



**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, February 12, 2024**.

Grant period from **April 3, 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):

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.

Wheeler ISD, along with Shamrock ISD, Kelton ISD, and Fort Elliot CISD, are rural school districts focused on providing authentic work-based learning opportunities for all students. Wheeler ISD ' s mission is " to enhance the educational environment and promote academic and social development by giving all students the opportunities to learn, to think critically, and to visualize their future. " A big step in furthering students ' ability to visualize their future is providing interested students with age-appropriate work-based learning experiences. Such work-based opportunities also enhance students ' educational environments and promote their social development. In rural school districts, the ability to offer high-quality internships is sometimes limited by staff availability and business partnership opportunities.

Wheeler ISD proposes a summer internship program with Ogallala Commons (OC), a non-profit organization serving rural communities in the Ogallala Aquifer region of the Texas High Plains and Big Country areas, to make its mission a reality for many students. OC ' s mission is aligned with Wheeler ISD ' s to a large extent – " developing leaders who help human and natural communities to thrive. " To date, OC has placed students in over 700 rural community internships in furtherance of its mission. OC assists its partners to offer work experience, skill-building, and career pathways for rural youth. OC ' s goal is always to create opportunities for participants to stay in - or return to - their home communities and regions. OC will help the school district accomplish this shared goal by placing student interns in communities with invested and vetted community business partners. The internships help students become more employable, add practical knowledge, enhance professional skills, and provide networking opportunities. The district ' s goal in partnering with OC is to provide work-based learning experiences with local business partners to stimulate students ' interest in remaining in their local communities by engaging students in community experiences, linking generations between students and community/business leaders, and developing a stronger interest in rural economies.

Interns will complete 100 hours during their summer internships. OC provides student training, customized work plans, defined deliverables (including blog postings), timesheet tracking, and stipends to students who successfully complete internship expectations and assignments. OC uses existing community partnerships and actively creates new relationships through district business partners to place students in internships aligned to their high school programs of study. Students completing internships will also present a portfolio of their experience to district and community stakeholders as a culmination of the 100-hour internship during a "Harvesting Ceremony. " OC also provides mentorship support for interns as an additional source of professional workplace skill development.

Qualifications and Experience for Key Personnel (Focus Area 1)

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

| Title and Responsibilities of Position | Required Qualifications and Experience |
|--|--|
| N/A | N/A |
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Qualifications and Experience for Key Personnel (Focus Area 2)

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

| Title and Responsibilities of Position | Required Qualifications and Experience |
|--|---|
| District Summer WBL Coordinator | This position is local to the students in the work experience program and is ideally school district staff. They will receive a grant-funded stipend from OC for their extra time dedicated to local management of students. |
| OC Workforce & Leadership Coordinators | This position will serve as the primary contact between the students and school district and OC. They are responsible for providing and facilitating the internship structure and soft-skills training throughout the internship, as well as maintaining the intern management online tracking system |
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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?

Funding will help meet the following goals with the following activities/strategies:

1. Provide authentic workforce experience and access to career pathways by developing critical skills necessary to succeed in today ' s workforce.
 - >>Develop a work plan aligned to student goals and workplace needs.
 - >>Establish artifacts and timelines for submission with each intern.
 - >>Review expectations related to the Harvesting Ceremony.
2. Increase the number of community partners willing to work with area youth. Wheeler ISD, with OC ' s assistance, will continue developing a network of diverse partners. OC ' s existing relationships form the foundation of a robust support system that increases program effectiveness.
 - >>Invite future potential stakeholders and district partners to the Harvesting Ceremony for exposure and future expansion.
3. Reinforce classroom learning gained during the school year.
 - >>Establish internship opportunities based on the districts' study programs and local business partners.
 - >>Monitor the quality of internship experiences for future expansion.
4. Support students through (and after) work experience program completion.
 - >>Integrate students into OC ' s post-program support. Wheeler, along with OC, will encourage and support its recent past participants to join its vibrant alum cohort. By doing so, current and former interns will engage in peer-to-peer learning and share their experiences and insights. They will receive real-time, shareable knowledge in a relational format.

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.

Planned performance measures include:

- >>Student interns participating in the summer internship program will complete their internship expectations, including following personalized training plans with TEKS-aligned objectives and demonstrating mastery of the training plan objectives by the end of the 100-hour internship.
- >>Interns will also complete three reflective blogs with a narrative that can be used to evaluate the quality of the internship experience.
- >>Workplace mentors in the WBL assignment will evaluate student performance and rate/provide feedback on identified soft skills and the student ' s accomplishment of training plan objectives during the internship placement.
- >>A summative Harvesting Ceremony will feature the student interns sharing their experiences with key stakeholders from the district, community, and business partners. OC will generate and monitor each of these performance measures. With experience in placing over 700 rural interns as part of its non-profit mission, OC provides expert support to the districts in creating and monitoring strong work-based learning experiences.

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.

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.)

Wheeler ISD, along with Shamrock ISD, Kelton ISD, and Fort Elliot CISD, have high school students who are in need of authentic work-based learning experiences aligned with their career goals. The districts currently do not have a dedicated WBL Coordinator Staff member and are typically using CTE teachers to provide WBL experiences. CTE teachers and the districts in general have limited capacity to develop, place, and monitor high-quality student internship experiences. As the districts' needs grow with WBL experiences expanding, a partnership with local agencies and OC has addressed the capacity issue facing these small, rural districts. The districts can access a framework that supports students in developing credible and meaningful career pathways, helping to bridge the opportunities in the community with opportunities in industries and education outside the community. Creating options for high-quality internships aligned to high-wage, high-demand careers offered in the local communities opens up expanded experiences and future opportunities for rural students. With a majority of students in these districts identified as economically disadvantaged, the option to earn \$11/hour for a 100-hour internship will provide monetary resources to the students who would likely seek a summer job. However, summer jobs for teens in rural areas are (1) limited and (2) not typically aligned to landing future high-wage, high-demand careers. Intentional internships can provide access to summer wages with an increased outcome for gaining professional and workplace skills.

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.

The following community partners will have opportunities for summer student internships:

- >>City of Wheeler
- >>Wheeler County Farm Bureau
- >>Amy Zybach, CPA
- >>Wheeler County Courthouse
- >>Capital Farm Credit
- >>Wheeler County Sheriff ' s Office
- >>Wheeler County Justice of the Peace
- >>Wheeler County Appraisal District
- >>Wheeler Title and Abstract Company
- >>Wheeler Nursing and Rehabilitation
- >>High Plains Chiropractic
- >>Wheeler Vet Clinic
- >>Parkview Hospital
- >>Wheeler County North EMS
- >>Parkview Rural Health Clinic
- >>Parkview Assisted Living
- >>Parkview Home Health
- >>Hylands Pharmacy
- >>Ora Belinda Daycare

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

