



**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](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, 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.

The mission of the LWISD CTE program is to graduate career ready students. Current data indicates that far too many students fail to persist to completer status, and while most LWHS students take CTE classes they take courses within several programs. Therefore, our grant program design provides credit to students who attend a summer CTE Boot-camp experience, which we believe will alleviate two of our biggest needs: the strain on the master schedule and the limitations of physical space.

At the boot-camp, CTE staff will give a basic overview of each program of study offered in LWISD, the specific courses to take each HS year, the industry-based certifications that students can earn, and the co- and extracurricular opportunities students have within the CTE sphere. In Lake Worth we call this our Triangle of Success (POS, IBC, CTSO). Students will engage in high-impact, real-world activities that showcase the demonstratable knowledge and skills within the course necessary to pursue meaningful career and educational pathways after HS in addition to ensuring all course TEKS are taught with fidelity. Special emphasis will be given to employability skills and towards this end we will invite our IHE partners and practicum partners to talk to students about opportunities at their post-secondary institutions and in the workplace.

Our thesis is that students who understand our CTE programs early on will persist, earn completer status, an endorsement, as well as know about and be able to earn an industry-based certification as a milestone act, and ultimately engage in a work-based experience for their capstone activity. The CTE Boot-camp focuses on 8th grade students transitioning to LWHS for their freshman year. During the final days of the boot-camp students will have the opportunity to review their Personal Graduation that Plan (PGP) to ensure that the student clearly understands exactly what he/she will need to accomplish to earn an endorsement as well as completer status.

**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.

**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
LWHS CTE Teachers with LWISD CTE POS	The teachers chosen for this grant are the certified teachers of record for the various courses within our CTE POS. This gives these teachers the opportunity to build relationships and lay the groundwork of their program.
LWISD Director of Advanced Academics & CCMR	The Director is the certified CTE administrator of record for LWISD, and works with all the CTE teachers, discussing CTE course offerings, certifications, CTSO's for all programs of study.
LWHS Counseling staff	These individuals are currently the certified counselors of record of LWHS. They work with the Director on scheduling CTE courses and assist students with their PGP to meet endorsement and completion metrics.

**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

**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?

Objective 1: Ensure that students understand the opportunities to pursue CTE programs of study as a critical component of a meaningful high school diploma.

Strategy 1.1: Our framework begins with the end in mind. Students will discuss career opportunities within the program of study and how to prepare for it while in high school (courses, certifications, extracurriculars). The framework will also look at straight-to-work options as opposed to post-secondary options by bringing in IHE and work-based partners.

Strategy 1.2: Students will engage in high-impact, real-world learning experiences that build skills and knowledge within the program of study that generates student excitement for the program.

Strategy 1.3: Students will earn a level one credit and understand the next course to take in the POS.

Objective 2: Ensure students can confirm or change their program of study based on an informed decision-making process.

Strategy 2.1: Students will take interest and personality inventories to determine what programs of study align with their interest and personality.

Strategy 2.2: Students will learn about the expectations and opportunities available within the program of study, including CTSOs, industry-based certifications, and work-based learning.

Strategy 2.3: Students will meet with their counselors to adjust or confirm their course schedule for the upcoming year.

**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?

[Empty text box for Focus Area 2 content]

**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 use of this grant to develop a robust CTE Boot camp will provide LWISD staff with the data needed to show the impact of having this type of program on developing and strengthening systems that better support all students receiving at least one endorsement and at least one completer status in CTE. We will be able to show students the value of earning an endorsement and how it aligns with career and/or post-secondary opportunities. Thus, a meta goal of our CTE Boot-camp is to allow our students to see the different ways that they can use the endorsement system to further their CCR goals. By having this built into our CTE Boot-camp, we will give every student a real-world reason to complete a program of study and to obtain at least one endorsement and on industry-based certification.

Objective 1: Short term: (1) Attendance data will indicate how many students attended the boot-camp, and the level one course taken. (2) Will have an incoming and outgoing student survey regarding student awareness of programs of study; (3) First semester grades/attendance data compared to non-attendeess in CTE courses overall and CTE principle level courses. Long term: will compare boot-camp attendees with non-attendeess for (a) persistence; (b) completer status; (c) certification attainment.

Objective 2: Short term: (1) number of students requesting a course change and/or program of study change. (2) Student survey regarding the ability to articulate why a POS change was requested. Long term: (1) Compare persistence, IBC, and practicum enrollment statistics among the class of 2028 comparing those who requested a change v. those who did not.

**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.

*(This area is currently blank for input.)*

**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 budget items provide staffing, extra materials, and equipment-type items needed to provide the initial instruction for the 11 CTE POS at LWISD. The resources from this grant will allow the initial development of a CTE Boot-camp system to allow 8-9 graders an effective transition. These resources are currently not available to LWISD. With the data we will collect over the summer and beyond, we can use it to determine efficacy of a summer transition program for CTE in LWISD.

LWISD has its normal CTE funding streams that materials and equipment will be leveraged. We received \$60,215 in Perkins funding (including the Dec increase) for the 23-24 SY. We have access to an estimated \$100K in standard LWISD funding that provides the classrooms, technology support, admin support, and general services to the CTE program. These infrastructure items allow our CTE program to function at a medium high level.

Data collection will also allow LWISD to demonstrate what items allowed us to have greater effects on student academic achievement and persistence. We see the funding of this proposal as another method by which we can show the community the value of this type of summer program. Once we have the data to support this re-allocation of resources because of the benefits that we see for our students, we can create community support. The \$50K for the CTE Boot-camp will allow our CTE staff, the counselors at the campus, and the admin of the HS to determine the benefit of having a transitional program to support our students as they move from 8th to 9th grade.

We will determine in the short- and long-term whether these 9th grade students outperform historical averages and non-attendees. If this is the case, we will be able to make the case to the community that this type of program is needed and we will then look for business partners who can support this effort. This will give us a way to obtain non-traditional resources to have this program sustained.

**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.

[Empty text box for Focus Area 2 narrative]

**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.)

Our needs are two-fold: confines of master schedule because of the number of students served and space. Lake Worth ISD has 11 programs of study with 9 principles courses and approximately 240 students in a cohort. Many courses justify one period and too often it conflicts with a desired CTE choice, which may also only have one available section. This means students are either not in the desired principles course or in CTE. Second, our space is limited, especially in culinary, carpentry, and applied agricultural engineering (welding) and as such many of our level 3 and 4 classes, double blocked, are limited to 15 students to preserve a safe learning environment. This fact bottlenecks the flow and challenges our ability to get all students into their desired class at the appropriate grade level, and as such limits opportunities to reach completer status and WBL opportunities.

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.)



**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.

The courses we will offer:

Animal Science- Principles of Agriculture, Food, and Natural Resources.

Applied Agricultural Engineering—Principles of Agriculture, Food, and Natural Resources.

Carpentry--- Principles of Construction.

Culinary Arts—Introduction to Culinary Arts.

Engineering—Principles of Applied Engineering.

Graphic Design-Principles of Arts, A/V Technology, and Communications

We hope to serve 30% or approximately 75 8th to 9th grade students in the program with the capacity to serve 100 students.

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.

**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**