



**2020-2021 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 26, 2021**

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, March 26, 2021**.

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 2020-2021 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 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 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.
- 7. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

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.**

PROGRAM OVERVIEW:

Hearne Independent School District’s mission statement is to “provide effective instructional leadership, quality facilities, responsible fiscal management, and disciplined learning environments to ensure positive student outcomes.”

Hearne ISD takes personal responsibility in developing excellence for their students; therefore, the district is looking for students to enter relevant work-based learning that will correspond to the CTE program of their choice.

Hearne ISD is defined as a “rural” district, and 96.2% of the total student population is considered “economically disadvantaged,” with approximately 89.7% of its student population comprised of either African American or Hispanic students. Economically disadvantaged graduates account for 78.4% of the district’s graduates compared to the State’s economically disadvantaged graduate population of 48%, with only 11.8% of the district’s students considered “college-ready graduates” (2019-2020 Texas Academic Performance Report).

OVERVIEW OF THE PROGRAM TO BE IMPLEMENTED WITH GRANT FUNDS:

In partnership with Calvert ISD (Letter of Support has been included), Hearne ISD will facilitate and monitor internship programs with local employers to expand the number of work-based learning experiences for students.

By implementing a simulated workplace environment and career mentorship work-based learning experiences through paid internships, 70 students (both Hearne and Calvert ISD students) can benefit by developing employability skills in actual workplaces and provide a smoother transition from education into the workforce. Work-Based Learning is a proven instructional method and strategy for helping students of all ages and abilities acquire and improve academic, technical, and employability skills. This will provide equitable opportunities for workforce development and career exposure for historically underrepresented students in the field.

Both school districts share the mission of providing rural school students high-quality opportunities for Post-Secondary Success. The districts are always working together to identify and offer students opportunities to help them achieve their mission.

Due to the school districts’ location, teachers, staff, parents, and community members struggle to provide students with the vision and drive to pursue their education and career aspirations. This is because the districts are all centered in small, rural, and impoverished communities.

Each of these communities has a high poverty rate (31% average) and a high history of dropouts (31.1%). The districts need to show students there is an alternative by providing students avenues that will lead to higher-paying, high-demand jobs.

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

SUPERINTENDENT – Will be responsible for supervising the grant program, as well as ensuring all data is reported back to TEA.

Minimum of a Bachelor’s Degree in Education or a related field. Experience: At least 3 years of experience in being a Superintendent.

PROJECT DIRECTOR – Will be responsible for overseeing the program and ensuring that all performance measures are met.

Minimum of a Bachelor’s Degree in Education or a related field. Experience with managing programs, personnel, and budgets.

CTE PROGRAM INSTRUCTORS: Will teach a CTE course.

Bachelor’s Degree in education or related field; 2) 3 years of experience in serving as a school instructor.

PRINCIPAL –Responsible for managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting career pathways.

Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have multiple years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting career

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.**

MAJOR GOALS/OBJECTIVES OF THE PROPOSED PROGRAM.
 The major goals/objectives for the summer internship/WBL experience include developing students' marketable career and technical workplace and occupational skills, improving students' understanding of work ethic, assisting in providing local industry a highly trained and career-oriented workforce, narrowing the gap between classroom skills and workforce practice, and providing students with work experiences that will help them meet their career goals.

ACTIVITIES/STRATEGIES TO BE IMPLEMENTED:
 The activities/strategies that will be implemented include establishing and implementing student training needs; student supervision and evaluation plans with our business partners to ensure that students are prepared for the WBL experience; developing and implementing an individual training plan for each student to ensure that they develop marketable career and technical workplace and occupational skills for their chosen pathway; instructing students on the soft skills necessary for students to be successful employees that meet the local workforce needs; allowing students to gain work experience in their chosen career area as well as developing a strong work ethic that is needed to maintain their job, and meeting regularly with the student, teacher, supervisor, and business training sponsor to ensure that the students' and business' needs are met throughout the experience. In addition, we will track and evaluate growth and performance at each meeting.

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.**

Our industry partners will evaluate the students' program experience. This evaluation will include student and partner interviews that generate important insights on aspects of the internship and whether the identified program outcomes were achieved. That information will help to ensure students are getting the skills and knowledge they need in order to be successful in the workplace and inform future programming to help us improve, expand, and scale the program for maximum benefit.

