



**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**.

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

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.

As Perryton ISD serves a large number of students who are interested in welding, this course will allow the district to get more students in the program. Many young students do not have the capability to fit multiple CTE courses into their schedule. By providing teachers and students, with essentially another "semester" of learning, these students are able to get ahead in their schedule. Obligatory courses at the high school level cannot be ignored. However, learning technical skills is an important thing for young student to learn. More time and resources to learn will help the district and high school meet more accountability goals and aligns with our mission statement, "Engage, Educate, Empower...Everyone, Every Day." Even during the summer months, the district is dedicated to providing students a learning opportunity that they may not have available to them during the regular school year because of schedule conflicts and budget restrictions. In previous years, our district has been successful with this program and taught and certified over 25 students who may not have had the opportunity otherwise.

**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.

Again, welding is a popular course at Perryton High School. However, when students begin to advance their coursework in this CTE pathway, they might not have the correct prerequisites or time in their schedule to continue to take the correct, advanced courses. Providing more time in the summer for them to advance their course work timeline, is a benefit to these students in the long run. As mentioned above, the district mission statement fits this Focus area as well. Our teachers have a duty and responsibility to provide students with a good education and equip them with skills they can use in future career areas. In Focus Area 2, the technical skills and professional skills that are earned through this program are things that cannot be taught in an every day classroom. A smaller scaled class, that allows students to work in a professional setting with industry partners, will teach them reliable skills such as communication, respect, and integrity. This Focus Area also allows students to get ahead in dual credit courses if they are pursuing a certification. This assists the district in increasing our accountability rating and providing students with more opportunities in the future.

**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**

Tyler Laubach, Welding Instructor at Perryton ISD (existing position)

Mr. Laubach has many years of experience as a welding teacher in Oklahoma and Texas. His experience with high school students and in the industry offers much knowledge to our students in the welding program.

Dacey Underwood, Grant Compliance Coordinator at Perryton ISD, will serve as grant manager and support program implementation (existing position)

Mrs. Underwood has multiple years of experience working as the grant coordinator for Perryton ISD. She has managed this summer grant for Perryton the past two years and has knowledge on ensuring compliance and reporting.

**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**

Zane Thomas, Welding Instructor at Perryton ISD (existing position)

Mr. Thomas has multiple years of experience working with the welding program and positively influencing the skills of our welding students. He also owns and operates a welding business in Perryton, offering work-based learning

Dacey Underwood, Grant Compliance Coordinator at Perryton ISD, will serve as grant manager and support program implementation (existing position)

Mrs. Underwood has multiple years of experience working as the grant coordinator for Perryton ISD. She has managed this summer grant for Perryton the past two years and has knowledge on ensuring compliance and reporting.

Local businesses (varying companies) will provide students with projects to complete (existing position)

These businesses have experience working with our students on work-based learning projects. These companies open their businesses to our students and offer feedback on ways to improve.



**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?

The main intent behind this Focus Area is to provide more opportunity for incoming sophomores and juniors to participate in a welding course without conflict in their schedule. As Perryton High School services 162 students in the welding program, many of them have other obligations and courses to take to fulfill graduation requirements. This does not provide these students an opportunity to prioritize CTE courses and gain skills that they can parallel into their future careers. Giving students and staff another "semester" of learning, they can get ahead and open more opportunities in their schedule to prioritize work-based learning skills and CTE. Students in this course will follow TEKS provided by the instructor and the Texas Education Agency. Some key takeaways that students will develop in this course include but are not limited to, using appropriate tools to take measurements, explore academic knowledge and skills required for postsecondary education, interpret engineering, drawings, charts, and diagrams, apply shielded metal arc welding principles, and reviewing the fine, detailed aspects of both quantitative and qualitative work process and end products. Students will develop and progress their skill set associated with practices such as gas metal arc welding, plasma arc cutting, workplace compliance and regulations, oxy-fuel cutting, and tungsten arc welding. In previous years, the instructor works with students to complete a project such as welding and building welding booths, fixing trailers, and building furniture.

**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?

As the welding program at Perryton ISD accommodates a large number of students, once students have the opportunity to take advanced welding courses and dual credit, they either do not meet the prerequisite requirements or still do not have room in their schedule to take the courses. This additional summer course would allow some students to take Practicum in Manufacturing and if they are interested, also gain dual credit from the course. Our instructor is accredited through our local community college to teach dual credit and this opens an opportunity for students to get ahead in their high school courses, as well as their college courses. Students in this course will follow TEKS provided by their instructor and the Texas Education Agency. Some skills that students will develop in this course are critical thinking and problem-solving, technical research that is gathered and applied, teamwork skills while working cooperatively with others in the course and their supervisors at the participating local businesses, using informational texts such as the Internet to gain information for occupational tasks, and communicating appropriately and accepting constructive criticism. As this Focus Area is focused on gaining and implementing skills based on work-based learning, students are expected to treat this summer course like a job and be efficient in their practices and tasks. Students in this Focus Area will be paid a \$1,000 stipend at the duration of the summer for the work they complete with local industry partners over the summer. Students will complete projects such as repairing trailers, building fence, and fixing other projects that require advanced welding technical skills.

