



**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

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).

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):

N/A

### 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.

SAN PERLITA ISD MISSION STATEMENT: In addition to fostering "citizenship, economic responsibilities, appreciation, and respect for our multicultural richness" among students, an integral component of San Perlita ISD's mission statement is the cultivation of "essential academic skills."

SAN PERLITA ISD SPECIFIC NEEDS: While the district is committed to fulfilling its mission of developing these skills, there are specific needs in both the district and the community that present challenges. These needs, and the challenges they pose can be identified below:

- 1. NEED – Only 24% of the students at the district graduate college ready, this is over 2x less than the state average of 52.9%. CHALLENGE - Without the skills and credentials gained through higher education, individuals may face obstacles in career advancement. This can result in stagnant or slow career progression, limiting opportunities for increased income and financial security.
- 2. NEED – The median household income in the area stands at \$28,250, a considerable \$40,771 less than the US average of \$69,021. CHALLENGE - Economic disadvantages lead to transportation issues for students attending Summer Bridge Programs, either due to a lack of personal transportation or parents working multiple jobs.
- 3. NEED – A notable 24% of teachers in the district possess less than 1 year of experience, surpassing the state average of 9.7%. CHALLENGE - The presence of inexperienced staff may jeopardize the availability of experienced teachers teaching Career and Technical Education (CTE) course offerings for students.

OVERVIEW OF FOCUS AREA 1 PROGRAM: If granted, San Perlita ISD will collaborate with Texas State Technical College (TSTC) to facilitate a 4-week Summer Bridge Program in the Animal Science and Welding Programs of Study (POS). Within this program, the district will provide the following: exploratory courses so 9th grade students can learn more about CTE programs, college tours to increase post-secondary persistence, and advanced CTE coursework so 10th grade students can expedite their transition between high school graduation and the workforce.

**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.

SAN PERLITA ISD MISSION STATEMENT: In addition to fostering "essential academic skills", a key component of San Perlita ISD's mission is to "acquire knowledge of economic responsibilities."

SAN PERLITA ISD SPECIFIC NEEDS: While the district is committed to fulfilling its mission of having students acquire this knowledge, there are specific needs in both the district and the community that present challenges. These needs can be seen below:

- 1. NEED – Nearly 70% of the students in the district are considered Economically Disadvantaged (ED), this is higher than the state's average of 62%. (Source: 2022-2023 Texas Academic Performance Report)
- 2. NEED – The median household income in the area stands at \$28,250, a considerable \$40,771 less than the US average of \$69,021. (Source: 2023 United States Census Bureau)
- 3. NEED – A staggering 51.1% of San Perlita's population grapples with poverty, a rate exceedingly more than four times the national average of 12.6% in the United States. (Sources: 2024 World Population Review and 2023 United States Census Bureau)

OVERVIEW OF PROGRAM: Should our district be granted the 2023-2024 Summer Career and Technical Education (CTE) grant under Focus Area 2, our targeted initiative aims to engage up to 7 students in an enriching 4-week Work-Based Learning (WBL) Program. Students will receive pay for participating in an internship on campus alongside the district's Agriculture Department (Letter of Support attached: 1 priority point) who will teach them relevant trade skills in Applied Agricultural Engineering Program of Study (POS). Throughout these internships, students will gain invaluable real-world work experience, actively participating in tasks such as utilizing welding machinery for the preparation of pig and sheep/lamb pens, diagnosing and repairing farm-related machinery, and banding sheep and lambs in anticipation of stock shows.

HOW DISTRICT'S MISSION AND NEEDS WILL BE MET: HOW MISSION AND NEEDS ARE MET: These activities will help us in addressing our needs in the following manner:

- 1. Financial Empowerment and Economic Impact - By incorporating financial compensation into the internship program, we anticipate a decrease in the student economically disadvantaged rate. Simultaneously, this initiative is expected to contribute to an increase in the median household income, fostering financial empowerment within our student community.
- 2. Enhanced Employability for Lasting Economic Improvement - Ensuring students graduate with Work-Based Learning (WBL) experience holds the promise of heightened employability. This, in turn, is poised to have a substantial impact on reducing the poverty rate and fostering an increase in the average median household income.

