



2024-2025 Summer Career and Technical Education Grant

Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC 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, April 9, 2025**.

Grant period from **May 29, 2025 - September 30, 2025**

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 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 **Overton ISD** CDN **201908** ESC **7** UEI **NJ4YG6ZCNWK5**

Address **501 E. Henderson St.** City **Overton** ZIP **75684** Vendor ID **1756002177**

Primary Contact **Jeff Hogg** Email **jeff.hogg@overtonisd.org** Phone **903.834.6143**

Secondary Contact **Larry Calhoun** Email **larry.calhoun@overtonisd.org** Phone **903.834.6143**

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 **Larry Calhoun** Title **Superintendent**

Email **larry.calhoun@overtonisd.org** Phone **903.834.6143**

Signature  Date **4/9/2025**

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 IDC 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 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 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 the Fall PEIMS Collection Process.
- ☒ 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.

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.

The Overton Independent School district Career and Technical Education program exists to develop career-ready skills in students that will enable them to enter the workforce immediately after, if not before, high school graduation. Local CTE programs of study emphasize earning industry-based credentials, participating in Work-Based Learning activities, as well as learning about and demonstrating employability skills. One facet of increasing career readiness in a student is the opportunity to perform in a real-world workplace not just a laboratory environment. Work-Based Learning programs are effective strategies to ensure that students have the opportunity, experience, and credentials to pursue meaningful career and education pathways after high school. Focus Area 2 allows us to extend this experience to our students by creating the Overton Career Ready Summer Academy.

The Career Ready Summer Academy (CRSA), will allow the district to offer that experience in an internship context. Depending on the partner business, these internships may be five to ten weeks long and up to 40 hours per week. Students in upper level CTE courses can take advantage of these paid work experiences while developing both hard and soft skills needed in the work world. This opportunity will also allow students to apply knowledge gained in the classroom to an authentic workplace setting. At the conclusion of the internship, students will have sharpened skills needed for practicum classes during the upcoming school year. Students will use these real-world experiences to transition directly into the workforce or as building blocks toward post-secondary education.

The coordinator of the Career Ready Summer Academy will oversee and facilitate all aspects of the program. These responsibilities include

- Assist students with completion of applications and practicing for job interviews.
- Provide coaching in soft skills.
- Communicate requirements of the program and responsibilities of the selected interns.
- Conduct regular visits to job sites to monitor performance of interns.
- Communicate weekly with employers to build positive relationships with business partners, and .
- Ensure compliance with federal and state law, State Board of Education rules, and local Board of Trustee policy.

CTE teachers from each program of study will assist the CRSA Coordinator and serve as coaches, meeting with students weekly and again at the end of the internship.

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

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
Career Ready Summer Academy Coordinator (proposed) Coordinate program activities and act as the contact person for interns and business partners. and procure internship opportunities.	Certified Secondary School administrator or CTE Practicum Teacher Ability to document intern activities and evaluations Knowledge of local programs of study Knowledge of local business resources
Applied Agriculture Engineering Coach (proposed) Assist the CRSA Coordinator in implementing and directing the internship program. Procure internship opportunities.	Certified CTE teacher Ability to Coach required job skills Knowledge of responsibilities required of interns Ability to assist interns in completing required paperwork
Construction Management Coach (proposed) Assist the CRSA Coordinator in implementing and directing the internship program. Procure internship opportunities.	Certified CTE teacher Ability to Coach required job skills Knowledge of responsibilities required of interns Ability to assist interns in completing required paperwork
Education & Training Coach (proposed) Assist the CRSA Coordinator in implementing and directing the internship program. Procure internship opportunities.	Certified CTE teacher Ability to Coach required job skills Knowledge of responsibilities required of interns Ability to assist interns in completing required paperwork
Health Science Coach (proposed) Assist the CRSA Coordinator in implementing and directing the internship program. Procure internship opportunities.	Certified CTE teacher Ability to Coach required job skills Knowledge of responsibilities required of interns Ability to assist interns in completing required paperwork

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?

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?

Three main objectives have been established for the Overton Career Ready Summer Academy.
 Establish and strengthen relationships between the school district and local businesses.
 Provide true work experience to students who expect to enter the workforce immediately after high school graduation.
 Because we have a high percentage of Economically Disadvantaged students, this program will allow them to earn much needed funds while developing skills to be used when they enter the workforce.

