



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.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

Application stamp-in date and time

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.

N/A

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.

Hamlin CISD, White Deer ISD, and Floydada CISDs are part of a P-20 school network in rural areas, dedicated to giving students real-world, work-based learning opportunities. The key focus is to ensure every student gets hands-on work experience that's right for their age. In rural districts like these, offering top-notch internships can be challenging due to limited staff and fewer business partners. Here's what they plan to do:

The schools are excited to start a summer internship program with Ogallala Commons (OC). OC is a nonprofit group that's all about breathing new life into Great Plains communities through education and leadership. They focus on helping communities and the environment thrive, mainly through programs in workforce development, getting young people involved, caring for natural resources, and reviving local food systems.

OC's approach is to match students with committed and reliable local business partners for internships. These internships are all about giving students real work experience, boosting their job skills, and helping them make professional connections. This way, students can learn and contribute to their communities, bridging the gap between young people and local business leaders. The aim is to keep talented students interested in staying and working in their home areas.

Students chosen for the OC internships will spend 100 hours over the summer working and learning. OC will handle the training, set clear goals and tasks, and even provide stipends for the students who meet their internship goals, which include tasks like writing blog posts. They'll find internship spots through their network of business partners, ensuring students work in areas that match their high school studies. At the end of the internship, students will share what they've learned with local leaders and the community in a special "Harvesting Ceremony". OC staff will also be there to guide and mentor the interns.

The overarching goal of a P-20 district is to break the cycle of poverty by opening doors to college degrees and career opportunities for all students. This leads to jobs that are in demand and pay well, especially in rural areas. These 100-hour paid internships are a stepping stone for students, helping them learn and grow in careers that align with what they study in school, right in their hometowns.

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 |
|--|--|
| N/A | N/A |
| | |
| | |
| | |
| | |

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 |
|---|---|
| District Summer WBL Coordinator | Each district will appoint a local staff member, possibly a CTE teacher or an administrator, to be the essential connector between OC, students, and business mentors during the summer. |
| OC Youth Engagement Program Coordinator | OC will assign a coordinator to guide and oversee the interns during their 100-hour summer placements, working closely with students, mentors, and the district for a smooth internship experience. |
| CEN Strategic Partnership Director | CEN, the P-20 Technical Assistance Provider, will engage with business partners to find new internship sites in rural communities, matching them with students' study programs. |
| | |
| | |

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?

N/A

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?

This grant will fund a pilot project designed to achieve the following objectives through specific activities and strategies:

1. Enhance Real-World Skills for Upper-Grade Students:
 - Provide upper-grade students with real-world work exposure to develop crucial soft skills and transferable skills required in today's workforce.
 - Ensure 100% of interns complete their roles successfully, culminating in a "Harvesting Ceremony" where they demonstrate mastery of their training plan objectives.
 - Require all interns to create a series of reflective blog posts about their internship experience.
 - Activities include: Tailoring work plans to student goals and workplace needs, setting timelines for submissions, and organizing the Harvesting Ceremony.
2. Forge a Sustainable Partnership with OC:
 - Establish a lasting collaboration with OC, a nonprofit focused on placing student interns in rural Texas communities.
 - With a successful first year, expand the summer internship program in future years to more P-20 districts, supported by philanthropic, state, and local funding.
 - Activities include: Defining the logistics of the partnership and inviting future stakeholders to the Harvesting Ceremony for visibility and expansion.
3. Provide Work-Based Learning (WBL) Experiences:
 - Offer 11th and 12th graders work-based learning experiences through internships in local businesses and school-based enterprises, along with a training stipend.
 - These experiences will complement classroom learning and address socioeconomic needs of students.
 - Activities include: Identifying internship opportunities aligned with district programs of study and local business needs, and collaborating with OC to monitor and enhance the quality of internships for future growth.

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.

N/A

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.

Proposed Performance Metrics for the Internship Program:

1. Customized Training Plans for Student Interns:
 - Each intern will follow a personalized training plan with objectives aligned to TEKS standards, aiming to demonstrate mastery by the end of their 100-hour summer internship.
2. Reflective Blogging:
 - Interns will write three reflective blogs, providing narratives to assess the internship's quality and their personal growth.
3. Mentor Evaluations:
 - Workplace mentors will evaluate interns on their performance, focusing on soft skills and achievement of training plan goals.
4. Harvesting Ceremony:
 - A summative event where interns present their experiences and learnings to district officials, community members, and business partners, highlighting the program's impact.

Ogallala Commons' Effectiveness Measures:

- Ogallala Commons assesses internship success through several criteria:
- Completion of the contracted internship hours.
- Adherence to a mutually agreed work plan between the intern and the community partner.
- Submission of 3-5 blogs reflecting on their experience and community contributions.
- Participation in a set number of Ogallala Commons mentorship calls.
- Contribution of 10 hours towards community service.
- Presentation at the Harvesting Ceremony, where interns share their experiences with community partners, family, friends, and educational leaders.

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.

N/A

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.

OC provides the rural 100-hour internship experience for a \$2100 per student. Students earn \$11/hour during their internship based upon the successful submission of required artifacts including time sheet documentation, blog posting, and the materials for the Harvesting Ceremony. The planned budget that will meet the needs and goals of the program is as follows:

| | |
|---|-----------------|
| Ogallala Commons Fees (20 interns, 100-hours placement) | \$42,000 |
| District Coordinator Stipend (3 coordinators) | 6,000 |
| Indirect Costs (Fiscal Agent) | 2,000 |
| Total | \$50,000 |

Based upon the success of this pilot project, philanthropic funding can be sought prior to the Summer 2025 to provide for an expanded opportunity between P-20 Districts, OC, and more rural communities within the OC service territory.

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.)

N/A

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.)

Hamlin, White Deer, and Floydada have 11th graders and older students seeking genuine work-based learning experiences that tie in with their P-TECH program studies. Currently, these districts lack a dedicated WBL Coordinator. They've been relying on CTE teachers to offer these experiences through practicums. However, as the interest in P-TECH programs grows, these teachers are finding it increasingly challenging to develop, place, and oversee quality internships for students.

The growing demand for WBL experiences in these districts highlights a capacity issue in these small, rural areas. This is where the partnership with OC can be a game-changer. It presents an opportunity to provide high-quality internships that are relevant to high-wage, high-demand careers available locally, offering rural students broader and more enriching experiences.

Considering that about 60% of students in these districts are economically disadvantaged, the chance to earn \$11/hour for a 100-hour internship is significant. It not only offers them financial support, which they might otherwise seek through limited and often unrelated summer jobs in rural areas, but also provides valuable professional and workplace skills. These intentional internships, coupled with mentorship and well-structured work plans, offer a dual benefit of summer earnings and enhanced professional development.

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.

N/A

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.

Ogallala Commons works with business and industries within the communities they serve. In initial meetings with OC, the following businesses have been identified and/or have current partnerships for each districts:

Hamlin (5 interns):

- Piper Enterprises (Welding and Business)

White Deer (5 interns):

- White Deer ISD (Agribusiness and Education and Training program of study)
- City of White Deer (Multiple programs of study)

Floydada (10 interns):

- Floydada CISD (Education and Training Program of Study)
- Floydada Chamber and EDC (multiple Programs of Study)

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