



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 12, 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.

TEA must receive the application by **11:59 p.m. CT, February 12, 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.

Entrepreneurship and Applied Agricultural Engineering are the two areas in which Chilton ISD would utilize grant funds to provide summer classes for high school credit. These classes will target rising 8th graders (current 7th graders) as well as students in grades 9-11 who desire to earn industry-based certifications (IBCs). There are four districts in Falls County, Chilton will invite those rising 8th graders to join our students in this CTE opportunity. The grant would provide the opportunity for 8th graders to earn high school CTE credit, as well as to begin working early toward certification. The CTE summer program would run concurrently with the traditional summer school. Breakfast, lunch and transportation would be provided. Field trips are planned to extend classroom learning and to explore career options. The 2023-2024 District Improvement Plan (DIP) states Career and Technical Education (CTE) is one fo the seven district goals. Chilton ISD is an "A" district and has approximately 570 student. 91% are low socio-economic, 21% African American and 59% Hispanic.

Goal 5 of the DIP states: Build equitable programs of study that scaffolds all CTE students to work-based learning culminating in TEA approved certifications. The Mission of Chilton ISD states: The mission of Chilton ISD is to develop learners who are able to: communicate effectively, create innovatively, think critically, reason logically and compete globally.

Both DIP Goal 5, and the Mission Statement reflect Chilton's firm commitment to provide each and every graduate with a first-class academic experience as well as to turn their passions into paychecks. CISD has been very intentional in providing Career and Technical programs that all end in certifications that align with the job needs of the area, region, and state. The district invested in preparing students for highly skilled, high wage, in demand careers. They are both workplace ready or ready to earn an income for further training or education upon graduation.

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.

N/A

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
Jason Kelly, CTE instructor (existing)	Two or more years of full-time wage earning experience in the Welding or Agricultural Design & Fabrication industry with industry certifications. Experience managing student learning experiences with business partners
Niecee Smith, CTE instructor (existing)	Two or more years of full-time wage earning experience with knowledge of the career and technical education subject assigned, Entrepreneurship.
Rachel Moreno, CTE instructor (existing)	Two or more years of full-time wage earning experience and knowledge of the career and technical education subject assigned, Entrepreneurship.
Penny Curry, CTE Director (existing)	Master's Degree, Mid-Management Certification, Superintendent Certification T-TESS and T-PESS Certified experience in implementing and monitoring state and federal grants; strong understanding of work-based and district goals.
Kimberly McKnight, Principal (existing)	Master's Degree Texas Principal Certification, T-TESS certified experience in overseeing summer programs and state funded grant implementation.

Qualifications and Experience for Key Personnel (Focus Area 2)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience

Goals, Objectives, and Strategies (Focus Area 1)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The CTE department will create and implement a summer experience for rising 8th and 9th graders as well as upper class men that will allow students to apply academic and classroom knowledge while gaining income generating certifications. The junior high, and new freshman, classes are designed to allow exploration of CTE courses, endorsements, certifications and program of study options. Students will also engage in both career and college readiness activities that prepare them to be productive citizens. Ninth through twelve grade students will use the extended time to add or seek additional advance certifications. Chilton will offer classes in two CTE areas, Entrepreneurship and Applied Agriculture Engineering. Field trips will be designed to expose the students to post secondary career, training and higher education options. Summer classes will offer both traditional activities as well as TEKS based hands-on learning patterned to expand their knowledge of Chilton's CTE programs of study and well as deepen the impact of the new CTE acquired learning on their individual academic and workplace ambitions. Both programs of study will create team building activities to ensure every student feels included regardless of their school of origin, special academic needs or demographic designation. Chilton will support the success of the summer CTE programs by equipping our teachers and leadership with the resources needed to successfully implement the summer school classes as well as provide for the extended learning trips in the community.

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?

N/A

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.

Chilton ISD's CTE summer program focus on student outcomes will be evaluated based on several performance measures and data points. Data collection will include: summer school enrollment, special program designation, content pre- and post assessment, intervention support, syllabi, attendance, grades, certifications, and fall course selections. PEIMS data will be collected to provide analysis statistics for district leadership, school board and TEA grant reporting requirements. Tools to measure performance will include: formative assessment such as quizzes, daily exit tickets, and oral/written responses. Summative assessments such as certifications earned and final grades will measure the quantity and quality of learning. The district will provide services to students in need of additional support, such as tutoring and mentoring sessions with the teachers or supervisors. Comprehensive support will assist in the success of all students.

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.

N/A

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.

Payroll (6100): \$12,000 has been budgeted to pay extra duty pay to three teachers who will supervise and instruct CTE students over the summer grant period.

Professional & Contracted Services: (6200) \$3,000 funds have been allocated to pay a provider to assist the district with data collection, analysis, and reporting associated with the program.

