



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 12, 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, February 12, 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.

The George West ISD is dedicated to guiding students towards sought-after career paths in our region, which offer higher-than-average salaries. Our goal is to nurture strategic alliances, expose students to real-world experiences, deliver entrepreneurial education, and encourage exploration of various careers for our middle school students. We plan to initiate a cooperative endeavor with Startup High, designed to provide a detailed three-week summer program focused on Career and Technical Education (CTE). This initiative will be spearheaded by two educators and will involve around 40 students in active collaboration with CTE experts, integrating online interactions with visits to local enterprises. The program is designed to concentrate on critical sectors such as healthcare and refinery operations, offering students practical experience in sectors with a significant demand for skilled workers. During this immersive three-week period, students will engage in research, conduct interviews, and take part in experiential learning activities, including innovative entrepreneurship exercises such as "rejection therapy," understanding marketing basics, and teamwork challenges. At the end of each week, students will have made considerable advances in essential areas:

- ?Network Building: Students will form valuable connections with local business leaders, establishing a basis for future support and mentorship.
- ?Business Acquaintance: Through firsthand interaction and visits to companies, students will acquire a deep understanding of various local industries, enhancing their comprehension of the business world.
- ?Entrepreneurial Acumen: Students will gain hands-on entrepreneurship knowledge, clarifying the process of starting a business and boosting their confidence in their entrepreneurial skills.
- ?Career Insight: Armed with valuable knowledge, students will identify lucrative, high-demand jobs within our Texas region.

The culmination of each week will see students developing personalized websites to display their projects, serving not only as a record of their accomplishments but also as a foundation for ongoing growth. Middle school participants may receive credit for Career and College Exploration, while high school students can earn credit for Project-Based Research.

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.

N/A

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
Joy Beverly, Principal, George West High School: Coordination & communication efforts to promote the program to current 9th grade students	Campus administrator; Experience with state grant programs; Knowledge of high school CTE program options.
Felix Duran, Principal, George West Junior High School: Coordination & communication efforts to promote the program to junior high students.	Campus administrator; Experience supporting high school course planning for junior high school students.
Scott Kelly, Founder of Startup High (Contracted Services): Responsible for primary planning of the week-long learning experience.	Has run similar summer CTE experiences for over 2,000 students. Also a professor of entrepreneurship at Campbell University.
CareerCraft (Contracted Services): Will assist with data collection, monitoring, and reporting for the summer program.	Knowledge of data collection systems, monitoring, and analysis for the summer program. Knowledge of grant reporting requirements.
Teacher Facilitators (Individuals TBD): Supervising and facilitating the summer learning program planned by Startup High.	Middle school and/or high school teachers; Knowledge of best practices associated with field-based learning; Experience supervising middle-aged students; Knowledge of local businesses and industries.

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
N/A	

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?

1. Strengthen student ties with the local community and industry leaders.
 - a. Networking Opportunities: Connect students with 15-18 leaders from the local business community to foster meaningful dialogue, mentorship, and exposure to a variety of career possibilities.
 - b. Exploratory Downtown Tours: Organize trips to the heart of our town, introducing students to the dynamic mix of businesses and entrepreneurs in their area.
 2. Reveal new career paths to students.
 - a. Career Exploration Workshops: Offer in-depth sessions on 15-18 varied career options, giving students a closer look at what each path entails.
 - b. Introduction to Entrepreneurship: Involve students in interactive exercises to show that starting their own business is an accessible and thrilling career choice.
 3. Boost student self-assurance in interpersonal and inventive skills.
 - a. Team-Building Exercises: Arrange activities that mix students of different backgrounds and abilities, promoting cooperation and collective success.
 - b. Engaging Challenges: Create engaging and stimulating tasks that encourage students to step outside their comfort zones, enhancing their imaginative thought and communication skills.
 4. Prepare students to promote themselves with confidence.
 - a. Personal Digital Portfolios: Equip every student with their own website to document and display their weekly progress and achievements.
 - b. Continued Portfolio Use: Motivate students to keep updating their portfolio as a living document of their work, aiding them in standing out to future employers or partners.
- This strategy is in alignment with GWISD's vision, ensuring students are not only exposed to an array of career options but are also equipped with the vital competencies and assurance necessary to succeed in their future paths.

Goals, Objectives, and Strategies (Focus Area 2)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

N/A

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.

?Student Surveys: Using structured questionnaires, we'll assess students' views on the program, what they've learned, and their ideas for making it better. Surveys will be conducted halfway through and at the end of the program to monitor changing opinions.

?Teacher Surveys: We'll use specialized surveys for teaching staff to judge the program's impact, personal development, and areas needing improvement. These will be given before the program starts and after it concludes, allowing educators to share their experiences and the effect on student participation.

