



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 16, 2022

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.

TEA must receive the application by **11:59 p.m. CT, November 16, 2022**.

Grant period from **March 1, 2023-September 30, 2023**

Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus 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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 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.

Crowley ISD's vision is that all students will be equipped to reach their full potential in order to successfully navigate a diverse, evolving, global society. The goal of the district is to prepare students for high-wage, in-demand careers in the state of Texas and to support the goals of the 60x30 plan. The Bill R. Johnson Career and Technical Center is an innovative, career focused campus that equips students to pursue and obtain industry-based certifications in their program of study. Students who are successful in completing these certifications will be provided opportunities to be better prepared for college, career, and military opportunities after high school. The data from the Perkins V Supplemental Report dated December 2021 indicated that in the Program Quality, Attained Recognized category only 4% of district enrolled CTE students earned an industry-based certification compared to 19% in the state of Texas. The Summer Certification program aims to increase more opportunities for those who have not successfully passed an industry-based certification. The Summer Certification program will provide test prep for each identified industry based certification in a classroom setting with a CTE credentialed teacher. The Summer Certification Program will offer 50 to 60 students the opportunity to secure industry-based certifications in CompTIA A+, CompTIA Network+, CompTIA Security+, FAA (Federal Aviation Administration) Part 107 Remote Drone License, Adobe Illustrator, Adobe Photoshop, Adobe Premiere Pro, CCMA (Certified Clinical Medical Assistant), CPhT (Certified Pharmacy Technician), and Cosmetology Operator's License. Students will be targeted from the programs of study who are current 11th or 12th graders and after classroom instruction and test prep, the students will be given the industry based certification assessment. The grant funds will be used to provide classroom instruction, test prep, and fund the industry based certifications. A second summer bridge will target 80-100 incoming ninth grade students to prepare them for technical skills that will be used in the following programs of study: Engineering, Aviation, Carpentry, Health Science, and Architecture. These technical skills will be academic skills supported in the TEKS as well as student success skills to navigate courses of rigor. For the Summer Bridge Program, the quantity of 9th grade students who enroll in CTE and Algebra I EOC scores were used to determine that students need support in being ready for technical skills in their CTE classes. In the 2022-23 school year, 882 9th grades students enrolled in CTE courses. Additionally, the 2021-22 STAAR Performance Report, 43% of Crowley ISD students met criteria compared with 57% at the state level; also, 4% of Crowley ISD students were at a masters level compared with 11% at the state level.

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.

Crowley ISD's vision is that all students will be equipped to reach their full potential in order to successfully navigate a diverse, evolving, global society. The goal of the district is to prepare students for high-wage, in-demand careers in the state of Texas and to support the goals of the 60x30 plan. Crowley ISD has a growing CTE program with 32 programs of study. In the 2022-23 school year, 402 students were involved in internships. However, due to master scheduling challenges many students are not able to enroll in a practicum courses during the school year. The district has a CTE center that serves two comprehensive high schools and two 9th grade centers. Matching bell schedules can be challenging and some students are unable to fit a 2-credit practicum into their schedule. By providing internships during the summer, 30 students will be able to participate in work-based learning activities. The district is 75% low socioeconomic. In a survey of students in summer 2022, it was found that many high school students desired a summer job and it would provide both security and safety for them. Therefore, internship opportunities will be provided in various departments in the district. Even though the district has many industry partners, most of our students do not have transportation available to them and public transportation is not offered in our part of the metroplex. Offering in district internships will provide logistical access to more students.

This grant will provide students an opportunity to increase employability skills and offer opportunities in work-based learning in summer 2023. Our district understands that work-based learning has many benefits for students including reinforcing and applying skills learned in the CTE classroom; the outcomes that can be reinforced in a work-based learning setting including communication, a set of student learning outcomes best taught in a workplace, such as communication, collaboration, critical thinking and problem solving, creativity and innovation, self-management, and workplace culture.

The proposed grant activities would provide work-based learning activities to students enrolled in the following programs of study: Plant Science, Applied Agricultural Engineering, Architectural Design, Carpentry, Digital Communications, Graphic Design and Multimedia Arts, Information Technology and Support Services, Networking, Early Learning, Teaching & Training, Healthcare Therapeutics, Programming and Software Development, and Law Enforcement.

Crowley ISD proposes to offer a summer internship program for 30 students--targeting enrollment of students who will be in 11th or 12th grade in fall 2023 and enrolled in the identified programs of study. Each student would be paid a stipend of \$1200 and would work between 15-20 hours weekly for six weeks. Each student will be required to complete a training with school district personnel on professional skills including communication, workplace culture, prioritizing work, and team roles.

