



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.

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.

NOT APPLICABLE

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.

PROGRAM OVERVIEW: If awarded the 2023-2024 Summer CTE program in Focus Area 2, Cotton Center ISD (CCISD) aims to engage 5 students in Work-Based Learning opportunities within the Architecture and Construction career program of study.

The Work-Based Learning opportunities will be coordinated by our district’s Maintenance Department, Lonestar Painting Company (Letter of Support attached: 1 priority point), and Chilton Heating and Air Conditioning (HVAC) (Letter of Support attached: 1 priority point). These opportunities will be conducted on-site at the campus, eliminating the need for transportation. Students will gain valuable hands-on, real-world work experience through activities such as sanding and refining surfaces, choosing the suitable paint for specific applications, caulking gaps and joints, and utilizing brushes, rollers, and spray equipment, as well as, installing duct work, maintenance of water and piping systems, handling of refrigerant and equipment servicing procedures, and the operation, testing and adjustment of HVAC control systems.

SPECIFIC NEEDS: It is imperative that these work-based opportunities are extended to the students within our district. The availability of such opportunities has been limited within our district due to several factors. Firstly, CCISD is classified as a small, rural district in accordance with the most recent TEA classifications, earning us 5 priority points. Furthermore, our current demographics reveal that 70.8% of our student population falls under the Economically Disadvantaged (ED) category, and 58.3% of our student enrollment represents a minority. These statistics underscore the substantial obstacles faced by these demographics when it comes to pursuing post-secondary education. For instance, only 20% of our minority population and 27% of our ED population make the transition to an Institution of Higher Education (IHE) upon graduating. This figure is notably lower, nearly half, than the state average of 52.6% (Source: TAPR 2022-2023).

ADDRESSING THE NEEDS: To tackle these challenges and stay true to our mission of ensuring that students "graduate with the skills and values needed to compete successfully as lifelong learners," the district must implement the program and diligently track performance measures to ensure its success. If executed effectively, Focus Area 2 will equip students with crucial employment skills, preparing them for the workforce in high demand and well-paying careers. Consequently, this will assist CCISD in addressing the economic and post-secondary needs that are prevalent within the district and community.

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
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE

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
GRANT PROGRAM MANAGER – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Bachelor's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
PARTNERING BUSINESS LIAISON – Will be responsible for overseeing students as they receive work-based learning opportunities. (Proposed)	QUALIFICATIONS: Ability/knowledge to offer the targeted CTE trainings and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.
CAMPUS TEACHERS/STAFF – Will be responsible for supervising students in the field and responding to any concerns from the business partners.	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses by the partnering IHE. EXPERIENCE: 3 years of experience in providing CTE education.

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?

NOT APPLICABLE

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?

FOCUS AREA 2: Major Goals/Objectives of The Proposed Program: The district's Focus Area 2 objective is to offer work-based learning opportunities to a minimum of 5 students within the Architecture and Construction career program of study. This endeavor aligns with the district's overarching goal of strategically preparing our students for post-secondary success, whether it entails pursuing higher education institutions or entering the workforce.

ACTIVITIES/STRATEGIES: To support the district in attaining its objectives and goals, a pivotal aspect involves working in collaboration with the Construction partners, Cotton Center ISD's Maintenance Department, Lonestar Painting Company, and Chilton HVAC to create a flexible learning schedule that can accommodate the needs of both students and the district. Once the schedule is determined, ACTIVITIES that could be performed as part of the program are as follows:

- Sanding and refining surfaces,
- Choosing the suitable paint for specific applications,
- Caulking gaps and joints,
- Employing brushes, rollers, and spray equipment
- Maintenance of HVAC systems,
- Inspecting existing HVAC systems and,
- Installing HVAC components.

As a STRATEGY to encourage student attendance and active participation in the program, the district will also provide compensation to participating students at a rate of \$10 per hour.

By offering a program such as this, Cotton Center ISD will enrich student learning, nurture employability skills within genuine workplace environments, streamline the transition from education to the workforce, and improve post-school outcomes.

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.

NOT APPLICABLE

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.

