



**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).

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

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):

**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.

The Alliance for College and Career Student Success in South-Central Texas (ACCSS) represents a powerful partnership between Blinn College District and five local education agencies: Flatonia ISD, Schulenburg ISD, Weimar ISD, Columbus ISD, and Fayetteville ISD. As the fiscal agent for this grant project, Schulenburg Independent School District serves as an essential intermediary for our collaborative efforts.

Mission and Needs: ACCSS is committed to enhancing opportunities for rural youth in our region, fostering exploration, and creating plans for postsecondary success. Our unique partnership model enables the exchange of ideas, resources, and students, creating economies of scale that empower schools to offer programs that would otherwise be unattainable. Collaboratively, our partners provide academic and career resources, guidance, and support essential for students to attain post-secondary or workforce career credentials. ACCSS actively addresses financial, transportation, and support barriers, preparing students thoroughly for university study or careers in high-demand fields.

Overview of Program: In line with our mission, for Focus Area 2, ACCSS plans to implement a transformative summer internship program aimed at supporting vital industries in our region: Health Sciences, Manufacturing, Welding, Construction Trades (Carpentry, HVAC, Electrical, Plumbing), Automotive Services, and Diesel and Heavy Equipment.

Program Scope: We anticipate supporting up to 20 interns across various industries. Each intern will engage in approximately 96 hours of supervised work, earning a competitive wage of \$15 per hour.

Student Success Coaching: ACCSS's dedicated Student Success Coach will work closely with interns to enhance their employability skills, focusing on key areas such as time management, communication, and problem-solving.

Alignment with Industry Needs: Recognizing the importance of employability skills, our program aligns with the needs expressed by regional employers, ensuring that interns are well-prepared for workplace success.

Target Audience: We will target rising 11th and 12th-grade students, addressing the constraints faced by students in our small, rural partner districts who are actively involved in athletics and extracurricular activities during the school year.

Coordination with Partners: ACCSS will collaborate closely with business and industry partners (intern hosts) to identify students possessing the requisite skills and knowledge for successful internships.

Anticipated Impact: The summer internship program offers valuable real-world experience, particularly crucial due to time constraints during the school year. Focusing on rising 11th and 12th-grade students, our goal is to provide transformative experiences aligned with our mission of preparing students for successful postsecondary paths and high-demand careers.

**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

**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
Susie Shank, ACCSS Director (Existing Position): Serve as primary work-based learning coordinator	Experience working as an intermediary. Knowledge of work-based learning best practices. Connections with local businesses and organizations.
Sarah Nickel, ACCSS Student Success Coach (Existing Position): Serve as student recruitment coordinator	Experience working as an intermediary. Knowledge of work-based learning best practices. Connections with school district personnel. Developed ACCSS's innovative course, Foundations of College & Career Success.
Lynne Machac, SISD Business Manager. (Existing Position): Will serve as primary business manager for the project	Experience working with state and federal grants. Knowledge of permissible grant expenditures. Knowledge of grant finance reporting requirements.
CareerCraft, (Contracted Professional Services): Will assist with grant data collection, monitoring, and reporting; WBL guidance	Experience working with state grants. Knowledge of best practices associated with work-based learning.

**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?

1. Enhance Postsecondary Readiness: Goals: Prepare rural youth for postsecondary success by providing hands-on experience in high-demand industries. Increase the number of students with exposure to and understanding of potential career paths in Health Sciences, Manufacturing, Welding, Construction Trades, Automotive Services, and Diesel and Heavy Equipment.

2. Develop Employability Skills: Goals: Improve students' employability skills for workplace success. Enhance the employability skills of interns, focusing on time management, communication, and problem-solving abilities.

3. Address Barriers to Career Exploration: Goals: Overcome barriers related to limited work-based learning availability during the school year due to extracurricular activities. Enable rising 11th and 12th-grade students to engage in a meaningful summer internship program that aligns with their career interests.

4. Forge Strong Partnerships: Goals: Strengthen collaboration with industry partners to ensure the program's relevance and success. Foster close coordination with business and industry partners to identify suitable interns and align program activities with the current needs of regional employers.

Activities/Strategies to Meet Goals/Objectives:

1. Internship Placement Process: Develop a robust process for selecting and placing interns in industries based on their career interests and aptitudes. Collaborate with school counselors and industry partners to assess students' skills, interests, and preferences to match them with suitable internships.

2. Employability Skills Workshops: Conduct workshops focusing on time management, communication, and problem-solving skills. Utilize ACCSS's Student Success Coach to deliver workshops and coaching sessions.

3. Targeted Recruitment and Outreach: Implement a targeted recruitment strategy for rising 11th and 12th-grade students. Engage with school administrators, teachers, and community organizations to identify eligible students and communicate the benefits of the summer internship program.