**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
Teacher – Will teach Animal Science and Welding CTE coursework. Existing	Must be qualified and possess the necessary credentials to deliver Career and Technical Education (CTE) courses, along with a minimum of 2 years of teaching experience.
Superintendent - Will oversee the program at the district level. Existing	Must have a bachelor’s degree in education or a related field, and a Superintendent Certification. (Qualifications) Will require at least 2 years of experience as a Superintendent. (Experience)
Campus Counselor – Will actively promote the grant program and play a role in facilitating the enrollment of students in the courses. Existing	Must have a bachelor’s degree in school counseling or a related field. (Qualifications) Must have (2) years of experience in assisting students in selecting career career pathways. (Experience)
Program Director – Oversee the execution of the grant, oversee data collection, and provide support in program evaluation. Proposed	Must have a bachelor’s degree in education or related field. (Qualifications). Must have 2 years of experience in overseeing data collection and grant programming. (Experience)
Business Office Assistant – Will be responsible for processing payments for both vendors and staff. Existing	Must have a minimum of a high school diploma (Qualifications). Will require at least 3 years of work experience. (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
Superintendent - Will oversee the program at the district level. Existing	Must have a Doctorate in Educational Leadership and Administration and a Superintendent Certification. (Qualifications) Must have been at least 10 years of experience in education. (Experience)
Campus Counselor – Will actively promote the grant program and play a role in facilitating the enrollment of students in the WBL activities. Existing	Must have a bachelor’s degree in school counseling or a related field. (Qualifications) Must have (2) years of experience in assisting students in selecting career pathways. (Experience)
Program Director – Oversee the execution of the grant, oversee data collection, and provide support in program evaluation. Proposed	Must have a bachelor’s degree in education or related field. (Qualifications). Must have 2 years of experience in overseeing data collection and grant programming. (Experience)
Dept. Head/Business Partner - Supervise students as they engage in WBL activities. Existing	Must have proficiency and expertise in delivering specific CTE-related training and supervision. (Qualifications) Must have four (4) years of experience in the agriculture industry. (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?

To ensure the success of the program, San Perlita ISD has set specific goals and objectives that will be targeted. The primary OBJECTIVE is to facilitate the provision of Career and Technical Education (CTE) courses for a cohort of 10-20 students, offering them exposure to academic knowledge and skills within the Animal Science and Welding Programs of Study (POS).

Through active participation in this initiative, students at San Perlita ISD will not only graduate from high school but will do so equipped with elevated knowledge and hands-on skills. This strategic approach aims to enhance their readiness for the challenges and opportunities that await them beyond secondary education. Consequently, this achievement will significantly contribute to the district's GOAL, as articulated in its mission statement, of developing students' "essential academic skills."

To ensure this goal and objective are met, San Perlita ISD will implement the following

ACTIVITIES/STRATEGIES:

1. Provide students with the opportunity to meet with the Campus Counselor and engage in discussions about the diverse range of courses that will be offered. (i.e., Agricultural Mechanics and Metal Technologies and Principles of Agriculture, Food, & Natural Resources).
2. Administer Career and Technical Education (CTE) course sequences designed to not only impart knowledge but also equip students with the skills needed for success in their chosen careers.
3. Supply students with the essential technology and materials required to complete the CTE coursework.

**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?

To ensure the success of the program, San Perlita ISD has established specific goals and objectives to be targeted. The primary OBJECTIVE is to provide Work-Based Learning opportunities for seven students, aligning with the district's overarching GOAL outlined in its mission statement of ensuring students "acquire knowledge of economic responsibilities."

