



**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.

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 Digitally signed by Kevin Bott
Date: 2022.03.28 16:48:37 -05'00' 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.**

Santa Fe ISD is committed to our mission to provide excellence by instilling high standards, building strong community partnerships, providing innovative opportunities, and empowering students for life-long success. As part of this commitment, Santa Fe ISD and Hitchcock ISD, two small districts adjacent to each other on Highway 6, are partnering to provide students an opportunity for work-based learning (WBL) in a high demand position related to their Program of Study. Currently, neither district has strong work-based learning or practicum programs in partnership with community employers. Instead, most students are learning their skills only in the school-based lab setting. This has left local employers solely responsible for on-the-job training of the high school students or recent graduates that they hire. Through this grant program, participating employers will assist the districts in developing a strong work-based learning program, training documents for future use, and provide employment opportunities/internships for the students.

If awarded, students will be given the opportunity to apply for a summer work program related to their Program of Study (POS). CTE Administrators will work with the WBL Site Coordinators/Career Preparation teachers to find employment opportunities for all applicants. Where private companies are not available, grant funds will pay the students a stipend for employment within POS-related departments at the two districts. Students in Education and Training or Human Services programs of study will be able to work with summer school students, Construction and Ag Mechanics students will be able to work in the district's Maintenance department, students in an IT or STEM POS will be able to work with the Technology Services dept., etc.

In addition to meeting with their WBL Site Coordinator weekly, students will be assigned a mentor at their worksite, who will have attended an orientation to learn how to support their mentee. This mentor will instill into each student the importance of a strong work ethic, will assist the student in developing general employability skills, and will also assist in the development of occupational-specific skills. Weekly interaction with the WBL Site Coordinator will help develop the focus of weekly student classes, targeting the Career Preparation TEKS in which students need the most development.

Students will also be provided a field trip to the local community college to learn about workforce and transfer programs that they can begin through dual credit opportunities. This will make school more relevant for the students, both high school and postsecondary school, and potentially improve school and work attendance. Students will also learn about volunteer opportunities in this community and perform at least one service-learning project as part of their Career Preparation/Practicum course credit to increase their sense of community.

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 Administrator: Develop partnerships with local businesses to find worksites for students and oversee the grant program. (existing)	Masters Degree in Education; 3 years in a leadership role
WBL Coordinators/Career Prep Teacher: Provide learning opportunities for TEKS mastery & support student/employer need at WBL site (proposed)	CTE certification, at least one year teaching experience
Practicum Teacher: Provide work-based learning opportunities/internships for students (proposed)	Appropriate teacher certification, at least one year teaching experience

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.**

The overarching goal for this Summer Work Program is to initiate the development of successful work-based learning programs into both school districts and their community where none exists currently.

Within this goal, there are several objectives:

- *The first objective of this grant is to develop work-based learning training documents in collaboration with local employers to have students better prepared to enter the work-based learning sites in our community. These documents will be created by a committee of local employers, the chambers of commerce, and teachers. They will be piloted in the initial orientation session, revised, and introduced to teachers during back-to-school training sessions.
- *The second objective will assist students in acquiring employability skills (general and occupational) in worksites. Success will be reflected in improved attendance and performance in school and potentially continued employment after the program ends. To achieve this goal, the WBL Site Coordinator will work closely with supervisors/mentors through individualized training plans and weekly performance evaluations to target skill development in areas of need, both for the employer and the student-employee.
- *The third objective will be to increase the number of students who complete a Program of Study by earning credit for Career Preparation (which falls into many Programs of Study) or a related Practicum course.

Successful achievement of these objectives will improve program participants' high school performance short-term, but be long-lasting by beginning the development of community partnerships and WBL sites for future students in both ISDs.

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.**

- 1) Formative evaluation will take place weekly to measure the progress of the student employees using a performance rubric. This rubric will be jointly developed by the committee as part of the training documents and will include both work ethic, general employability skills, and occupationally specific skills. The goal will be for all students' performance to improve weekly, based upon their weekly score.
- 2) Overall program evaluation will be based on the following:
 - a. The number of students who remain successfully employed throughout the program (4-6 weeks), measured from those students who work at least one day during the program, with at least a 90% completion rate;
 - b. The number of students completing the summer program and continuing employment with private companies at the end of the program, with at least 50% continuing employment;
 - c. The number of students participating in dual credit during the year following the grant, compared to those who are scheduled for dual credit before the summer program; with at least 10% of those not already scheduled adding dual credit options to their school schedule in 2022-23;
 - c. The number of business partners who remain engaged and provide a variety of WBL opportunities with the school districts during the 2022-23 school year, with a goal of 75% continuation of partnerships.
 - d. Results from a survey sent to all employers, including ISD mentors, and to students and parents. This survey will not only include "satisfaction" criteria on the current program success, but also recommendations for improvement for future WBL programs. Success will entail a 90% or higher rate of "satisfied" or "highly satisfied" responses from each stakeholder group.

