



**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.

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

Application stamp-in date and time

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**

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 **Paducah ISD** CDN **051-901** ESC **17** UEI **E33JMJJRQ9B3**

Address **810 Goodwin** City **Paducah** ZIP **79248** Vendor ID **75-6002181**

Primary Contact **Gary Waitman** Email **gwaitman@paducahisd.org** Phone **806-492-2009**

Secondary Contact **John York** Email **jyork@paducahisd.org** Phone **806-492-2009**

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 **Gary Waitman** Title **Superintendent**

Email **gwaitman@paducahisd.org** Phone **806-492-3524**

Signature *Gary Waitman* Date **1/19/2024**

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.

NOT APPLICABLE

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 OF THE PROGRAM: If awarded the 2023-2024 Summer CTE program under Focus Area 2, Paducah ISD's (PISD) proposes a 5-week Internship Program focusing on incoming Juniors (11th grade) and incoming Seniors (12th), in collaboration with PISD Agriculture Department, Cherry Electric, and Entex Fabrication (Letter of Support attached: 2 priority pt.). This program will pay students for work-based learning that will be conducted on-site at the district and at the partnering businesses. In light of PISD being a rural district with a restricted availability of internship locations, the budget has been designated to facilitate transportation for students commuting to and from partnering businesses, which are situated over 30 miles away. During the internship, students will receive real-world experiences in the Carpentry, Electrical (1 priority pt.), and Applied Agricultural Engineering POS. Students will engage in diverse activities, include but are not limited to: Woodworking; Fencing; Lighting fixture installation (Electrical Program of Study (POS): 1 priority pt.); Metalwork; Welding equipment maintenance; etc.

SPECIFIC NEEDS: Based on the most recent TEA classifications, PISD is a categorized a rural district with limited locations for internships (5 priority pts.). In addition to this serving as a need for the program, additional district demographics that demonstrate a specific need for grant funding include: 71.3% of students are Economically Disadvantaged (ED), and 57.9% belong to a minority race (African American, Hispanic, American Indian, etc.). The shocking statistics reveal local challenges, with 44.3% unemployed (county) compared to the state's 37.9% and 55.7% of the population not continuing with their education past high school (Source: United States Census Bureau 2022). The program aims to showcase how increased exposure to real-world experiences can encourage students to pursue education beyond high school, leading them to well-paying occupations.

ADDRESSING NEEDS: To address these needs and help meet the mission of "Providing an environment that allows full development of each student's potential abilities" and ensuring each students graduates with the ability to be "productive citizens of the community", the district will implement Focus Areas 2 with high fidelity. With Focus Area 2, students will attain employment skills, preparing them for the workforce and a high-paying job. This in turn will assist PISD in addressing the economic and post-secondary needs seen at the district.

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
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE

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
SUPERINTENDENT – Will be responsible for supervising the grant program personnel, as well as, ensuring all data is reported back to TEA. (EXISTING)	Master’s Degree in Education or a related field (Qualifications). Three (3) years of experience being a Superintendent (Experience).
PROJECT DIRECTOR–Will be responsible for implementing the internship program and oversee work-based learning with local ranchers. (EXISTING)	Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. (Qualifications). Over three (3) years of experience in programs of study, as well as, training new employees in the field (Experience).
CAMPUS PRINCIPAL– Will be responsible for overseeing the program, and ensuring that all performance measures are met. (EXISTING)	Master's Degree in Education (Qualifications). Experience with managing programs, personnel, and budgets (Experience).
CAMPUS COUNSELOR – Will be responsible for informing students of the opportunity to participate in work-based learning opportunities. (EXISTING)	Minimum of a Master’s Degree in Education or a related field (Qualifications). Must have 2 years of experience in assisting students in selecting careers (Experience).
BUSINESS PARTNER(S) – Will be responsible for providing high-quality instruction and supervision. (Proposed)	Over five (5) years of experience and knowledge in programs of study being taught (Qualifications). Must have the ability to train new employees in the field (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?

NOT APPLICABLE

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?

MAJOR GOALS/OBJECTIVES: Paducah ISD's Focus Area 2 objective is to provide work-based learning opportunities for up to 10 students in high-demand occupations like Carpenters, Electricians, and Welders. These professions expect to witness an increase in demand, resulting in over 5,000 job openings. This proposal aligns with the district's goal of equipping students with the skills and knowledge necessary for a successful transition to their chosen paths post-graduation.

ACTIVITIES: As part of the program, students will have the opportunity to assist the district on enhancing barn that is used for our students participating in agricultural classes, making it a win-win for both students and the district. Throughout the students' internship program and work-based learning experience, they will engage in authentic, real-world tasks, encompassing but not limited to: Woodworking; Fencing; Lighting fixture installation (Electrical Program of Study (POS): 1 priority pt.); Metalwork; Welding equipment maintenance; etc.

STRATEGIES: To enhance student engagement and attendance, PISD's program will adopt a comprehensive approach with tailored strategies addressing the unique needs of students. These strategies comprise of: 1) Collaboration with local partner(s) to create a learning schedule that accommodates both students and their parents; 2) Compensation for students that participate in the program; and 3) Arrangement of transportation for learning activities at designated locations, if required.