FOCUS AREA 2 PERFORMANCE MEASURES: In accordance with TEA-provided guidelines, the district will monitor the following to measure performance: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Total and average hourly earnings of students in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES: To monitor the performance measures listed above, the district will utilize the following tools: Student/Stakeholder Surveys, Work-based Application, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as the number of after-school and summer jobs students acquire related to their field of study.

PROCESSES USED TO ENSURE EFFECTIVENESS OF THE PROJECT OBJECTIVES AND STRATEGIES: To ensure the effectiveness of the program, the district will conduct daily reviews of attendance records, administer surveys before and after program completion, monitor student work-based applications on a weekly basis to ensure continuous progress, and analyze PEIMS data and the TAPR report both before and after program completion. This comprehensive approach to data collection serves as a critical tool in our continuous evaluation of the program's success and its impact on students' 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.

NOT APPLICABLE

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.

The budget has been designed to fulfill the requirements and objectives of the program, encompassing STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, AND TRAVEL EXPENSES. The proposed budget is outlined below:

- 1) Professional Staff Extra-Duty Pay has been budgeted for a Grant Program Manager and to have staff oversee day-to-day activities. (Focus Area 2 - \$11,400)
- 2) Employee Benefits have been included. (Focus Area 2 - \$2,850)
- 3) Professional and Contracted Services (\$11,000) – Funds will be used to assist activities for training sponsors from business and industry and with data collection and analyses of work-based learning activities
- 4) Supplies and materials necessary for the work-based activities have been included. Some of the specific work-based materials include but are not limited to: AC ducts, wall vents, galvanized clamps, air filters, paint, primer, sandpaper, paint guns, etc. (Focus Area 2 - \$9,450)
- 5) Costs for student internships (Focus Area 2 - \$12,800).
- 6) Costs to transport students to and from the worksite have been included (Focus Area 2 - \$2,500).

HIGH-LEVEL SNAPSHOT: There are currently no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid for from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Since the Work-based Learning Program is currently not in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

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.)

NOT APPLICABLE

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.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY:
 Cotton Center ISD is a small rural district, Title 1 School, with a high percentage minority population (Hispanic). Due to the rural location of the school, transportation is limited beyond the regular school day hours. Due to routes being long in distance and time the district finds it difficult to have parents transport students beyond school day hours, especially in the Summer. This poses a conflict when trying to schedule a program such as this. Additionally, within the surrounding area, 17.8% of the families are classified as living in poverty. This generates less tax money that can be collected by the district – resulting in fewer opportunities (such as paid internships) it can provide students. These two factors are major contributing forces that hinder the ability of the district to provide paid work-based learning opportunities for students.

ADDRESSING NEEDS: Therefore, to address the needs referenced above, the district has created a comprehensive grant budget that will provide funding needs to transport students to and from the activity site. Additionally, funds will be allocated to cover costs associated with paying students to participate in the work-based learning opportunities during the Summer. This will help ensure students graduate with employment skills that will prepare them for the workforce in a high-paying job.

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.

NOT APPLICABLE

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.

BUSINESS AND INDUSTRY PARTNERS INVOLVED: If granted funds under Focus Area 2, Cotton Center ISD aims to offer work-based learning experiences to five students within the Architecture and Construction career program of study. As a part of this program, these students will collaborate with our partnering businesses, Lonestar Painting Company, Cotton Center ISD’s Maintenance Department, and Chilton HVAC (attached Letter of Support- 2 priority point). All internship activities for this program will occur on-site at our district.

WORK-BASED LEARNING MODEL(S): Within the Carpentry Pathway, students will acquire practical, real-world work experience by engaging in activities such as sanding and refining surfaces, selecting the appropriate paint for specific applications, caulking gaps and joints, and utilizing brushes, rollers, and spray equipment. Within the Heating, Ventilation and Air Conditioning Pathway, students will acquire real-world work experience through activities such as maintenance, inspection, installation of HVAC components.

In addition to providing students with valuable workforce experiences, these opportunities will also empower them to develop essential soft skills across six key areas: communication, enthusiasm and attitude, teamwork, networking, problem-solving, critical thinking, and professionalism. These skill sets will give them a competitive advantage as they pursue and achieve their career aspirations.

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