



**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.

Application stamp-in date and time

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

Grant period from

Pre-award costs permitted from

**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.**

The mission for Focus Area 2: To grow and enhance CTE programs in smaller rural communities and connect those programs to local and regional high-wage, in-demand occupations. Hamlin ISD will provide a six-week summer Health Strand practicum and/or career prep course for junior and senior students who have completed Levels 1 and 2 but have yet to take Levels 3 and 4 coursework. Hamlin ISD will partner with Anson, Rotan, Roby, Aspermont, Stamford, and possibly Haskell ISDs to train their CTE students during the summer program. A recent Rural Utility Service (RUS) Grant will supply technology for remote Health Strand coursework going forward, so this grant would tie in nicely with those federal funds by building a base for more CTE students pursuing Health Strand certifications in the future. Clyde ISD and Baird ISD already share students, with Clyde providing Health Strand courses toward Veterinary Science. Clyde will serve as a hub to provide a six-week career prep course for juniors or seniors with internship opportunities for vet science and welding. Clyde will reach out to Baird, Eula, Albany, and Moran students. In addition to the Health Strand, Hamlin will also offer welding internship opportunities.

Needs driving this mission include a lack of time. Time for limited number of faculty to teach CTE courses with the other many teaching responsibilities they have. Time for students to fit CTE courses into their schedules because of demands on their participation from programs like band and athletics, which recruit almost every student in small districts, resulting in no time in student schedules to take CTE courses. Limited resources such as lack of space, equipment, curriculum and transportation also make it difficult for small rural school districts to launch CTE programs and maintain them over time. Welding and Health pathways meet the urgent demand of businesses in Workforce Region 9 in which the Region 14 Education Service Center falls. At a recent winter summit, Hendrick Hospital expressed an urgent need for nurses and surgical support techs, but also a need for other healthcare occupations that support the day-to-day operations of the hospital. Manufacturing representatives at the same summit expressed an urgent need for welders due to an increased demand from incoming contracts.

To address the mission and needs of rural school districts, Focus Area 2 participants will have time to take upper-level CTE courses that they have not had time to take during the regular school year, resulting in more students certified for in-demand occupations upon graduation. Summer online practicum and/or career prep will also address limited face-to-face opportunities due to remote locations of rural school districts and possible ongoing pandemic concerns.

**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
CTE Teachers, one at each summer site	CTE Teachers presently employed by each respective district hosting the summer program and certified in CTE

**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.**

Goal: Focus Area 2-Increase the number of students completing Level 3 and 4 CTE coursework.  
 Objective 1: Focus Area 2-Offer summer practicum or career prep courses that will provide students the opportunity to earn 2 CTE credits in the summer.  
 Focus Area 2 Objective 1: For six weeks, offer Practicum or career prep courses for five days with four days for work-based learning and one day for classroom instruction.  
 Focus Area 2 Objective 1 Activity 1: Students attend all six weeks.  
 Focus Area 2 Objective 1 Activity 2: Students pass all required coursework and successfully complete an internship.

Focus Area 2 Objective 2: Offer summer CTE practicum or career prep courses that will result in students earning certifications upon graduation with a concentration on Health Strand and Welding courses.  
 Focus Area 2 Objective 2 Strategy 1: Support students who will take and potentially pass certification exams for which they qualify.  
 Focus Area 2 Objective 2 Activity 1: Offer prep courses to help students successfully pass appropriate exams for certification.  
 Focus Area 2 Objective 2 Activity 2: Assist students with registering for certification exams and assist them with travel or other needs in order to help them successfully take and pass the OSHA 10 or OSHA 30 exams.

**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.**

Since the mission is to grow and enhance CTE programs in rural school districts, successful use of grant funds will be measured by the number of students completing the program and earning credit in Focus Area 2. Also, the number of students earning certifications in Focus Area 2 will indicate success. Using PEIMS, LEAs will collect and report participating student information required of the grant and submit it by deadline. Teachers in the program will also administer student surveys at the three-week juncture during the summer program and at the end of the program to determine areas for improvement and to ascertain areas that especially resonated with students in order to keep those elements of the program. Teachers will also track and report total and average student hours worked and average hourly earnings of students in the program. Teachers will implement or update student training plans for all program participants. Additionally, teachers will acquire and report all partnership agreements with business and industry for the summer program. Students in the summer program will complete Work-Based Learning projects through either project-based research or work-based learning experiences in order to demonstrate mastery and earn CTE credit. CTE teachers will utilize rubrics and/or similar objective measures aligned with Project-Based Research or Career Preparation courses as informed by the Texas Essential Knowledge and Skills for Career Development for High School Students. Ultimately, an increase in applicants wishing to interview for skilled healthcare and welding jobs will demonstrate the success of the summer CTE initiative and CTE courses in general. In previous programs funded by Summer CTE Grants, several students who participated in the summer courses with internships had job offers at the end of the summer term.



**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.**

Reimburse students for travel expenses. Pay two teachers (Clyde and Hamlin).

Costs for the program stem from the Focus Area 2 goal of providing time and resources to help students achieve mastery and possible certification from Level 3 and 4 CTE coursework. Since summer offers uninterrupted time to accomplish these goals, teachers will be paid for six weeks of the summer term at each district's going rate for summer school teachers, not to exceed 75% of the total grant awarded. Students will receive stipends for summer internships. For Focus Area 2, teachers will need funds to purchase software licenses for NEPRIS virtual work-based learning. Students will need funds to pay for tools and clothing necessary to participate in summer practicums. Teachers will need supplies. Students will possibly complete programs of study in Animal Science, Emergency Services, Nursing Science and/or Welding. Teachers and students will need travel reimbursement/stipends to travel to job locations. Other travel in Focus Area 2 will include possible field trips to businesses, healthcare agencies, and manufacturing plants to observe things like welding for design vs. welding for more practical purposes like fence repair. Allowable field trips could support travel to health facilities, veterinary clinics, and welding manufacturers. For example, field trips could include travel to nursing homes, clinics, hospitals, nearby veterinary clinics, ranches that support the veterinary component as well as trips to area manufacturers such as the RAM Inc. plant, Rentech, Dye manufacturing firms and the Region 14 Maker Lab.

Should districts continue the summer program in 2022 and beyond, LEAs can consolidate and budget with summer school staff. As part of the regular summer school in 2022, students from partnering school districts will be reimbursed for travel to and from the host site. Since schools will be open for summer school, no added cost should accrue for this program unless summer school ends earlier than six weeks. Should that be the case, districts would face additional costs for any extra days beyond regular summer school. Other costs might include funds for field trips and teacher/student visits to work places, all of which could be paid for possibly using regular CTE funding.

**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.

N/A

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.

Clyde hopes to serve 20 students during the summer. Hamlin hopes to serve 15.

Clyde ISD will partner with local businesses to provide internships to students, and/or facilitate and monitor project-base learning where students complete a project of value to a local business or industry through Career Preparation or CTE Practicum courses. Also, area veterinary clinics will support Clyde, Eula and possibly Baird ISD student participants with tasks similar to those offered local EMS services but for students interested in animal science. Additional possible businesses partnering with Clyde could include Resource Care in Clyde (dental and medical); Clyde Police Department, Callahan County Sheriff's Office for Law; Rentech for Manufacturing; and Building Steel and Tank and Vessel in Baird for Welding. Areas of focus for all participating districts could include Animal Science, Health Science, Law, Manufacturing, and Welding.

Hamlin ISD will focus on Welding and Health Science. Hamlin will partner with Pied Piper Welding in Hamlin and local health facilities in Haskell County.

**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**