



**2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024**

NOGA ID

Authorizing legislation

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

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.

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.

Grant period from **March 20, 2024-September 30, 2024**

Pre-award costs permitted from **Not Permitted**

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 Southside Independent School Distri CDN 015917 ESC 20 UEI

Address 1460 Martinez Losoya Road City San Antonio ZIP 78221 Vendor ID

Primary Contact Gregory Mihleder Email gregory.mihleder@southsideisd.org Phone 210-882-1606

Secondary Contact Michael Cruz Email michael.cruz@southsideisd.org Phone 210-882-1606

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 Rolando Ramirez Title Superintendent

Email rolando.ramirez@southsideisd.org Phone 210-882-1600

Signature Date 01-29-2024

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 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 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 (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.

Southside ISD has a mission to provide quality public education to the highest standard through innovative programs. With an aim to increase CTE program participation and completion, the district would like to use grant funds to implement a 2024 summer bridge program to provide students with a seamless transition into a program of study in high school. The program will be open to incoming freshmen and will provide an opportunity for up to 60 students to earn credit toward one of three programs of study that meet local/regional labor market demand. CTE courses to be offered in the summer program include: (1) Principles of Arts, Audio/Video Technology, and Communications, which is part of the Graphic Design & Multimedia Arts program of study; (2) Principles of Manufacturing, which is part of the Manufacturing Technology (Robotics) program of study; and (3) Introduction to Welding, which is part of the Welding program of study. Successful completion of the summer program will accelerate the student's pathway to earning an industry based certification in the related field and will free up time for additional courses or work-based learning experiences in their schedule throughout the school year.

Providing students with an opportunity to engage in a CTE course the summer prior to their freshman year will give the district an opportunity to showcase CTE programming. Early engagement in CTE programming will support program recruitment and retention and will help to increase the overall number of CTE completers in the district. Being a rural district, Southside ISD students must often choose between competing programs and priorities. By completing an introductory or Principles course in the summer, students will have more flexibility in their schedules to take other courses, or to take additional CTE courses or participate in work-based learning experiences.

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.

Southside ISD has a mission to provide quality public education to the highest standard through innovative programs. The district realizes the importance of providing CTE students with an opportunity to apply what they have learned in the classroom and to gain real world work experience. Using grant funds, the district will match at least 12 students who are enrolled in the Advanced Manufacturing or Electrical programs of study to an internship with a local industry partner in the summer. The internship will be designed for upperclassmen and students will be selected based on readiness and progress made toward program completion. Students in the Electrical program of study will be matched to an employer to earn on-the-job (OJT) hours for the Electrical apprenticeship program. Students in the Advanced Manufacturing program of study will be matched to an employer to train on a specific job in the manufacturing assembly line. All students will be transported to their work-based learning job site to complete the internship.

Industry partners who will provide an internship to students this summer include Central Electrical, Eldridge Electric, Integrated Electrical Contract Services, Nathan Alterman Electrical Contractors, Inc, Toyota, NAVISTAR, and Amazon.

Completing an internship over the summer meets the scheduling needs of both the district and the students. District staff are able to dedicate time to oversee students participating in an internship so that their experience can be connected back to classroom learning. Students have more time available in the summer to participate in work-based learning when other academic, extracurricular, and athletic priorities are not in competition. Providing an opportunity for students to complete an internship in the summer helps the district to accomplish the mission to provide quality programming to students in an innovative way.

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
Michael Cruz, Facilitator: will coordinate programming, collect data, and complete required grant reports.	Certified teacher/administrator with knowledge of CTE programs; experience with grant data collection and reporting; strong relationships with CTE instructors.
Leticia Santos, District CTE Coordinator: will oversee programming, including the grant budget, and will supervise staff.	Certified administrator with knowledge of CTE programs; experience with program planning and implementation; experience with state grant programs.
N. Valdez, Instructor: will teach Principles of Arts, Audio/Video Technology, and Communications course	Qualified instructor with knowledge and experience in graphic design and multimedia arts field.
Jose Soto, Instructor: will teach Principles of Manufacturing course	Qualified instructor with knowledge and experience in advanced manufacturing (with emphasis on robotics and automation).
Issac Barrera, Instructor: will teach Introduction to Welding course	Qualified instructor with knowledge of welding processes; credentialing knowledge and ability.

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
Michael Cruz, Instructor: will coordinate and oversee work-based learning for students in the Electrical program of study	Certified teacher/administrator with knowledge of CTE programs; strong working relationships with Electrical industry partners and experience with coordinating work-based learning.
Jose Soto and Issac Barrera, Instructors: will coordinate and oversee work-based learning for students in the Advanced Manufacturing program of study	Qualified teachers with knowledge and experience in the district's Advanced Manufacturing program; strong working relationships with Advanced Manufacturing industry partners and experience with coordinating work-based learning.
Greg Mihleder, Principal: will oversee programming, collect data, and complete required grant reports	Certified administrator with experience in grant data collection and reporting; strong working relationship with the CTE team.
Leticia Santos, District CTE Coordinator: will oversee programming and monitor the grant budget	Certified administrator with knowledge of CTE programs; experience with program planning and implementation; experience with state grant programs.