To achieve this district-wide goal and objective, key stakeholders, including teachers and CTE directors, collaborated to develop and implement effective strategies that enhance student engagement and program success. Following this collective effort, stakeholders recommended the implementation of the following program STRATEGIES: collaborating with the district's department head to create a flexible learning schedule for students, providing compensation for program participants, and offering transportation to and from the campus as needed.

Within the work-based learning program, students will actively participate in relevant real-world ACTIVITIES designed to enrich their educational experience. These activities encompass a range of tasks, such as utilizing welding machinery for preparing pig and sheep/lamb pens, diagnosing and repairing farm-related machinery, and banding sheep and lambs in preparation for stock shows.

Through the execution of these work-based learning activities, in conjunction with the previously mentioned strategies, the district aims ensure its students "acquire knowledge of economic responsibilities" by the time they graduate high school.

**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.

It is of paramount importance for San Perlita ISD to monitor STUDENT OUTCOMES. Hence, grant staff will collect relevant student data on a weekly basis.

The data collected will serve to MEASURE PERFORMANCE of the program, encompassing various metrics such as:

- Demographics of the students served.
- Number of students enrolled in the summer program.
- Number of students successfully completing the summer program.
- All data associated with PEIMS.

To comprehensively analyze this data, project personnel will utilize a range of TOOLS, including, but not limited to, student intake forms, progress reports, grades, and attendance sheets.

The systematic collection of this data provides San Perlita ISD staff with the capability to assess whether students in the program are achieving the stipulated goals and objectives. This determination, in turn, empowers the district to make necessary adjustments, thereby ENSURING THE EFFECTIVENESS of the program.

**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.

Monitoring STUDENT OUTCOMES is of utmost importance for San Perlita ISD. As such, the grant staff will diligently collect pertinent student data on a weekly basis.

The collected data will serve as a means to MEASURE the program's PERFORMANCE, encompassing various metrics, including but not limited to: 1) Number of students engaged in internships as part of the program. 2) Student information included in the fall PEIMS submission. 3) List of business and industry partners providing work-based learning experiences. 4) Total and average hours worked by students. 5) Total and average hourly earnings of students. 6) Evidence of training plans for each student. 7) Evidence of partnership agreements for each business and industry partner. 8) Evidence of culminating assessments or recognition of skills for each student. 9) Report all data related to PEIMS (In the Fall PEIMS Submission)

To thoroughly analyze this data, project personnel will employ a variety of TOOLS, such as student intake forms, progress reports, grades, and attendance sheets.

The systematic collection of this data equips San Perlita ISD staff with the capability to assess whether students in the program are meeting the defined goals and objectives. This determination, in turn, empowers the district to make necessary adjustments, thereby ENSURING THE EFFECTIVENESS of the program.

**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.

To guarantee the success of the program, key stakeholders and staff conducted thorough research on the budgetary requirements essential for the Summer CTE Program. Items that were taken into consideration include but are not limited to STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Based on these considerations and research, the budget and following allocations were made:

- Program Director Stipend (\$2,000) – Will be needed to oversee the program.
- Extra Duty Pay for Teachers Offering CTE courses (\$5,760) – Will be needed to provide CTE courses.
- Employee Benefits (\$1,940) – Will be needed for all staff paid for by programming.
- Data Collection and Analyses (\$2,259) – Will be needed to ensure all grant data is tracked appropriately.
- Supplies and Materials (\$26,300) – Items such as technology and other supplies under a 5k per unit cost will be purchased to ensure programming can be delivered.
- Transportation (\$1,500) – Funds will be used to cover costs associated with the college tours and traveling to and from the campus.
- Flat Panel (\$6,500) – A flat panel will be purchased so that teachers can implement dynamic and engaging teaching methods during the delivery of the CTE courses.
- Indirect Costs (\$3,741) – Will be used to cover overhead costs associated with implementing the program.