These strategies will enable the district to amplify student learning experience, foster the development of valuable employability skills within the work settings, facilitate a seamless transition from education to the workforce, and positively impact post-school outcomes, including increased employment opportunities and higher rates of post-secondary attendance.

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.

NOT APPLICABLE

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.

PISD will compile data weekly for the proposed work-based learning opportunities. The grant project director will collaborate with the staff to evaluate and identify potential areas of concern. PERFORMANCE MEASURES: PISD has thoroughly reviewed the guidelines, allowing PISD to identify the following metrics as key indicators for measuring performance: 1. Student Diversity: Compilation of student information to determine the demographics of those enrolled in the program. 2. Number Served: Quantification of students engaged in internships or pre-apprenticeship training 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: Documentation of both total and average hours worked by students in the program. 5. Hourly Earnings: Total and average hourly earnings of students in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence validating the existence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills attained by each student within the program. 9. Course (s) Completed: Collection of data related to PEIMS. TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/ STRATEGIES: To oversee the performance measures outlined above, PISD will utilize the following tools: Student/ Stakeholder Surveys, Work-based Application, Attendance Records, and PEIMS data. Additionally, future indicators of success will include the number of students enrolled in CTE classes, along with the tally of after-school and summer jobs secured by students relevant to their field of study. PROCESSES USED TO ENSURE EFFECTIVENESS: The data gathered will assist PISD in assessing whether students in this program are achieving the established goals and objectives, as well as evaluating the effectiveness of the strategies implemented for student success. The process for data collection involves: Reviewing Attendance Records daily; Administering the surveys pre-and post-program completion; Reviewing student work-based applications weekly to ensure constant progression; and Reviewing PEIMS data and the TAPR report both pre-and post-program completion.

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.

NOT APPLICABLE

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, PISD outlined needs, goals, and milestones for student success in FOCUS AREA 2. The district included STAFFING, SUPPLIES AND MATERIALS, and TRAVEL. Proposed budget is as follows: 1) Professional Staff Stipends (\$6,250) – Grant funds will be budgeted for the Project Director and the staff for overseeing day-to-day activities along with fringe benefits. 2) Professional and Contracted Services (\$2,690) – Grant funds will be used to assist with data collection and analyses of work-based learning activities. 3) Supplies and Materials (\$10,950) - Grant funds will be utilized to purchase work-based materials and resources that are needed to deliver real-world work experience. Some of the specific work-based materials include but aren't limited to: Safety Gear, Measuring and Marking Tools, Hand Saws, Screws and Nails, Sand Paper, Safety Gear, Clamps, Power Drills, and Wood. 4) Other Operating Costs (\$26,800) - Grant funds will be used for student internships and activities for training sponsors from businesses and industries. 5) Indirect Cost Rate (\$3,310)- The district will cover costs associated with the overhead fees of running the program.

HIGH-LEVEL SNAPSHOT: There are currently no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Since the Work-based Learning Program is currently not in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

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.)

NOT APPLICABLE

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.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY:
Paducah ISD is a small rural district, Title 1 School, with a high percentage minority population (Hispanic). Due to the school being situated in a rural area, transportation options are restricted beyond regular school hours. This creates a challenge for parents in transporting their children, especially during the summer when coordinating programs like this one. Additionally, within the surrounding area 28.3% of the families are classified as living in poverty. This leads to a reduction in tax revenue that the district can collect, subsequently limiting the opportunities, such as paid internships, that it can offer to students. These two factors significantly impede the district's capacity to offer paid work-based learning opportunities for students.

ADDRESSING NEEDS: The district has created a comprehensive grant budget that will provide funding to transport students to and from the activity site. Additionally, funds will be allocated to cover costs associated with paying students to participate in the work-based learning opportunities during Summer. This will help ensure students graduate with employment skills that will prepare them for the workforce in a high-paying job.

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.

NOT APPLICABLE

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: If awarded funds under Focus Area 2, PISD will offer a 5-week paid internship program (Mondays through Thursdays, 28 hours per week) comprised of CTE opportunities that fall in line with the district's CTE courses and pathways offered. All internship activities will be conducted on-site at the district. Additionally, in collaboration with Cherry Electric and Entex Fabrication PISD will provide offer simulated work based learning experiences as part of this program.

This will allow Paducah ISD to offer its economically disadvantaged and at-risk students opportunities not typically offered to them while simultaneously being compensated for their time and efforts. PISD staff will conduct regular visits to job/ internship sites, ensuring that the work-based learning models align with the goals and objectives of both the grant and the district. This initiative allows students, who might otherwise secure minimum-wage jobs during the summer, to earn income through career/skilled experiences. Such experiences will position them favorably for future hiring opportunities in high-demand and high-paying positions..

WORK-BASED LEARNING MODEL(S): While interning, students will receive real-world work experience by conducting activities such as: Woodworking; Fencing; Lighting fixture installation (Electrical Program of Study (POS): 1 priority pt.); Metalwork; Welding equipment maintenance; etc. In addition to enhancing students' employability by providing these experiences, they will also have the chance to reinforce six key areas of soft skills - communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. Acquiring these skills will provide them with a competitive edge in reaching their career aspirations.

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