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?

The major goals/objectives of the proposed summer program are to:

- (1) Increase enrollment in CTE programming;
- (2) Increase the number of students who achieve CTE Completer status;
- (3) Create additional time during the school year for instructors to teach more advanced CTE courses and help students obtain IBCs related to their programs of study; and
- (4) Create additional time during the school year for students to take more advanced coursework, including CTE coursework and participate in work-based learning experiences.

The following activities/strategies will be implemented in the summer program to help meet these goals/objectives:

- (1) The district will implement recruitment activities with students in 8th grade to enroll them in the summer program, which will support all goals/objectives listed above;
- (2) The district will ensure students who successfully complete the summer program are enrolled in the appropriate sequential courses their freshman year and are on track to complete an IBC by the end of their freshman year;
- (3) The district will identify instructors with the knowledge and time available to teach summer courses with fidelity;
- (4) The district will evaluate course sequencing to create more opportunities for students who complete summer programming to engage in CTE programming throughout the school year.
- (5) Central office staff will provide support to instructors and students throughout the summer program.

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?

The major goals/objectives of the proposed work-based learning summer program are:

- (1) Electrical students will earn on-the-job training hours toward their apprenticeship and Advanced Manufacturing students gain real world work experience in their related industry;
- (2) Engage CTE students in the summer months to support CTE program retention and keep students engaged in programming;
- (2) Increase the number of students who achieve CTE completer status;
- (3) Create additional time during the school year for students to take additional advanced coursework, including CTE coursework, and participate in additional extra-curricular activities;
- (4) Provide employers with well-qualified and prepared students for an internship during a time that students are most likely to be engaged and available.

The following activities/strategies will be implemented to meet these goals/objectives:

- (1) The Advanced Manufacturing and Electrical program of study instructors will strategically identify students who are prepared for the summer internship;
- (2) The Advacned Manufacturing and Electrical program of study instructors will work closely with industry partners providing an internship to ensure the skills gained are connected to what is taught in the classroom;
- (3) The district will ensure students who participate in an internship are on-track to achieve CTE completer status and will work with the students and their families accordingly to ensure successful completion;
- (4) The district will work with students to ensure a seamless transition from summer programming to CTE programming in the fall semester; and
- (5) Central office staff will provide support to instructors and students throughout the summer program.

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.

To ensure the effectiveness of project objectives and strategies, the district will collect and monitor the following metrics aligned with the program guidelines:

- (1) Student demographic information as part of the fall PEIMS collection;
- (2) Number of students enrolled in the summer program, and the number of students enrolled in each course of the summer program;
- (3) Number of students who successfully complete the summer program, and the number of students who successfully complete each course of the summer program; and
- (4) All data related to the PEIMS fall submission

In addition to the above metrics, the district will also collect and/or monitor the following:

- (1) Student Participant Surveys -- to collect program feedback for continuous improvement and to gauge interest in continuing in the program of study toward completer status;
- (2) Teacher Surveys -- to collect program feedback for continuous improvement; and
- (3) Student schedules for the following school year -- to monitor the number of students who complete the summer program and continue on to additional CTE courses in their 9th grade year.

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.

To ensure effectiveness of the project objectives and strategies, the district will collect and monitor the following metrics aligned with the program guidelines:

- (1) Number of students participating in internships;
- (2) Student information as part of the fall PEIMS submission;
- (3) A list of industry partners offering a summer internship to students and a partnership agreement for each partner;
- (4) Total and average hours worked by students;
- (5) Total and average earnings of students;
- (6) Training plans for each student to identify skills the student will obtain through the internship; and
- (7) Assessments to measure the skills obtained by each student.

In addition to the above metrics, the district will also collect and/or monitor the following:

- (1) Student Participant Surveys - to collect program feedback for continuous improvement;
- (2) Teacher Surveys - to collect program feedback for continuous improvement;
- (3) Industry Partners Surveys - to collect program feedback for continuous improvement; and
- (4) Internship Evaluations - to assess the student throughout the internship (to be completed by the instructor and industry partner).

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.

The proposed budget will provide the necessary resources to implement the 2024 summer program with fidelity.

Payroll (6100) - \$22,420 has been allocated to pay for staff time. This includes the time of the three instructors who will teach up to 20 students each in Principles of Manufacturing, Introduction to Welding, and Principles of Arts, Audio/Video Technology, and Communications courses. It also includes the time of the grant facilitator and grant administrator, who will coordinate and oversee programming.

Professional and Contracted Services (6200) - \$2,500 has been allocated to pay for a fee for service contracted vendor partner who will support data collection and analysis to ensure program success. The contracted vendor partner will collaborate with the grant facilitator to measure and report program outcomes.

Supplies and Materials (6300) - \$18,580 has been allocated to purchase course supplies and materials to support program implementation for each of the three courses being offered in the summer program. These supplies and materials include training equipment not to exceed \$5,000 for a single item, consumables for labs, and other instructional materials.