Student data will be tracked using an Excel spreadsheet, with fields added for each performance measure above, including grades and attendance. Additionally, using features within Eduthings software, all participating businesses will be set up as a separate Advisory Board to maintain records. Work-Based learning hours, wages and training plans will be entered weekly Into Eduthings as well. All data, including student demographics, will submitted via the special data collection as required.

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.**

In the proposed budget, we will spend \$36,000 for stipends (6100) for students who are not employed by local businesses to work in the school districts' departments that are related to their program of study (POS). Because our communities are very small, the number of local businesses locally to hire students is also small. Therefore, students who are in the Applied Agricultural and Construction POS may work in either the Hitchcock or Santa Fe ISD Maintenance Departments and/or the Ag Science Center (receiving Practicum in Agriculture credit). Students who are in the Education and Training or Human Services POS may work with our summer school programs. Students who are in our IT Support and Programming and Software Development POS may work with our Technology Departments. Students in the Culinary Arts POS may work with the food services program. Students in the Design and Multimedia POS may work with our Public Relations staff, and Business POS students may work with our business departments. Students in Health Science will work with our school nurses and/or athletic trainers. This will provide real-world experience for all students who apply, even if enough community partners are not found to meet student requests.

Six thousand dollars (\$6,000) of 6100 funds will be used to pay the CTE teachers/WBL worksite coordinators (2) to develop the documents for the program, (including applications, orientation materials, training plans and grading rubrics), to teach the Career Preparation TEKS, to meet weekly with students and employer-supervisors and to review and revise all documents following the program for future use by both districts.

Grant 6300 funds will also be used to buy necessary supplies to support this program. This will include two tablets for the CTE teachers/WBL worksite coordinators to take to worksites when meeting with the students' supervisors and students. These funds will also support the printing of orientation documents, classroom supplies and materials for students to learn the Career Preparation TEKS, electronic portfolios and other equipment/supplies needed to support student learning needs identified by employers. Any industry certifications required by employers (such as OSHA) for employment will also be included in this amount.

Other costs of this program (6400) include a field trip for students to visit the local community college to learn more about the workforce and academic programs related to their Program of Study. Our goal is this will increase the number of students taking dual credit classes next year. The 6400 fund request also includes mileage reimbursement for the CTE teachers/WBL worksite coordinators to visit job sites. *Please note that the \$500 for the field trip did not auto-populate in the total column or row in the 6400 sheet, and therefore is not reflected on the Program Budget Summary page.*

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.

NA

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.

It is our goal to support establish, facilitate, and monitor internship programs with local employers and/or the Santa Fe and Hitchcock ISDs for at least thirty students in this summer WBL project. Based upon the number of applications received, students will be selected/ prorated by campus size. This will mean 20-25 from Santa Fe HS (1400 student campus) and 5-10 from Hitchcock High School (400 student campus), should more students apply than can be successfully accommodated with two CTE teachers/WBL worksite coordinators. However, it is our goal to serve all students who apply, using additional teachers who work extended calendars through the summer.

Currently, the Santa Fe and Hitchcock ISD's CTE programs have agreements with Wagner Construction, Hidden Palms Event Venue, and all departments within both school districts to provide employment opportunities for students this summer. We also have an agreement with the Santa Fe Chamber of Commerce to work with CTE administrators to recruit additional businesses once student applications are received. Many local businesses are members of both chambers, but if awarded, we will also reach out to the Hitchcock Chamber for support in student placement to be sure both ISDs have a strong connection to their chambers of commerce.

Following the school shooting in May of 2018 at Santa Fe HS, the district limited outside involvement inside the campus to protect the students emotional needs. However, now that all who were on campus on that day have graduated, the district has begun community outreach again. We have no doubt that all companies will be back on board for this project based upon the large turnout for our Community Round Table-CTE Focus held in January and the strong support that our community bond planning committee had for the proposed CTE construction.

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