



**2021-2022 Summer Career and Technical Education Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 28, 2022**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 28, 2022**.

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  Campus  ESC  DUNS

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 2021-2022 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 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**

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Winnsboro ISD will implement a new Program of Study - Architecture & Construction (Electrical). The new program is in direct response to community interest (surveys) and in alignment with Texas Workforce Development Area Profiles for Northeast Texas <https://texaslmi.com/EconomicProfiles/WDAProfiles>

The mission of the program is to generate an additional 15 students who can enter the workforce industry certified and immediately available for this high-demand, high-skill job. The county within which Winnsboro ISD is situated has a direct and immediate need for more Linemen to serve in various industries, including electrical and telecommunications. The current workforce shortages in this area can be mitigated by the school district and its CTE Programs of Study. Therefore, the implementation of the new Program of Study is to be a collaboration between the district and community partners. Our collective vision is for local businesses to serve as mentors, and provide workforce opportunities to Winnsboro students who will engage in and complete courses within the Program of Study. Ultimately, our goal is to have 100% program completion with industry-based certification.

As an organization, Winnsboro ISD, in response to student interest (surveys), needs to offer this new Program of Study to better meet the needs and desires of our students in the ultimate quest of postsecondary readiness for all students.

**Qualifications and Experience for Key Personnel**

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
School Counselor - organize and implement interest meetings (Programs of Study Overview); recruitment of student participants; parent liaison. (Existing)	School Counselor TEA Certification (5+ years experience); Demonstrated understanding of and experiences with CTE Programs of Study (3+ years experience). Existing Position
External Consultant - Assessment & Program Outcomes Coordinator; Program Evaluation (Existing)	Certified EC-12 Principal (3 years), Experience with postsecondary readiness/postsecondary education; CTE Program Evaluator (5+ years experience), Quantitative Methodologist & Researcher (5+ years experience).
Project Coordinator - Daily oversight of curriculum development, instructional oversight & training; project budget officer (Proposed)	Certified CTE Teacher (5+ years experience); experience with oversight of work-based learning and practicum supervision (3+ years experience). Existing Position
Classroom Teacher (Existing)	Certified CTE Teacher(3+ years).

### Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Focus Area 1 - The purpose of the program in Focus Area 1 will be to support the newly adopted Architecture and Construction (Electrical) Program of Study by implementing a CTE summer bridge program for incoming 9th graders. To frame the major goal of the program, we used Workforce Development Area Profiles for Northeast Texas (Texas Labor Market Information), to determine regional trends related to CTE. Our data included Projected Top Ten Fastest Growing Industries in WDA (% Growth 2018-2028). From this data, the major goal of the program is (1) to support student postsecondary readiness for high skill, high-demand careers in Northeast Texas, by implementing the course sequence leading to industry based certification: Principles of Construction, Electrical Technology I, Electrical Technology II, and Practicum in Construction Technology. 15 incoming 9th grade students will be recruited based on purposeful sampling; that is, those students who have already expressed an interest in entering this field. Interest surveys were completed in February, 2022. By beginning the Program of Study Level I course during the summer, students will be able to complete Electrical Technology I (Freshman year); Electrical Technology II (Sophomore year); Practicum in Construction Technology (Junior year); and Career Preparation (Senior year). The intent of offering the summer bridge is to be able to further and extend learning culminating with industry-based certification and job-embedded student development, as each enters the workforce during the senior year.

### Performance and Evaluation Measures

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Performance Measures will include

1. Student demographic information as a part of special data collection.
2. Number of students enrolled in the summer program.
3. Number of students completing the summer program.
4. All data related to PEIMS (special data collection on course completion).
5. Disaggregated pre-test exam scores on the NCCER Journeyman Electrician Practice Test (Week One). The purpose of the Pre-test is to understand requisite knowledge and skills student's bring to the program. The ancillary purpose is to inform instructional practices by determining what information may need more emphasis during the principles course.
6. Disaggregated post-test scores on the NCCER Journeyman Electrician Practice Test (Week 12). A paired samples t-test will test of the difference between a set of paired samples, such as pre-and post-test scores. This is sometimes called the dependent samples t-test. 100% of students should score in the 50% (or higher) mastery range. Disaggregated exam results will be used as baseline data to inform instructional practices for the next two courses in the sequence.
7. Qualitative interviews with participants and staff will be conducted to better understand the lived experiences of program participants during the focus period of the grant. Interviews will first be transcribed and sent to participants to check for accuracy in a process called Member Checking. Interviews will then be coded using open and axial coding to develop themes and subthemes. These themes will appear with the quantitative data as Mixed-Methods (concurrent mixed methods design).