Other Operating Costs (6400) - \$5,000 has been allocated to support transportation costs. 95% of students do not have reliable transportation and therefore this cost is necessary to ensure equitable access to the summer program.

In addition, \$1,500 has been allocated to support indirect costs related to the program. The total budget for this project is \$50,000.

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 proposed budget will provide the necessary resources to implement the 2024 work-based learning program with fidelity.

Payroll (6100) - \$11,800 has been allocated to pay for district staff time. This includes the time of the instructors who will coordinate at least 12 internships across the Electrical and Advanced Manufacturing programs of study. It also includes the time of the grant facilitator and administrator, who will coordinate and oversee programming.

Professional and Contracted Services (6200) - \$17,160 has been allocated to pay for internship stipends for participating students. \$5,000 has been allocated to pay for a fee for service contracted vendor partner who will support development of work-based learning training plans and provide work-based learning resources to the district.

Supplies and Materials (6300) - \$13,540 has been allocated to purchase supplies and materials to support work-based learning implementation. These supplies and materials include Elect/Adv. Mfg - Programmable Logic Controllers, Electrical Switch Gear/Panels, Electrical NEMA I & II Enclosures, Electrical Breakers, Electrical Lightning Contactors, Electrical Motor Controls/Starters, Electrical Occupancy Sensors, Electrical Raceways and Cables

Other Operating Costs (6400) - \$1,000 has been allocated to support transportation costs. 95% of students do not have reliable transportation and therefore this cost is necessary to ensure equitable access to work-based learning experiences.

In addition, \$1,500 has been allocated to support indirect costs related to the program. The total budget for this project is \$50,000.

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.)

A needs assessment indicated the following areas of need that hinders the completion of programs of study at Southside ISD:

(1) Transportation -- 95% of students rely on district transportation and are unable to transport themselves to and from school programming. The grant will include transportation services so that all students have the opportunity to participate in summer programming.

(2) Scheduling and programming conflicts -- students must often choose between competing priorities due to scheduling conflicts and time constraints. The grant will allow students to participate in CTE programming in the summer months and will therefore create more time in their schedules throughout the school year for other courses and opportunities. In addition, many current students have never taken a CTE course because they chose to participate in a non-CTE program. By providing a summer CTE course before the student enters 9th grade, many students who never would have opted to take a CTE course may elect to stay in a CTE program of study after a strong summer learning experience.

(3) Teacher availability -- teachers are often stretched throughout the school year to balance multiple priorities. Summer grant programming provides teachers with the specific time to focus on introductory courses and recruit underclassmen into their programs. It also creates more availability in their schedules to teach upper level courses in the school year.

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.)

A needs assessment indicated the following areas of need that hinders the completion of work-based learning at Southside ISD:

(1) Transportation - 95% of students rely on district transportation and are unable to transport themselves to and from work-based learning programming. The grant will include transportation services so that all students have reliable transport to and from their job site.

(2) Scheduling and programming conflicts - students do not have time available to participate in an internship through the school year and must often choose between competing priorities. The grant will allow students to participate in an internship in the summer months to provide more focused time for training. In addition, staff are limited in time to focus attention on facilitating quality work-based learning between the student and industry partner. The grant will allow teachers to focus on the work-based learning program and ensure it is being implemented with fidelity across all stakeholders.

(3) Limited resources - the district is located in a rural area and resources are spread thin, especially during the school year. The grant will allow the district, students, and industry partners to work together in a focused timeframe to accomplish a quality internship program.

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.

Three programs of study and CTE courses will be offered in the summer program:

(1)

Program of Study: Welding

Summer course to be offered: Introduction to Welding (Service ID: 13032250)

Number of students: 20

(2)

Program of Study: Graphic Design and Multimedia Arts

Summer course to be offered: Principles of Arts, Audio/Video Technology, and Communications (Service ID: 13008200)

Number of students: 20

(3)

Program of Study: Manufacturing Technology

Summer course to be offered: Principles of Manufacturing (Service ID: 13032200)

Number of students: 20

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.

Programs of Study: Electrical and Advanced Manufacturing

Work-based learning type: Summer internship for Advanced Manufacturing and Apprenticeship for Electrical

Industry partners: Central Electrical, Eldridge Electric, Integrated Electrical Contract Services, Nathan Alterman Electrical Contractors, Inc., Toyota, NAVISTAR, and Amazon.

Number of Students: at least 12

The work-based learning model at Southside ISD is to provide a continuum of career exploration and work-based learning experiences in grades 9-12 to CTE students that are connected to their program of study. This grant will fund a work-based learning experience for 11th and 12th grade students who have achieved, or are near, CTE program completion status and have achieved, or are near achieving, an industry based certification (IBC) that is in demand by industry partners. This grant will provide our students with a quality work-based learning internship that will allow them to acquire on-the-job experience and gain relevant industry skills while also providing our strong industry partners with access to prepared students who will likely seek employment in the industry. The electrical summer internship is part of a broader apprenticeship program that the students are on track to complete.

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