4. Regular Feedback and Assessment: Establish a feedback mechanism for ongoing assessment of the program.

**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.

1. Student Participation: Track and report the number of students in internships or pre-apprenticeship training. Tools: Sign-up sheets, program databases, and regular check-ins with businesses. Process: Systematic tracking and communication with partners to verify participation.
2. Demographic Assessment: Use student information system data to determine student demographics. Tool: Comprehensive student information system. Process: Regularly analyze student demographic data to ensure program inclusivity.
3. Fall PEIMS Data Submission: Report all relevant data in the Fall PEIMS Submission. Tools: Standard PEIMS reporting procedures and templates. Process: Develop an efficient process for accurate data submission.
4. Business and Industry Partners: Maintain a list of partners offering work-based learning. Tools: Agreements, collaboration records, and a centralized partner database. Process: Regular updates to the partner list to ensure diverse opportunities.
5. Student Work Hours: Report total and average hours worked. Tools: Timesheets, attendance records, and a tracking system. Process: Establish an accurate time-tracking system for compliance.
6. Hourly Earnings: Report total and average hourly earnings. Tools: Payroll records, wage documentation, and financial tracking. Process: Regularly review payroll data to ensure accurate reporting.
7. Training Plans: Provide evidence of individualized training plans. Tools: Training plan templates and regular check-ins with students. Process: Develop and update plans based on student progress.
8. Partnership Agreements: Provide evidence of agreements with business partners. Tools: Signed agreements, MOUs, and communication records. Process: Regularly review and update agreements to meet changing needs.
9. Culminating Assessments: Provide evidence of assessments or skills recognition. Tools: Assessment records, skills documentation, and portfolios. Process: Implement assessments and document student achievements.

**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.

Payroll (6100): \$8,850 | This category covers personnel salaries for work-based learning coordinators, the teacher for the employability skills workshop, and support staff involved in implementing and overseeing the summer course. Adequate staffing is essential for delivering quality education and support to participating students. Benefits contributions are included in the allocation.

Contracted and Professional Services (6200): \$35,000 | CareerCraft will receive \$5,000 to support data collection, monitoring, and reporting for the project. This collaboration ensures accurate and comprehensive tracking of program outcomes, providing valuable insights for continuous improvement. \$30,000 has been allocated to pay stipends to student interns upon successful completion of their summer internships.

Supplies and Materials (6300): \$1,150 | Funds in this category will be utilized to purchase necessary supplies and materials for any pre-internship training which may occur.

Other Operating Costs (6400): \$0 | No funds will be allocated to other operating costs as the ACCSS program has funds to cover any miscellaneous operating expenses vital for the successful implementation of the summer program.

Capital Outlay (6600): \$0 | No funds will be allocated to capital outlay for this program, as it primarily focuses on operational and educational needs rather than significant infrastructure or equipment investments.

Indirect Costs: \$5,000 | Description: Indirect costs cover administrative and operational expenses associated with managing the overall program.

Adjustments to the budget will be made in the future based on ongoing program assessments, participant feedback, and any unforeseen circumstances. Regular reviews will ensure that funds are reallocated as needed to optimize program outcomes and address emerging needs. Routine collaboration between Schulenburg ISD and ACCSS at Blinn College District will be key to managing the budget for the summer program.

**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.)

1. Transportation Limitations: Students face challenges accessing work-based learning opportunities due to transportation limitations; especially in rural areas.
  2. Scheduling Conflicts: Conflicts in student schedules during the school year impact their ability to engage in work-based learning experiences. Students involved in extracurricular activities, clubs, and sports may struggle to find time for internships during traditional school hours.
  3. Teacher Availability: Limited availability of teachers to oversee and support students during work-based learning experiences. Adequate mentorship and guidance may be compromised due to teacher availability constraints.
- Strategies to Address Identified Needs:
1. Transportation Solutions: Collaborate with local school and community transportation services or explore alternative transportation options to address limitations. By providing viable transportation solutions, ACCSS aims to ensure equitable access to work-based learning opportunities for all students engaged in the summer program.
  2. Flexible Scheduling: Implement summer work-based learning scheduling options to accommodate students involved in extracurricular activities during the school year. Offering summer work-based learning scheduling options ensures that students can participate in internships without compromising their other commitments.
  3. Teacher Support and Training: Provide support and training for program-of-study teachers to enhance their effectiveness in overseeing work-based learning experiences. CTE teachers will complete TEAs Work-Based Learning training at TEALearn. Strengthening teacher support ensures that students receive valuable mentorship.
  - 4 Collaborative Approach: ACCSS emphasizes collaboration with partner ISDs, local businesses, and educators to address these identified needs. Establishing open communication channels and feedback mechanisms will allow for ongoing adjustments and foster a collaborative environment to ensure success of the Summer Internship Program.



**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.

In Focus Area 2, ACCSS is proud to partner with esteemed businesses across various industries to offer enriching work-based learning opportunities for students. The engaged partners are as follows\*:  
1. Automotive Services: Cavenders Auto Country (car dealerships across the region); Fixpatrick's Garage  
2. Health Sciences: Regency Nursing (six business locations providing nursing homes, retirement communities, home health services, and physical therapy), Columbus Community Hospital  
3. Welding: Titan Production  
4. Construction and Skilled Trades: Leon' s HVAC, Electric & Plumbing; Drymala Construction  
5. Diesel and Heavy Equipment: McCourt Equipment  
6. Manufacturing: Dairy Farmer's of America, Cal-Maine Food's Inc.  
\*Additional partners may be added. These partners are confirmed.  
Work-Based Learning Model: The work-based learning model for the summer internship program will involve a structured 4-6 week period during which interns will be actively engaged in hands-on experiences at their respective host companies. The model emphasizes practical skills development, exposure to real-world industry practices, and mentorship from seasoned professionals.  
Number of Students Engaged and Supported: ACCSS's goal is to engage and support a cohort of 20 student interns across the various industries during the summer program. Each intern is expected to dedicate 96 hours over the 4-6 week period, contributing to a comprehensive and immersive learning experience. To support their commitment, interns will receive compensation at a rate of \$15 per hour.  
ACCSS's collaboration with these esteemed partners, coupled with a robust work-based learning model, aims to provide students with valuable insights and practical skills that will prepare them for successful transitions to their chosen career paths.

**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**