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
Program Director – Oversee accountability; adjust program as needed; handle all personnel issues	One year Admin experience overseeing CTE programs; ability to lead all phases of instructional programs. Ability to communicate and interact effectively with a variety of audiences.
Summer coordinator – coordinate classes; supervise site; run data to measure outcomes; interpret summer program to community members	One year Teacher leadership experience preferred; must be able to input or retrieve data effectively and efficiently, in a user-friendly manner.
Classroom Teachers/Program Facilitators	One year CTE classroom teaching 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
Work-based Learning Teacher	Certified to teach CTE courses; experience in work-based learning
Internship Coordinator	Experience facilitating work-based learning and internships and data collection

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?

Focus area 1 has two major goals--Summer Certification Program and the Summer Bridge Program.

The goals and objectives of the Summer Certification Program will be to provide 50-60 students opportunities to obtain Industry Based Certifications (IBC) in Comp TIA Security+, Network+, A+, UAV - FAA Part 107, Adobe Illustrator, Photoshop, Premier Pro, Health Science - CCMA (Certified Clinical Medical Assistant), CPhT (Certified Pharmacy Technician), and Cosmetology-Operator's License. These skills and experiences will prepare students for high-demand, high wage positions in various industries throughout the community. This opportunity for students will meet for four weeks for four days a week for approximately 64 hours. The strategies will include both pre- and post-assessments to determine the learning needs of each student related to their respective industry based certification exam. Both classroom instruction and test prep activities will be provided to each individual student and at the end students will take the respective industry based certification exam.

The goal and objective of the Summer Bridge program will be to provide approximately 80-100 incoming first-year students (9th graders) an opportunity to obtain key technical skills and knowledge for entry into the following CTE programs of study--Engineering, Aviation, Carpentry, Health Science, and Architecture. The camp will be offered for two weeks for four days of week for approximately 32 hours. The strategies that will be used will be direct instruction on skills such as math, classroom organization, teamwork, technical vocabulary, and problem solving strategies. The strategies will be in a classroom setting where an introduction to real-world problem solving will be introduced to the incoming CTE students.

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?

The primary goal is to provide internships for 30 students to reinforce and support skill knowledge from their identified CTE program of study. By August 2023, 30 students will have completed an internship and the supervisor from the internship placement will have evaluated them using a work-based learning rubric and provided growth feedback to the student. All 30 students will have completed from 90-120 of internship hours.

The goal and objectives of the work-based learning program is to provide each student with training in professional skills, ensure every student has a customized training plan, ensure all students have an internship placement that supports their program of study skill knowledge, and all students are provided with an evaluation to assist in their career growth. The strategies that will be used will be placement in a work based learning internship with a training plan of identified skills that need to be reinforced from the program of study. Additionally, each student will receive coaching both from the supervisor of the workplace and the CTE staff.

The strategies of the proposed program are classroom instruction on employability and professional skills, internship placement with a completed training plan, evaluations by both the supervisor of the placement and the CTE coordinator, and career coaching at the culmination of the internship.

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.

For the Summer Certification Program, each participating student will complete the outlined certification program material and exam as required by the testing entity. Each industry based certification is given by a testing agency. The objectives of the industry based certification will be measured by a pre- and post-test. After the classroom instruction, every student will take their respective industry based certification. The goal is for 70% of the students to be successful on the industry-based certification. The measurement of the effectiveness of the Summer Certification program will be the number of students who pass and receive a credential through industry based certifications.

For the Summer Bridge program, each incoming 9th Grade participant will complete an end of program evaluation with a brief reflection on their experience. Each participant will be given a pre- and post-assessment of technical skills to measure growth. The post-assessment will be used to measure performance and the growth of each student. The post-assessment will be used to measure the effectiveness of the Summer Bridge 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.

The goal is to have all 30 (100%) of students who participate in the internship summer program complete a customized training plan to help drive growth in both technical and professional skills over the course of the internship. The internship supervisors will meet weekly, at a minimum, with each intern to identify areas of strength and areas where the intern requires additional support and coaching. At the culmination of the internship, each intern will have a conference with their supervisor for a summative coaching session. Additionally, each intern will have a coaching session with the work-based learning coordinator to discuss next steps in the student's path to career readiness. The effectiveness of the program will be measured by the evaluations submitted by the workplace supervisor for each student and a survey of each student that has them rate their growth in workplace skills after participation.

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.

