



2021-2022 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 28, 2022

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, March 28, 2022**.

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 Campus ESC DUNS

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 2021-2022 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 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

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

PROGRAM OVERVIEW:

Cotton Center ISD will facilitate and monitor project-based learning where students will utilize the skills they have attained from the CTE construction program. Students will complete an on-site construction project under the supervision of a CTE director.

The summer program will target ten (10) students (out of the high school's population of 35) supervised and instructed by a CTE teacher in the field. In this manner, students will participate in various work-based models, including apprenticeship, job shadowing, and career mentorship. Additionally, by implementing project-based learning to earn Career Preparation credits, students will be learning and developing employability skills through hands-on experience. This will facilitate a smoother transition from education into the workforce by providing students practical skills and more exposure in the field. On top of this, prospective employers can feel more confident that there are individuals with skills and experience in their areas, leading to increased employee retention and reduced training costs.

Cotton Center ISD's mission is to ensure all students graduate with the skills and values necessary to be successful life-long learners. By implementing this summer CTE program, Cotton Center ISD can guarantee that they will equip their students with the abilities needed to succeed in the construction occupation after completing graduation. As a rural district in West Texas, Cotton Center Independent School District has several students (71%) categorized as economically disadvantaged. Therefore, it is paramount for the district to provide its students with the greatest number of opportunities for higher-paying careers in significant demand, such as those available in building trades. According to Texas Career Check, the employment rate of carpenters is projected to increase by 15.36%, first-line construction workers is expected to increase by 10.34%, and construction managers is expected to increase by 17.03% in the state of Texas. As a result, each student in the program will have the confidence that the education and skills they acquired through the Career and Technical Education program will be serviceable after graduation.

Qualifications and Experience for Key Personnel

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 as well as ensuring all data is reported back to TEA.	Bachelor's Degree in Education or a related field. Three (3) years of experience being a Superintendent.
INSTRUCTOR – Will provide high-quality instruction and supervision in construction techniques and planning.	Over ten (10) years of experience in construction as well as training new employees in the field.
PROJECT/ CTE DIRECTOR – Will be responsible for overseeing the program and ensuring that all performance measures are met.	Bachelor's Degree in Education. Experience with managing programs, personnel, and budgets.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

GOALS:
 The goal is to help students acquire the essential skills needed for high-paying careers after high school as well as facilitate equitable workforce development opportunities and career exposure for economically disadvantaged students. By using what they learn from the CTE courses and the technical skills from hands-on performance, students are more likely to be prepared for and successful in construction—an occupation that is in significant demand.

OBJECTIVES:

- Prepare students for the workforce. Learn on-the-job skills through work-based learning.
- Meet the workforce demands of local employers.
- Simulate a similar work environment to increase exposure to the field and promote future employee retention.

ACTIVITIES/STRATEGIES TO BE IMPLEMENTED:

- Initial safety training and plan for building implementation.
- With employer assistance, provide empirical training and hands-on experience during an 8-week project-based program.
- Ensure all courses offered are instructed by a highly qualified teacher who is well versed in the subjects being taught.
- Monitor each student and ensure they are complying with safety measures and using skills learned in the classroom.

Performance and Evaluation Measures

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

The district will evaluate the students' program experience. This evaluation will include student interview and generate important insights on what aspects of the internship work best and whether identified program outcomes were achieved. That information will help to ensure students are getting the skills and knowledge they need in order to be successful in the workplace and inform future programming to help us improve, expand, and scale the program for maximum benefit.

PERFORMANCE MEASURES IDENTIFIED FOR THIS PROGRAM ARE RELATED TO STUDENT OUTCOMES AND CONSISTENT WITH THE PURPOSE OF THE PROGRAM: The performance measures identified for this program will include information such as: number of students entered in the summer program; number of students completing the summer program; and number of students who plan on completing certifications necessary for hire. In addition, the district will collect PEIMS to determine the demographics of the students served. These performance measures directly align to student outcomes and are consistent with the purpose of the program.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will utilize student in-take forms, progress reports, attendance sheets, and surveys. They will also monitor each student to ensure they are complying with safety measures.

PROCESSES WILL ENSURE THE EFFECTIVENESS OF PROJECT OBJECTIVES AND STRATEGIES: The data collected will help the district determine whether the students are meeting benchmarks, as well as how effective the project objectives and strategies are. If it is determined the program performance is sub-par, the program stakeholders will discuss what modifications or improvements will need to be made for the effectiveness of program objectives and strategies.

Budget Narrative

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

In developing their proposed budget, the district outlined the needs, goals, and milestones of the Summer Career and Technical Education Grant. Then, the district researched the cost of the staffing, supplies and materials, curriculum, software, travel, and equipment needed to reach those goals. Next, the district determined how many students would participate in the program and if they would require additional materials, technology, etc.

If awarded, the district's plan to leverage grant funds to impact the following areas is in line with the grant's goals and purpose. This will include providing students access to quality instruction, materials, and technology that can be utilized during the program.

Based on these available courses, the district developed the following budget:

1. Payroll - \$13,038
 - Payroll cost for CTE director that will provide instruction in the identified CTE course;
 - Costs for Program Director to oversee the Summer Career and Technical Education Program;
 - Benefits for all staff members paid through this grant; and
 - Pay for students' bus driver.
2. Professional and Contracted Services - \$5,000
 - Fees associated with the education and training through professional and certified instructor in the industry.
3. Supplies and Materials - \$5,762
 - Grant funds will be utilized to purchase supplies and resources that are needed for the building of the project. This will include construction materials.
4. Other Operating Costs - \$26,200
 - Other operating costs include student stipends and transportation to/from program, to business, and/or college.

ADJUSTMENTS: If it is determined that the program requires adjustments, the stakeholders will meet to discuss what changes are needed that will help to ensure the success of the program. If the stakeholders require guidance on addressing a particular issue, they will reach out to TEA so their concerns can be addressed appropriately. If modifications must be made, the district will send out letters to parents and guardians, community, administrators, and board members to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to alter the program.

Program Requirements

1. **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.

N/A

2. **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.

For Focus Area 2, Cotton Center ISD plans to engage its CTE construction students in developing an on-site construction project. Under the guidance of a CTE instructor, students will participate in a construction project over the course of 8-weeks, five days a week from 8 a.m. to 5 p.m.

The first week will consist of the students reviewing safety protocols and participating in safety and hazard training. Additionally, there will be a comprehensive review of the proposed blueprint of the construction project.

In the second week, students will begin building a fence as a project, the project will be using various construction material and procedures. Students will learn to use, and maintain tools and equipment. Perform the skills necessary for an entry level position in the construction field or post-secondary education.

Students will advance from basic procedures, such as laying out, positioning, aligning, and securing parts, to more advanced construction activities. By the end of the 8-week project, students will have completed carious fences.

Youth apprenticeship programs and project-based learning are work-based learning models that provide this experience and are a "proven education and workforce strategy that combines paid, structured, on-the-job training with related classroom learning" (2018 Partnership to Advanced Youth Apprenticeship).

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