PERFORMANCE MEASURES IDENTIFIED FOR THIS PROGRAM ARE RELATED TO STUDENT OUTCOMES AND CONSISTENT WITH THE PURPOSE OF THE PROGRAM: The performance measures identified for this program will include information such as: Number of students entered in the summer program; Number of students completing the summer program; Number of students who enter the CTE courses and who are prepared for statewide programs of study; and the Number of students who plan to enter post-secondary education after high school. In addition, the districts will collect PEIMS in order to determine the demographics of the students served. These performance measures directly align to student outcomes and are consistent with the purpose of the program.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will utilize student in-take forms, progress reports, attendance sheets, surveys, and meetings to gather information so it may be used to measure program performance.

PROCESSES WILL ENSURE THE EFFECTIVENESS OF PROJECT OBJECTIVES AND STRATEGIES: The data collected will help the districts determine whether the students are meeting benchmarks, as well as, how effective the project objectives and strategies are. If it is determined the program performance is sub-par, the program stakeholders will discuss what modifications or improvements will need to be made for the effectiveness of program objectives and strategies. Therefore, this process will ensure the program is successful in providing the participating students with the best possible educational opportunities.

Our industry will also evaluate the students' program experience. This evaluation will include student and partner interviews and generate important insights on what aspects of the internship work best and whether identified program outcomes were achieved. That information will help to ensure students are getting the skills and knowledge they need in order to be successful in the workforce.

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.**

To develop the proposed budget, the districts outlined needs, goals, and milestones of the Summer Career and Technical Education Grant. Then, the districts researched the cost of the staffing, supplies and materials, curriculum, software, travel, and equipment needed to reach those goals. Next, the districts determined how many students would be participating in the program and if they would require additional materials, technology, etc.

If awarded, the districts’ plan to leverage grant funds to impact the following areas that are in line with the goals and purpose of the grant. This will include providing students access to classrooms, materials, software, and technology that can be utilized during course instruction.

Based on these available courses, the district developed the following budget for the Summer Career and Technological Education Program:

- 1. Payroll - \$2,064 (this amount will not exceed 75% of the requested grant funds):
 - Costs for Program Director to oversee the Summer Career and Technical Education Program, and
 - Bus driver for student transportation
- 2. Professional and Contracted Services - \$1,141
 - Fees associated with education and training from field professionals for successful program integration.
- 3. Supplies and Materials - \$1,116:
 - Grant funds will be utilized to purchase instructional supplies and resources that are needed for the delivery of instruction. This will include relevant, online resources, as well as, providing technology devices for students to utilize during the Summer Bridge Program so that students can work on assignments.
- 4. Other Operating Costs: \$41,820
 - Other operating costs include stipends for students and transportation costs.

Indirect Costs: \$3,859 - Total indirect cost is based on Hearne ISD's indirect rate.

ADJUSTMENTS: If it is determined adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed that will help to ensure the success of the program. If the stakeholders require guidance on addressing a certain issue, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the districts will send out letters to parents and guardians, community, administrators, and board members to notify them of the intent of the districts to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

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/approved-cte-programs-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.

2. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in your program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

Hearne ISD, in partnership with Calvert ISD, will implement a summer program collaborating with local employers to provide paid internships for their CTE students. The work-based learning model utilized by the districts combines rigorous academics, employability skills, and hands-on work experiences through a simulated workplace environment where students can engage in project-based learning to produce a product that has value to a business. The business partners include the City of Hearne (construction), GATX (welding), and Ama’s Mexican Restaurant (hospitality). The students will work the hours set by their WBL individual learning plan. The CTE directors will complete a weekly evaluation report and share the report with the project director so that they may develop a plan to measure student growth and improvement. Via GATX, students will partake in the following work activities: basic carpentry; basic plumbing; concrete fabrication; performing safety inspections; preparing building surfaces for paint, finishes, wallpaper, or adhesives; and preparing technical or scientific reports. Through the City of Hearne, students will be participating in activities such as: joining metal parts in flat, vertical, or overhead positions; studying engineer drawings, blueprints, sketches, and material safety data; calculating dimensions of metal parts to be welded; and laying out, positioning, aligning, and securing metal parts. At Ama’s Mexican Restaurant, students will participate in the following: taking food orders, helping guests with meal selection; timing and relaying orders to the kitchen; picking up orders when food is ready and serving guests; solving customer problems, and providing hospitality. At the conclusion of the summer WBL experience, there will be a final evaluation and data collected. In addition, students that complete the summer WBL experience will earn credit for the Career Preparation I course.

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