The Summer Certification program includes the following expenditures:

Payroll (6100):

6 Teachers x 64 teaching hours x \$32 = \$12,288

6 Teachers x 16 prep hours x \$32 = \$3,072

Program Director - \$4000

Supplies and Materials (6300)

Industry-Based Certification Exams - \$9000

T-shirts for students participating in the program - \$2000

Supplies and Curriculum - \$5000

The Summer Bridge program includes the following expenditures:

Payroll (6100)

5 Teachers x 32 teaching hours x \$32 = \$5120

5 Teachers x 8 prep hours x \$32 = \$1280

Summer Bridge Coordinator - \$2000

Supplies and Curriculum - \$2500

T-shirts for students participating in Summer Bridge - \$3000

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.

Local funds will be utilized to provide transportation to the internship sites. This grant will fund the following:

Payroll (6100): \$9,000 has been budgeted in this category to provide extra-duty pay to the CTE work-based learning teacher and internship coordinator for this focus area. The CTE work-based learning teacher and internship coordinator will receive stipends of \$4000. This is equitable on the district compensation plan of \$4000 for summer school facilitators. Additionally, the same personnel will receive \$500 each to develop and deliver the professional skills training to the summer interns.

Professional & Contracted Services (6200): \$36,000 has been budgeted in this category to provide pay for student interns (as contractors) throughout the summer internship program. We plan to provide 30 paid internships to students at a stipend of \$1200 for the six-week program. Internships will work between 90-120 hours throughout the summer program based on their internship placement.

Supplies & Materials (6300): \$1000 has been budgeted in this category to fund shirts for the interns to wear as a way of distinguishing them as Crowley ISD interns while at their work-based placement.

Program Requirements

1a. Needs Assessment (Focus Area 1)

For the Summer Certification Program, the data from the Perkins V Supplemental Report dated December 2021 indicated that in the Program Quality, Attained Recognized category only 4% of district enrolled CTE students earned an industry-based certification compared to 19% in the state of Texas. The Summer Certification program aims to increase more opportunities for those who have not successfully passed an industry-based certification.

For the Summer Bridge Program, the quantity of 9th grade students who enroll in CTE and Algebra I EOC scores were used to determine that students need support in being ready for technical skills in their CTE classes. In the 2022-23 school year, 882 9th grades students enrolled in CTE courses. Additionally, the 2021-22 STAAR Performance Report, 43% of Crowley ISD students met criteria compared with 57% at the state level; also, 4% of Crowley ISD students were at a masters level compared with 11% at the state level.

1b. Needs Assessment (Focus Area 2)

Crowley ISD has a growing CTE program with 32 programs of study. In the 2022-23 school year, 402 students were involved in internships. However, due to master scheduling challenges many students are not able to enroll in a practicum courses during the school year. The district has a CTE center that serves two comprehensive high schools and two 9th grade centers. Matching bell schedules can be challenging and some students are unable to fit a 2-credit practicum into their schedule. By providing internships during the summer, 30 students will be able to participate in work-based learning activities. The district is 75% low socioeconomic. In a survey of students in summer 2022, it was found that many high school students desired a summer job and it would provide both security and safety for them. Therefore, internship opportunities will be provided in various departments in the district. Even though the district has many industry partners, most of our students do not have transportation available to them and public transportation is not offered in our part of the metroplex. Offering in district internships will provide logistical access to more students.

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.

CTE Programs of Study (POS) targeted for Focus Area 1 for IBC (Industry Based Certifications) completion are Information Technology Support and Services, Networking Systems, Unmanned Aerial Vehicles, Cosmetology and Personal Care Services, Graphic Design and Multimedia, Digital Communications, and Healthcare Therapeutic. The summer program will target 50 to 60 students will be engaged and supported by this program.

The program of study's for incoming 9th graders Summer Bridge program are Engineering, Architecture, Carpentry, Health Science, and Aviation Maintenance. 100 students will be targeted and supported by this 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.

By providing opportunities in the district (Crowley ISD), students not only receive internships that allow them to apply academic, technical, and employability skills, they also become connected with those in their community who work in their career interest areas. Previously, the district has hired graduates in areas such as technology and education. The district hopes this is a secondary outcome of the initiative. Students will intern within the school district in the following departments--CISD Police Dept (Law Enforcement), elementary summer school classrooms and CISD child care (Early Learning and Teaching & Training), CISD Maintenance and Operations (Architectural Design, Applied Engineering, Plant Science, and Carpentry), CISD Office of Communications (Digital Communications and Graphics Design and Multimedia Arts), CISD Technology Department (Information Technology and Support Services, Networking, and Programming and Software Development), and CISD Health Services (Healthcare Therapeutic). The target for internships will be 30 placed students. Students will be supported by professional or employability skills assessment and training, an individualized training plan, weekly mentoring by the placement supervisor, and career coaching at the end of the experience from the CTE teacher and work-based learning mentor.

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