**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.

To guarantee the success of the program, key stakeholders and staff conducted thorough research on the budgetary requirements essential for the Summer CTE Program. Items that were taken into consideration include but are not limited to STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Based on these considerations and research, the following budget allocations were made:

- Program Director Stipend (\$1,000) – Will be needed to oversee the program.
- Extra Duty Pay for Teachers (\$3,360) – Will be needed so that students can have proper oversight during WBL activities.
- Employee Benefits (\$1,090) – Will be needed for all staff paid for by programming.
- Data Collection and Analyses (\$1,700) – Will be needed to ensure all grant data is tracked appropriately.
- Supplies and Materials (\$29,210) – Items such as technology and other supplies under a 5k per unit cost will be purchased to ensure programming can be delivered.
- Internship Fees (\$7,840) - Funds will be used to cover costs associated with paying students to partake in the WBL activities.
- Transportation (\$1,500) – Funds will be used to cover costs associated with traveling to and from the campus.
- Indirect Costs (\$4,300) – Will be used to cover overhead costs associated with implementing the 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.)

After conducting an exhaustive NEEDS ASSESSMENT, the district has identified no specific impediments that would impede the successful completion of the summer program. Despite being situated in a rural area (earning 5 priority points) and facing notable financial constraints that present a significant challenge, the existing staff, coupled with the anticipated grant funds, is poised to play a pivotal role in ensuring the success of the grant initiative.

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.)

Prior to the grant program submission, the district conducted a thorough NEEDS ASSESSMENT to identify areas requiring attention through funding. The findings from this assessment are outlined below:

1. According to the National Center for Education Statistics (NCES), San Perlita ISD is classified as a rural district, earning us 5 priority points based on factors such as population size and proximity to urban areas.
2. Almost 70% of the district's students fall under the Economically Disadvantaged (ED) category, surpassing the state average of 62%. (Source: 2022-2023 Texas Academic Performance Report)
3. A staggering 53.8% of the population is unemployed (US – 39.7%). (Source: 2023 United States Census Bureau)
4. A striking 51% of San Perlita's population experiences poverty, a rate more than four times the national average in the United States. (Sources: 2024 World Population Review and the 2023 Time Magazine)

Identified as our primary need, finances are crucial to support our Economically Disadvantaged students and the community. To effectively address these identified areas, the district has meticulously crafted a grant budget and allocated local funds to cover the following:

- Transportation: Allocated to eliminate transportation barriers arising from proximity to campus or limited parental funds.
- Internship fees for students: Provided to increase the average median household income, decrease the unemployment rate, and decrease the current poverty rate.



**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.

Outlined below are the detailed specifics of San Perlita ISD's proposed programming for Focus Area 1:

- Targeted Program of Study: Animal Science and Welding
- Courses Offered: 1) Principles of Agriculture, Food, & Natural Resources (exploratory course); 2) Introduction to Welding (exploratory course); and 3) Introduction to Principles of Agriculture, Food, & Natural Resources (course credit).
- Number of Students who will Engaged: 10 - 20

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 accordance with the classifications outlined by TEA and the National Center for Education Statistics (NCES), our district holds an official designation as "rural." Leveraging the distinctive characteristics and geographical positioning of our campuses, we proudly stand among the largest employers in the region. Embracing this unique status and aiming to enhance our collaborations, we are dedicated to facilitating work-based learning experiences for a targeted group of 7 students. (NUMBER OF STUDENTS INVOLVED)

SPECIFY BUSINESS AND INDUSTRY PARTNERS: To ensure optimal convenience and eliminate the need for collaboration with businesses located up to 30 minutes away from our district, we have strategically crafted experiences that can be provided in-house. These experiences will involve students actively participating in hands-on activities alongside our Agriculture Department, serving as integral business/industry partner (Letter of Support Attached – 1 point).

WORK-BASED LERNING MODEL: Our work-based learning model, which was developed through collaborative efforts and insights from our district department head, seeks to actively engage and support students in gaining practical, real-world work experience. This model immerses students in a diverse array of experiences, including activities such as utilizing welding machinery for the preparation of pig and sheep/lamb pens, diagnosing and repairing farm-related machinery, and banding sheep and lambs in preparation for stock shows.

**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**