Internships will be aligned with practicum courses from students' chosen program of study. Currently we offer Applied Agricultural Engineering, Animal Science, Audio/Visual, Construction Management & Inspection, Education & Training, and Health Science.

The Career Ready Summer Academy Coordinator will communicate the objectives and goals of the Academy to business partners as well as the parameters of the program. Interested students will participate in an application process for internships. A committee led by the CRSA Coordinator will review all applications and identify up to 20 students to match to offered internships. Students will then go before an interview panel consisting of teachers and representatives from participating businesses. Finally, students will match with businesses, learn work schedules, start and stop dates, and each employer's expectations.

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.

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.

Performance measures for which data will be collected and reported will include:

Number of students participating in internships or pre-apprenticeship training as part of the program.
Student information as a part of the fall PEIMS submission.
List of business and industry partners offering work-based learning experiences to students as a part of the program.
Total and average hours worked by students in the program.
Total and average hourly earnings of students in the program.
Evidence of partnership agreements for each business and industry partner involved in the program.
Evidence of culminating assessments or recognition of skills for each student in the program.

Data will be reported and used for several purposes:

Measure performance of students and guide lesson planning for the following year
Inform employers which skills interns will need to focus on in future academies
Evaluate which type of work-based learning activities are most beneficial to students
Assess whether program objectives were met and if any should be changed or added
Determine project effectiveness and future program needs.

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.

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.

The goals of the Career Ready Summer Academy align with the state of Texas’ education goal of preparing students with the knowledge and skills necessary for success in their chosen career. This includes: Offering interns real-world experiences that can culminate in a post-secondary credential. Equipping interns with skills that lead to earning industry-based credentials. Providing interns with opportunities to participate in WBL activities. Creating an environment for interns to learn about and demonstrate employability skills.

Staffing expenses:
 One CRSA Coordinator - \$30 per hour for 80 hours of work related to the grant = \$2,400.00
 Four Program Coaches - \$25 per hour for 30 hours of work related to the grant = \$3,000.00
 Proposed cost per Program Coach is \$750.00

Student Intern wages:
 Up to 13 students who are not employed by private businesses = \$31,493.00
 11.25 per hour (not to exceed \$12.75 per hour) for 190 hours of internship work related to the grant. Proposed cost per student stipend is \$2,422.50

Allowable travel expenses for site visits and intern transportation: \$1,650.00

Printing and supply costs for CRSA Coordinator: \$1,650.00

Student uniform shirts for internship placements: \$25 per student (cost may vary by size)
 \$ 700.00

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.)

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.)

While Overton ISD has a vibrant, growing CTE department for a school of our size, the weakest area for all of our six programs of study is the availability of work-based learning opportunities. Several barriers exist which limit work-based learning opportunities for students at Overton High School. The Summer CTE Grant will assist us in overcoming that weakness for several weeks during the summer.

As a small, rural school district the first barrier is the small number of local businesses available for work-based learning. Some of our programs of study have no corresponding local business where experience can be earned. Also, because of our size, class schedule conflicts don't allow for large enough blocks of time for students to travel to job sites and return to school in time for classes. Next, is the high number of economically disadvantaged students in our district. Several of our students must work to help support their families and taking an unpaid internship would create financial hardships. Therefore, many of our students will work outside of their career path in order to earn extra income. Also, because of low income levels, many students can not afford transportation to work sites that may be further away. Finally, because of our small size, a high percentage of our students are involved in multiple extracurricular activities. This limits the time available to commit to jobs or internships in their chosen field.

The summer months offer much more flexible schedules and the CTE Summer grant would allow students to earn income while developing valuable career skills. In addition, we can assist academy students with travel to work sites that may be further away.

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.

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 Overton Career Ready Summer Academy will utilize an " integrated internship" work-based learning model. Students who are entering or have successfully completed an upper level CTE class will take academic knowledge and technical skills learned in the classroom and apply them to projects at work-based learning job sites. CTE coaches will meet with students and business partners to discuss and review skills that will be required for upcoming projects.

Up to 13 interns entering their junior or senior year of high school will participate in work-based learning opportunities with the following business and industry partners:

- | | |
|-----------------------------|-------------------------------------|
| Aaron Family Farms | Christus Mother Frances Health Care |
| Henderson Ranch and Feed | Jim's Feed |
| 3:16 Pest Control | Overton ISD Maintenance Department |
| Star City Veterinary Clinic | UT Health - Henderson |
| Texas A&M Agrilife | |

The district will continue to seek out other partners throughout the year.

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

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