that barely surpasses 2,000, the district finds itself at a considerable distance from major corporations and metropolitan areas. Given the modest size of this city, it is not unexpected that such geographical constraints exist. In response to this unique landscape, and with a commitment to ensuring the engagement of 30 students in Work-Based Learning (WBL) activities, Lyford CISD has strategically forged partnerships with their Audio and Video Instructor and Transportation Supervisor (BUSINESS/INDUSTRY PARTNERS), both of whom have provided signed letters of support (earning 2 priority points).

Within this collaborative partnership, the district is set to introduce a dynamic WORK-BASED MODEL, characterized by face-to-face interactions and operational hours spanning from 1 PM to 5 PM over a 4-week duration. This innovative model goes beyond traditional instruction, integrating real-world work activities to ensure students not only receive theoretical guidance but actively apply their learning. Engaging in a diverse array of activities, students will partake in tasks ranging from the inspection of vehicles and installation of brake pads to the design and creation of webpages and online catalogs.

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