



**2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024**

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.

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 **March 20, 2024-September 30, 2024**

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): [Redacted]

Applicant Information

Organization **Ector County ISD** CDN **068901** ESC **18** UEI [Redacted]

Address **802 N Sam Houston** City **Odessa** ZIP **79761** Vendor ID **N1270153**

Primary Contact **Ryan Merritt** Email **Ryan.Merritt@ectorcountyisd.org** Phone **432-456-8910**

Secondary Contact **Kyrsten Nall** Email **Kyrsten.Nall@ectorcountyisd.org** Phone **432-456-6982**

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 **Dr. Lilia Nanez** Title **Associate Superintendent of C&I**

Email **lilia.nanez@ectorcountyisd.org** Phone **432-456-8909**

Signature *Lilia Nanez* Date **1/25/24**

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 Career and Technical Education Department in Ector County ISD (ECISD) has worked in recent years to improve the rate in which students complete programs of study. Expanding dual credit offerings and effective advising efforts have helped to improved this, but a focus on our upcoming 8th and 9th graders is needed.

Ector County ISD has established a strategic plan that includes a focus on the learning journey of our students that is future oriented. In an effort to strengthen this learning journey, one action step has been a redesign of our summer school experience. The efforts behind summer learning have shifted from recovery to acceleration and enrichment. This initiative has been helping to close gaps for students at all educational levels throughout the district.

Utilizing the expanded summer learning experience established by ECISD, the CTE department will focus on students who have completed either the 8th or 9th grades in the 2023-24 school year. Students in this program will be given the opportunity to do two things:

- * explore various CTE programs offered in ECISD
- * earn high school credits through the online acceleration program Edgenuity

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.

[Empty text box for Focus Area 2 summary]

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
ECISD Executive Director Career and Tech Education - program and grant oversight, evaluation and reporting of progress & performance to stakeholders	Administrative experience; Ability to manage and lead a team; Experience with grant oversight and data reporting
ECISD Dean of Career and Tech Education - administrator to oversee operations of the summer program, support staff and students, manage budget	Administrative experience; Ability to manage and lead a team; Knowledge of curriculum development and teaching methodologies; Knowledge of educational policies, regulations, and best practices
ECISD CTE Program Teachers - create and deliver engaging lessons, maintain appropriate classroom management, effectively communicate with parents	Teaching certification or eligibility under the DOI Previous teaching experience; Strong classroom management skills; Enthusiasm for engaging students in industry and hands on skills

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?

This Summer CTE program aims to prepare students for high school Career and Tech Education programs by providing a condensed yet comprehensive curriculum. The program focuses on introducing essential skills and knowledge areas that serve as a foundation for success in CTE pathways.

It covers key subjects such as:

- * Career Exploration: Introduces students to various career options and industries within the scope of CTE programs. Utilizing a career interest inventory and career databases, students will identify their interests and strengths, allowing them to target their career exploration.
- * Foundational Skills: Courses will include fundamental skills essential for success in high school CTE programs, including critical thinking, problem-solving, teamwork, and effective communication. Regardless of the program of study chosen by students, these skills will serve them as they enter CTE programs and eventually the workforce.
- * Industry Awareness: The real-world applications of CTE skills will be explored by connecting with industry professionals through workplaces visits, guest speakers or virtual industry experiences.
- * Study and Organizational Skills: Utilizing Edgenuity for coursework as well as CTE lab work equips students with effective study habits, time management skills, and organizational techniques to excel in high school CTE coursework.
- * Transition to High School: This program provides support for the transition from middle school to high school by including information on course selection, extracurricular opportunities, and resources available within the high school setting.

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?

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.

Performance measures for a Summer CTE Transition Program should be designed to evaluate the effectiveness of the program in achieving its goals and objectives. Here are some key performance measures:

*Participation Rates in the form of Attendance: Measure the percentage of students who actively participate in at least 90% of the CTE summer learning opportunities.

*Career Interest Alignment: Evaluate the extent to which the program successfully aligns students' career interests with the CTE pathways offered, using surveys or assessments.

*Industry Connection Impact: Gather feedback from students on the impact of industry connections, site visits, or virtual experiences in shaping their understanding of real-world applications of CTE skills.

*Transition Readiness: Measure students' readiness for transitioning into high school CTE programs by assessing their knowledge of available programs, extracurricular opportunities, and support services.

*Four Year Planning: Assess student completion of courses utilizing Edgenuity and the ability to create a new high school four year plan allowing for the student to reach completer status in their chosen program of study.

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.

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.

Salaries: \$43,200 (\$5,400 per teacher)

The majority of the budget will go to teacher salaries. The standard daily rate for summer teachers in ECISD is \$300 per day. We plan on needing 8 teachers for 4 days per week for a total of 4 weeks. In addition, teachers will attend 2 days of professional development prior to the start of summer learning.

Transportation: \$3,000.00

This budgeted amount will be utilized for each program to plan field trips with students to experience real world industry examples in our community. Included in this total will be hourly cost of bus drivers and the mileage cost charged by our transportation department for buses.

Classroom and office supplies:\$3,800

Teachers will be given a budget to purchase necessary supplies based on their approved lesson plans. Some courses will have higher budget cost than others.

In addition, \$200 will be set aside for paper cost needed to print student schedules or any other parent communication throughout the summer program.

Administration Cost: \$0.00

Because our administrators are already on contract through the month of June, there is no additional administrative cost.

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.)

In recent years, high school students in ECISD have delayed entering Career and Technical Education (CTE) programs of study. One cause of this is a need to complete basic graduation requirements. Many students are leaving middle school with no or few high school credits due to the need to double block English and Math classes in grades 6-8. This means they need to complete 2 years of language other than English, 1 year of PE, 1 year of Fine Arts, and 1 year of Business Information Management (a local graduation requirement). As counselors build 4 year plans, they are unable to fit the necessary CTE courses into their schedules in their Freshman and Sophomore year to allow for students to complete a full program of study. This means that many students are not starting their CTE program of study until their Sophomore or Junior year, reducing the number of courses they are able to complete.

Another cause for students delaying their entry into a CTE programs of study is student indecisiveness about the program they have chosen. Because ECISD offers 30 programs of study, it can be overwhelming for students to fully explore and choose one they would like to focus on. Despite our efforts to educate them, students choose a program in the 8th grade, but often make a change later because they were not able to fully understand all of the options available to them. Because students may start one program then change to another, they are not able to complete upper level courses before graduation. This again causes students to graduate before they are able to complete the full program of study.

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 ECISD Career and Tech Summer Program is offering a variety of programs in high demand labor market areas in the Permian Basin. We plan to open the program to 125 students who have completed the 8th and 9th grades. Each student will be given the opportunity to choose 4 programs they would like to explore. Students will be given a schedule with a different program each week, allowing them to gain basic knowledge and skills for that industry before moving to a new program.

Focus programs:

- *Welding
- *Auto Tech
- *Health Science
- *Business and Marketing
- *Teaching

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