Supplied and Materials: (6300) Approximately \$30,500 has been budgeted to buy consumable welding materials, supplies and equipment (two welders, one trac torch, a shop press, two printers) to be used by the students to complete the course work and certifications.

Other Operating Costs: (6400) \$2,000 has been budgeted for transportation (field trips), \$2,500 has been budgeted for other operating costs which may arise during the summer program.

Capitol Outlay: (6600) \$0
Indirect Costs: \$0

Chilton program budgeting model is based on a 3 year projection. Funds will be put aside to ensure continuity. CTE summer school is an important opportunity to maximize existing staff, facilities and resources. The summer of 2024 is the first year of a continuing opportunity for our students and the students from the surrounding districts.

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.

N/A

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.)

As a member of the Texas Regional Pathways Network, Chilton values work-based learning and subsequently has established the expectation that every graduate leaves the district with both a diploma and certificate to enhance their post-secondary endeavors and income opportunities. Due to scheduling conflicts, limited staff and lack of sufficient equipment, Chilton cannot provide the number of classes needed to serve those students interested in participating in the programs of study during the regular school year. Offering summer CTE classes provides greater flexibility for our students and staff.

Chilton is a rural school district of 570 students. Our demographics are 91% low socio economic, 59% Hispanic, 35% African American and 6% other. The town's businesses are a cattle company, and two restaurants that work out of residential homes. To be productive graduates, the students must receive a stellar education as well as an industry based certificate to earn an income. The two targeted areas of CTE summer focus are aligned with regional labor market demand and lead to employment with a strong career pathway.

By offering this summer opportunity to area districts, we hope to leverage district resources, build strong relationships within the diverse student groups and create a lifelong passion for learning and using career focused skills.

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.)

N/A

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.

CTE Summer School will offer:

Program of Study: Entrepreneurship (approximately 20 students)

Classes: Principles of Business

Business Information Management 1

Program of Study: Applied Agriculture Engineering (approximately 25 students)

Classes: Principles of Agriculture, Food and Natural Resources

Agriculture Mechanics and Metal Technologies

Agricultural Structures Design and Fabrications.

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.

N/A

CDN 073901

Vendor ID 17460005121

Amendment #

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



254-546-1200



www.chiltonisd.org



905 Durango Ave.
Chilton, TX 76632



Rodney Hall
212 County Road 4023
Chilton, TX 76632

To Whom it May Concern:

My name is Rodney Hall. I currently serve as Chilton ISD Board President as well as being employed by MARS Wrigley Inc. as Maintenance Leader. My wife graduated from Chilton, and we have lived in the community for almost 40 years. Our roots in Chilton are deep, and we are both committed to supporting and growing our community.

I am writing this letter in support of Chilton ISD's application for the 2023-2024 Summer Career and Technical Education Grant. Our student body of 570 is comprised of 92% Economically Disadvantaged (the state is 62%), 59% Hispanic, 21% African American, 16% White and the remainder Other.

Although our challenges are significant, we are proud of our "A" TEA designation as well as our 100% College, Career and Military Readiness (CCMR) rating. Each recognition, reflects the unrelenting focus CISD leadership, faculty and staff maintains to provide our students with the skills and competencies they need to be successful, productive community members and citizens.

We, like so many districts, are financially prudent, but lack the funds to extend our students' learning opportunities due to budgetary confines. By applying for and receiving the CTE Summer Grant, we could offer our rising 8th graders (current 7th graders) the opportunity to take CTE classes in the summer for high school credit while creating flexibility in their schedules to earn at least one certification, participate in dual credit, as well as extending their educational options. These specialized summer offerings would be open to other area schools as well as our high school students.

In Chilton, we want every student to graduate with an exemplary education and a way to earn an income to finance continuing education or pursue a career. Receiving this grant would greatly assist us in meeting this goal.

Thank you for your consideration.

Sincerely,



7039 Golinda Drive • Lorena, Texas 76655 • 254-881-7333

January 25, 2024

To Whom it May Concern:

My name is Joyce Farar and I am the mayor of Golinda, Texas. Golinda falls within the Chilton ISD school boundaries. We have thoroughly enjoyed a close relationship with the Chilton ISD district, students and most especially the superintendent, Dr. Brandon Hubbard.

Throughout our collaboration I have witnessed the district's determination, perseverance and support to provide each senior an "A" education, as well as to earn an income while pursuing a career or to finance the tuition for training or higher education. By offering Career and Technology Education (CTE) classes in the summer this would allow the students extra time to pursue certifications as well as the schedule flexibility to participate in dual credit and additional educational opportunities.

Receiving this grant would benefit each student individually, the campus, as well as the surrounding communities.

We sincerely appreciate your consideration and please feel free to contact me should you have any questions.

Respectfully,

Joyce Farar
Mayor
City of Golinda