?Parent Surveys: Custom surveys for parents will help us collect their feedback, insights, and suggestions for program enhancement. These will be handed out at the end of each program week to foster parent engagement in the review process.

?Portfolio Reviews: A formal evaluation of the students' portfolio websites will help us understand the caliber and comprehensiveness of their weekly projects. A standardized evaluation rubric will be used for uniform portfolio assessments, offering a detailed view of student accomplishments.

?End-of-Week Presentations: Students will give live presentations of their projects, showcasing the skills they've acquired. We'll organize evaluation sessions with teachers, parents, and peers providing valuable feedback and acknowledging student achievements.

Additional Evaluation Methods:

?Course Credit Evaluation: We'll assess eligibility for course credit according to Career and College Exploration (Service ID: 12700110) or Project-Based Research (Service ID: 12701500), incorporating this into the required PEIMS reporting periods.

?Reporting to the Texas Education Agency (TEA): We'll submit demographic data for each participant.

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.

N/A

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.

We've tailored our proposed budget to fully support the diverse needs and objectives of our program, covering staffing, supplies, materials, contracts, travel, and other related costs. Here's a brief summary of the main budget items:
Staffing: \$14,750
Teacher Facilitators: Recognizes their key role in the program.
Grant and Business Office Manager: Crucial for overseeing the project, managing finances, and ensuring compliance.
Program Implementation: \$27,750
Student Transportation: Guarantees all students can attend, promoting inclusivity.
Startup High Fee: Covers organization of business visits, facilitator training, a custom schedule, a registration website, marketing, and curriculum resources, aligning with our CTE focus.
Supplies and Materials: \$1,000
Ensures we have everything needed for program activities.
Program Evaluation: \$5,000
CareerCraft Compensation: For data collection and analysis, monitoring, and reporting, ensuring the program's effectiveness and adherence to requirements.
Indirect Costs: \$1,500
Our budget remains adaptable, ready to adjust based on program feedback and evolving requirements. We'll regularly review our spending and performance, staying in close contact with partners and stakeholders to wisely manage resources. This budget is a strategic investment towards achieving a meaningful and impactful program experience, with a commitment to adapt and enhance as needed.

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.

N/A

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.)

GWISD has carried out an extensive evaluation to pinpoint the main challenges of increasing enrollment within our high school programs of study. The findings will be tackled through this grant's deployment, aiming to improve our students' educational journey.

-Teacher Availability and Course Capacity:

Challenge: Limited teacher availability and course capacity during the standard academic year due to existing workloads.

Solution: Launching the program in the summer enables us to offer additional compensation for teachers without overburdening them. Two dedicated teacher facilitators will support the summer program, providing focused guidance and tracking student advancement.

-Boosting Student Interest in CTE Programs:

Challenge: The need to ignite interest in Career and Technical Education (CTE) among junior high school students.

Solution: This summer initiative will target 7th to 9th graders, introducing them to a variety of CTE paths and encouraging them to pursue these areas in high school to achieve credentials and formulate clear career goals.

-Resolving Student Scheduling Conflicts:

Challenge: Conflicts due to various school and extracurricular activities hinder participation in career exploration and entrepreneurship programs during the regular academic year.

Solution: The grant facilitates a summer learning opportunity off the usual school timetable and premises. This setup allows students to visit 15-18 local businesses and entrepreneurs, offering insights not feasible during the standard school term. It also caters to students engaged in extracurriculars and aims to attract a diverse group, enhancing their summer with enriching experiences and personal development.

This Needs Assessment Summary underscores our dedication to overcoming specific obstacles in our educational framework. The grant proposal is designed as a strategic response to these issues, creating a more supportive learning environment and encouraging active participation in CTE programs.

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.)

N/A

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.

Our proposed summer learning program will introduce students to the field of entrepreneurship along with helping students become aware of the major industries in our community. We will focus heavily on introducing students to occupations related to healthcare and refinery operations. George West ISD launched a P-TECH during the Covid-era which focused deeply on refinery operations. Student interest and enrollment in the pathway has been low since the program' s inception. Moving forward, George West ISD' s P-TECH will pivot to a healthcare focus. Healthcare and oil and gas are major industries in our community. It is important that we as the local school district have programming to support the development of future workers in these industries. Our proposed summer program will emphasize these areas while also introducing students to other industries and occupations in our community. At the high school level we offer programs of study in the following career clusters:
?Agriculture, Food, and Natural Resources
Animal Science
Applied Agricultural Engineering
?Human Services
Family and Community Services
?Energy
Refining and Chemical Processes (Current P-TECH Focus)
?Health Science
Healthcare Therapeutic (Future P-TECH Focus)
Middle school participants may receive credit for Career and College Exploration (Service ID: 12700110), while high school students can earn credit for Project-Based Research (Service ID: 12701500). Our goal is to serve up to 40 students in this innovative career awareness and exploration program.

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.

N/A

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