**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.

The 12-15 students enrolled in Focus Area 1 will participate in and receive course credit at the duration of Welding I (PEIMS Service ID: 13032300). Students will complete the welding course by August 30th, 2024 and receive credit on their transcript. Students will be prepared to continue into Welding II during the 2024-2025 school year. Formative and summative assessments will be conducted during the 6-week course period. Instructors will use these assignments to instruct students, determine where intervention is needed, and evaluate TEKS mastery for course credit. Student learning objectives and outcomes will also be measured based on student completion of hands-on learning projects and skill demonstration in the welding lab.

**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.

Perryton ISD will enroll 12-15 students in Focus Area 2 and students will receive credit at the duration of the 6-week course program for Practicum in Manufacturing (PEIMS Service ID: 13033000). Students will complete the course by August 30, 2024. Instructors will help students facilitate projects with local businesses and students will complete hands-on, work-based learning projects. Instructors and local community members representing businesses participating will determine how effective student work is. They will also gauge the readiness of students and their welding skill set. Competency based evaluations will also be used as part of training to report student ability and capability to perform various tasks on job sites. Both instructors will meet with each student to identify areas of strengths and where the student could improve.

**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.

Perryton ISD is requesting \$50,000 for Focus Area 1. A Perryton High School welding instructor will receive a stipend of \$16,000 for the course they provide over the summer. They will be responsible for implementing TEKS, teaching technical skills, and recruiting students for the program. A program director will receive \$2,000 to assist in planning and implementing the program. The director will also gather information for reporting purposes. She will work closely with the Chief Financial Officer of Perryton ISD in order to discuss funding and approve spending. \$4,800 will be used to pay suburban drivers to drive back and forth to Follett, our partner district, to pick up students from the other district that are participating in the program. \$1,650 is also allotted to pay for Perryton to fuel and maintain a district vehicle during the summer program. Employee benefits will equal \$3,876. An additional \$21,674 will be used to purchase supplies and materials. These materials could include but are not limited to welding rods, argon gas tanks, metal, and other consumables.

**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.

Perryton ISD is requesting \$50,000 for Focus Area 2. A Perryton High School welding instructor will receive a stipend of \$16,000 for the course they provide over the summer. They will be responsible for implementing TEKS, teaching technical skills, and recruiting students for the program. A program director will receive \$2,000 to assist in planning and implementing the program. The director will also gather information for reporting purposes. She will work closely with the Chief Financial Officer of Perryton ISD in order to discuss funding and approve spending. An additional \$15,000 is budgeted for the give each participant of Focus Area 2 a \$1,000 stipend at the duration of the program. As Focus Area 2 is based on work-based learning and the students will be working with multiple industry partners and doing projects, they are compensated for their participation and work in the program. Employee benefits total \$4,500. \$1,650 is also budgeted to pay for any unprecedented costs during the program. An additional 10,850 will be used to purchase supplies and materials. These materials could include but are not limited to welding rods, argon gas tanks, metal, and other consumables. Some supplies and budget funding will also be used to pay for fingerprint appointments for the students who participate in Focus Area 2. Each student will be fingerprinted and added to Perryton ISD payroll during the summer in order to be paid the stipend in July of 2024.

**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.)

Perryton ISD has a large number of students interested in welding. Across our district welding program Perryton ISD accommodates 162 students into an 8 period day, with 1 full-time instructor. Many students are not able to take welding courses their freshman year due to limited spots available. It is also more difficult to work with such a large number of students and get them certified with their AWS Certified Welder certification. If we are able to facilitate around 12-15 students in the summer program for Focus Area 1, this is at least one class load that instructors can manage outside of the regular school year and help students get ahead and earn their certification. Our CTE program also has a limited budget and is taking regular yearly fiscal cuts. If more funding is available to students during the summer for student to learn how to weld more efficiently with material that is not as restricted to a budget similar to the one provided during the school year, students have a better opportunity to be served.

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.)