**Budget Narrative**

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

The school district currently allocates more than adequate funding for CTE programming, spending approximately 90% of CTE generated funds in the CTE area to support student matriculation through Programs of Study. The proposed budget will supplement current spending, by budgeting for services that will be offered outside of the normal contract days for employees. Further, the district will hire an external consultant to serve as a project manager, program evaluator, and methodologist.

For example, the district allocates and spends approximately 175,000 for Welding in the Manufacturing Program of Study. Comparatively and to meet future needs, the district will continue to allocate generated funding within this new Program of Study to staffing, equipment, supplies and materials, and travel. Moreover, for continuity, the district will continue to recruit participants for the program by partnering with business and industry for program efficacy and student retention. Moreover, by hiring the Project Coordinator who will then become the district CCMR Coordinator,

**Program Requirements**

1. **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.

Architecure & Construction (Electrical)

Principals of Construction (summer); Eletrical Technology I (Freshman year); Electrical Technology II (Sophomore year); Practicum in Construction Technology (Junior year); and Career Preparation (Senior year). 15 students will be engaged and supported in this focus area

2. **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

**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**

Application Part 2:

2021-2022 Summer Career and Technical Education Grant

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v) Contingency for HB 3

County District Number or Vendor ID:		Amendment # (for amendments only):				
Payroll Costs (6100)						
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Focus Area 1	Focus Area 2	Grant Amount Budgeted	
1 Teacher	1		\$ 5,775	\$ -	\$ 5,775	
2 Educational Aide			\$ -	\$ -	\$ -	
3 Tutor			\$ -	\$ -	\$ -	
<b>Program Management and Administration</b>						
4 Project Director	1		\$ 7,200		\$ 7,200	
5 Project Coordinator			\$ -	\$ -	\$ -	
6 Teacher Facilitator			\$ -	\$ -	\$ -	
7 Teacher Supervisor			\$ -	\$ -	\$ -	
8 Secretary/Admin Assistant			\$ -	\$ -	\$ -	
9 Data Entry Clerk			\$ -	\$ -	\$ -	
10 Grant Accountant/Bookkeeper			\$ -	\$ -	\$ -	
11 Evaluator/Evaluation Specialist	1		\$ 10,500	\$ -	\$ 10,500	
<b>Auxiliary</b>						
12 Counselor			\$ 2,500	\$ -	\$ 2,500	
13 Social Worker			\$ -	\$ -	\$ -	
14 Community Liaison/Parent Coordinator			\$ -	\$ -	\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15 ESC Specialist/Consultant			\$ -		\$ -	
16 ESC Coordinator/Manager/Supervisor			\$ -	\$ -	\$ -	
17 ESC Support Staff			\$ -	\$ -	\$ -	
18 ESC Other: (Enter position title here)			\$ -	\$ -	\$ -	
19 ESC Other: (Enter position title here)			\$ -	\$ -	\$ -	
20 ESC Other: (Enter position title here)			\$ -	\$ -	\$ -	
<b>Other Employee Positions</b>						
21 (Enter position title here)			\$ -	\$ -	\$ -	
22 (Enter position title here)			\$ -	\$ -	\$ -	
23	<b>Subtotal Employee Costs:</b>		\$ 25,975	\$ -	\$ 25,975	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
24 6112 - Substitute Pay				\$ -	\$ -	
25 6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -	\$ -	
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -	\$ -	
27 6140 - Employee Benefits			\$ -		\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -	\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ -	\$ -	\$ -	
30	<b>Total Program Costs:</b>		\$ 25,975	\$ -	\$ 25,975	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person: