



**2020-2021 Summer Career and Technical Education Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 26, 2021**

NOGA ID [REDACTED]

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](mailto: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 26, 2021**.

Grant period from **May 1, 2021-August 31, 2021**

Pre-award costs permitted from **Award Announcement Date**

**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 2020-2021 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 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 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.
7. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

**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.**

Demand for educated and skilled labor has become increasingly critical for the Coastal Bend’s economic growth, and two of the greatest areas of need are healthcare and construction. Calallen ISD (CISD), with a 2020 TEA “A” Rating, takes pride in preparing all students for postsecondary education and careers, and a major goal is to “ensure each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.” CISD is also well-known for partnering with other districts to ensure students in small and rural schools have the same opportunities to participate in innovative programs. Partnering districts for this program will be Flour Bluff (FBISD), Sinton (SISD) and West Oso (WOISD).

All of these districts recognize the importance of preparing students to be productive members of the Coastal Bend’s workforce by offering Career and Technology Education (CTE) courses that reinforce state and national academic standards and provide a link to business and industry in the region. The courses also provide students opportunities to earn certifications and receive college credit for courses taken through articulation agreements with the local community college. CTE courses offered for the healthcare and construction career pathways include the following: Certified Nurse Aide (CNA), Phlebotomy Technician, Certified EKG/ECG Technician, Patient Care, Medical Assistant, Construction Technology, and Carpentry. Generally, students must be 18 years of age to work on the job site in the healthcare and construction industries, so while students may have the technical skills, they have little work experience. The TEA Summer CTE Grant provides the opportunity for senior-level students to develop employability and on-the-job skills through the Pre-Apprenticeship Training Program (PATP), a work-based learning experience. Employers benefit by developing skilled employees and reducing their training costs, and the community benefits by having work-place ready individuals who become productive citizens.

Through the proposed PATP, 20 high school seniors will successfully launch into high demand Coastal Bend jobs with the technical and workplace skills that local employers desire. Students in a healthcare or construction program of study will have the opportunity to not only participate in 8 weeks of paid on-the-job work experience, but they will also receive 25 hours of "Essential Skills for the Workplace," training, often referred to as "soft skills." CISD will contract with Education to Employment Partners (E2E), a Recognized Texas Higher Education Coordinating Board P-16 Council, to provide program recruitment, training, employment assistance, monitoring, and evaluation. E2E is currently providing a very successful internship program. The PATP will begin in late spring 2021 by recruiting students from healthcare and construction classes. To qualify for the program, students must turn 18 years of age by June 1, 2021, be able to pass a background check and drug test, have a social security card, and provide reliable transportation to the job site. During June, students will receive training, interview with employers and begin the 8-week pre-apprenticeship program.

**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
Emily Lorenz, Calallen ISD (CISD) Responsible for implementation and delivery of the Pre-Apprenticeship Training Program for CISD	Existing position Assistant Superintendent Oversees Curriculum and Instruction and CTE Departments
Dr. Linda Barganski, Flour Bluff ISD (FBISD) Responsible for implementation and delivery of the Pre-Apprenticeship Training Program for FBISD	Existing position Associate Superintendent for Student Services Provides program support for CTE courses
Mary Lankford, Sinton ISD (SISD) Responsible for implementation and delivery of the Pre-Apprenticeship Training Program for SISD	Existing position SISD STEM Academy Director Provides program support for STEM and CTE courses
Kimberly Moore, West Oso ISD (WOISD) Responsible for implementation and delivery of the Pre-Apprenticeship Training Program for WOISD	Existing position Executive Director of Academics Instructional Director of Advanced Academics/STEM/CTE
Dr. Janet Cunningham, Education to Employment Partners Contractor for Pre-Apprenticeship Training Program	Existing position Executive Director, Education to Employment Partners Experience developing and implementing internship/apprenticeship programs

## 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.**

Goal: The Pre-Apprenticeship Training Program (PATP) will help students successfully launch into high demand Coastal Bend jobs with the experience and skills that local employers desire. Using what is learned from their high school technical courses and the essential skills training (soft skills), students will apply their skills in the PATP to prepare for employment.

Objective 1 – Prepare students for the workforce.

Strategies: Learn on-the-job skills through work-based learning; Demonstrate appropriate "soft"/essential skills for the workplace; Gain work-related knowledge through technical high school (and college) courses; Explore career opportunities and the requirements for additional postsecondary education.

Objective 2 – Meet the workforce demands of local employers.

Strategies: Provide labor for high-demand fields of health care and construction; Create a talent pipeline to local jobs; Strengthen and build relationships between business and education; Enhance social responsibility.

Activities:

- 1) Contract with Education to Employment Partners to recruit students and employers; provide essential skills training; schedule interviews; assist, monitor, and evaluate students; and evaluate program results.
- 2) Recruit students by providing presentations to students in career-specific classes; select 20 students for PATP.
- 3) Provide 25 hours of "Essential Skills for the Workplace" training to develop the "soft skills" that employers expect.
- 4) With employer assistance, provide training plans for each student in the PATP.

## 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 "PATP Performance Assessment " will be used by E2E staff to guide and evaluate a student's performance and skill level. Students will be formally evaluated by the work site supervisor two times during the apprenticeship, once after the first three weeks and another at the end of the program. The following criteria will be used for student evaluation purposes:

- Cooperation – gets along well with others; friendly and helpful
- Initiative – resourceful; looks for things to learn
- Courtesy – polite and mannerly
- Attitude – positive, willing to accept constructive criticism
- Knowledge of job duties – understands and fulfills job requirements; eager to learn more
- Quality of work – high quality, efficient, makes few errors, rarely wastes time
- Adaptability – learns quickly; adapts to changing situations
- Personal appearance – appropriate for the job; neat and clean
- Attendance and punctuality – rarely absent or late; informs supervisor if absent or late
- Overall contribution – a valued member of the company's workforce

At the conclusion of the program, a Program Evaluation will be conducted using the following measures:

- 1) Total number of students recruited for the program.
- 2) Total number of students completing the essential skills training.
- 3) Total number of students participating in the PATP.
- 4) Average score on the PATP Performance Assessment.
- 5) Total number of students successfully completing PATP with a score of 80 or higher.
- 6) Summary of student participant demographic information, including age, sex, race/ethnicity, income, and special programs; and all data related to PEIMS (special data collection on course completion).
- 7) Total number, list, and letters of agreements with business and industry partners offering PATP positions.
- 8) Total and average hours worked and average hourly earnings of students.
- 9) Total number of students offered employment post-PATP and the average beginning pay.

**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.**

Serving as the fiscal agent, Calallen ISD (CISD) requests \$50,000 to implement the 2020-2021 Summer CTE Grant on behalf of itself and the following school districts: Flour Bluff (FBISD), Sinton (SISD), and West Oso (WOISD). CISD will contract with Education to Employment Partners (E2E) to meet the needs and goals of the program, including recruiting students, providing "Essential Skills for the Workplace" curriculum and training, scheduling interviews with employers, assisting, monitoring, and evaluating participating students, providing employers with a single point of contact, and evaluating program results. Stipends will be paid to project coordinators in each school district to ensure support for program recruiting, data collection, and reporting during the summer months. Stipends will be provided to students during the two-week essential skills training while students are not employed and to encourage preparation for employment. Travel expenses will allow each school district to transport a group of students to the essential skills training workshop. Travel expenses are also requested to assist E2E staff in meeting with employers, recruiting students at various campuses, and evaluating students at work sites. Additionally, funds are requested for curriculum materials and general materials/supplies required for program implementation. The following is a summary and explanation of expenses :

Stipends for the CISD Project Director: \$3,000

The Project Director will be responsible for overseeing grant funding, implementation, evaluation, and reporting results to TEA.

Stipends for Project Coordinators at CISD, FBISD, SISD, and WOISD: \$2,500 each/Total \$10,000

Coordinators will assist in program recruitment, data collection, and analyses.

Stipends for students while not employed: \$5,000

A \$250 stipend for each of the 20 program students for attending 25 hours of training and preparation for employment.

Transportation for students to access the program: \$4,000

Bus transportation allotment (\$1,000) for each district to transport students to essential skills training workshops.

Consumable instruction materials for professional development: \$1,000

"Essential Skills for the Workplace" curriculum materials and resources for workshop.

General supplies and materials required for program implementation: \$500

General supplies and materials for recruitment, professional development, and evaluation.

Printing costs for program materials: \$500

Printing of program flyers, applications, evaluations forms, letters, etc.

Contracted professional services: \$25,000

Professional services provided by E2E to accomplish grant objectives and provide high-quality training for students in the four school districts. E2E will recruit students and employers, provide essential skills training, schedule interviews, oversee pre-apprenticeships, evaluate students, serve as the direct contact for employers, and evaluate the program.

Travel expenses for E2E staff: \$1,000

Documented travel costs at the state rate associated with securing employers for the program, meeting with staff and students at the four campuses, and conducting three work site visits for all 20 students.

In the future, employers will be engaged as partners in providing support for 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/approved-cte-programs-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.

[Empty response box for Focus Area 1]

2. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in your program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

The Pre-Apprenticeship Training Program (PATP) will focus on the high-need areas of healthcare and construction. Both fields are on the Workforce Solutions of the Coastal Bend Targeted Occupations List because they provide a reasonable expectation of employment, opportunities to earn a living wage, and opportunities for advancement to other better-paying positions in the field after more training or education. Previous business and industry partners will be contacted for pre-apprenticeship positions. Prospective healthcare partners include Christus Spohn Health System, Clinical Pathology Laboratories, Lab Corp, Physicians Premier ER, Driscoll Children’s Hospital, HMG Healthcare, and The Children’s Clinic. For the area of construction, E2E has previous experience working with Associated General Contractors South Texas Chapter, which is a commercial construction trade organization, and the Coastal Bend Home Builders Association, which focuses on new home construction. The organizations provide information to their members who have been eager to develop this new source of labor for the construction industry and have participated in E2E pre-apprenticeship programs in the past. CISD, FBISD, SISD, and WOISD recognize the importance of CTE courses in providing students with opportunities to learn technical skills and earn certifications; however, students often are not able to gain actual work experience. Work-based learning experiences, which are a proven education and workforce strategy that combines paid, structured, on-the-job training with related classroom learning, will serve as the model for the PATP. The program is designed to address skill shortages, develop employability, and improve on-the-job skills, resulting in a smoother transition from school into the workforce. Twenty students will be engaged and supported in the PATP, preferably 10 in health care and 10 in construction. Students will work full-time shifts for eight weeks during the summer and will be paid at least \$10 per hour by employers. At the end of the PATP, employers will be encouraged to hire students and/or place them in a true apprenticeship program.

**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*

<b>Amended Section</b>	<b>Reason for Amendment</b>