Perryton ISD also struggles with large class loads when students want to participate in more advanced welding courses and dual credit welding courses. Our advanced welding teacher is only on campus for a half a day, making it even more difficult to manage classes and get more students interested in the upper level welding courses and enrolled in dual credit courses. Perryton ISD covers a rural, demographic area. There are many welding career opportunities in the surrounding areas. If we make work-based learning experiences available to students, their chances of excelling in a career once they graduate high school, greatly improve. Like FA1, materials and supplies are limited during the school year because the budget allotted is spread between different levels of welding courses and among 162 students. If instructors can use money more readily available to teach students, their experience and skill level will also progress.



**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.

Focus Area 1 will be in the manufacturing program of study. The only course that will be offered in this Focus Area is Welding 1. The prerequisite for being in this course and gaining the Welding I credit, is students have to have completed the Intro to Welding course. 12-15 students will be engaged in this course for 6-weeks and learn more technical skills. They will delve into more information regarding their program of study and gain information that will assist them as they take Welding II in the Fall of 2024.

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.

Focus Area 2 will be in the manufacturing program of study. The only course that will be offered in this Focus Area is Welding 1. The prerequisite for being in this course and gaining the Practicum in Manufacturing credit, is students have to have completed the Intro to Welding, Welding I, and the Welding II course. 12-15 students will be engaged in this course for 6-weeks and learn more advanced technical skills, as well as gain work-based learning, professional experience. They will delve into more information regarding their program of study and gain information that will assist them as they take additional dual credit courses through Frank Phillips College in the Fall of 2024. After students take the Practicum to Manufacturing course over the summer, they can take dual credit courses such as Blueprint Reading and Sketching, Intro to Gas Metal Arc Welding, and Fundamentals of Oxy-Fuel Welding and Cutting. Students will also work with industry based partners such as Bar Z Trailer Repair and Perryton Glass and Overhead Doors to complete projects in the community, as well as gain professional skills.

**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**

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# Follett Independent School District

205 E. IVANHOE AVENUE  
P.O. DRAWER 28  
FOLLETT, TEXAS 79034  
(806) 653-2301 FAX (806) 653-2036

MEGAN ROBERTSON  
SUPERINTENDENT  
MEGAN.ROBERTSON@REGION16.NET



ASHLEY WILSON  
PRINCIPAL  
ASHLEY.WILSON@REGION16.NET

**DATE:** 1/29/2024  
**TO:** Perryton ISD  
**SUBJECT:** Partner Letter of Support for 2023-2024 Summer CTE Grant Focus Areas 1 and 2  
**FROM:** Ashley Wilson

Dear Mr. Brown,

Follett ISD is honored to partner with Perryton ISD as part of the 2023-2024 Summer CTE Grant Program which will allow students from both districts to participate in:

- Welding II class (Focus Area 1) and
- Practicum in Manufacturing with completion of valuable welding projects for local businesses (Focus Area 2).

We appreciate the opportunity for students to earn both credit and real world experience.

Since Perryton ISD will be serving as the fiscal agent, my staff will work with your staff to finalize logistics for recruiting students for the program and providing transportation to allow students to access the program. I am looking forward to building a strong partnership between our schools.

Sincerely,

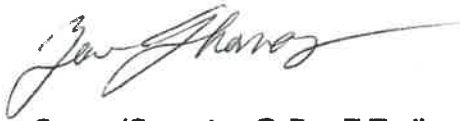
A handwritten signature in black ink, appearing to read 'Ashley Wilson'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Ashley Wilson

To whom it may concern,

It would be my great pleasure for the practicum in manufacturing students to do a project with our business. We would like for them to design and build for us a flatbed utility trailer. This project will allow the students to gain some real world experience in the manufacturing of a trailer from start to finish. We would love for these students to tackle this project.

Sincerely,  
Zane Thomas



Owner/Operator @ Bar Z Trailer Repair  
11 East Brillhart Ave.  
Perryton TX 79070  
[barztrailerrepair@outlook.com](mailto:barztrailerrepair@outlook.com)  
806-202-5040





## *Perryton Glass & Overhead Doors*

11 East Brillhart P.O. Box 711 Perryton, TX 79070  
(806)435-2113 Fax (806)648-3366 Email perrytonglass@outlook.com

February 1, 2024

To Whom It May Concern:

Our business has greatly benefited from having the practicum in manufacturing students build our utility bed storage racks in the past. We have another project in mind for this coming year, such as a glass rack trailer. Utilizing the skills of the students of this program would further aid our business endeavors and we would be extremely grateful.

Sincerely,

A handwritten signature in blue ink that reads "Brian C. and Lea C. Thomas". The signature is written in a cursive style with a long, sweeping underline.

Brian C. and Lea C. Thomas  
Owner/Operators