



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

NOGA ID [Redacted]

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](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.

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**

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): **N/A**

**Applicant Information**

Organization **Bastrop ISD** CDN **011901** ESC **13** UEI **NMGLCSQ2BKE9**

Address **906 Farm Street** City **Bastrop** ZIP **78602** Vendor ID **1746000230**

Primary Contact **Amanda Brantley** Email **abrantley@bisdtx.org** Phone **512-772-7114**

Secondary Contact **Steven Henn** Email **shenn@bisdtx.org** Phone **512-772-7240**

**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 **Barry Edwards** Title **Superintendent**

Email **bedwards@bisdtx.org** Phone **512-772-7100**

Signature *Barry Edwards* Date **01/22/2024**

**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.

[Empty text box for Focus Area 1 summary]

**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 proposed program, facilitated by Bastrop Independent School District (BISD), aims to provide CTE summer instruction in Practicum of Education and Training, and thereby establish a transformative summer camp experience for elementary students, harnessing the expertise and enthusiasm of high school students enrolled in Practicum courses. This initiative is in direct alignment with the mission of BISD to provide innovative and comprehensive education that equips students with the necessary skills and knowledge for future success.

Specifically, the program seeks to address a crucial need within the district: the integration of Career and Technical Education (CTE) principles at an elementary level. By introducing younger students to CTE concepts, the program aims to foster early interest in various career paths, thereby enhancing long-term educational engagement and readiness. The involvement of high school students in designing and delivering the curriculum serves a dual purpose: it provides them with invaluable practical teaching experience and leadership opportunities, while simultaneously engaging elementary students with relatable role models.

The core of the program revolves around the implementation of lesson plans that are structured around the Programs of Study outlined by the Texas Education Agency (TEA). These lessons will be developed and executed by the high school Practicum students under the guidance of a teacher facilitator. This approach not only ensures alignment with TEA standards but also promotes a hands-on, interactive learning environment.

To ensure the success of this program, several milestones have been identified:

1. Recruitment and training of high school students enrolled in the Practicum course, ensuring they are equipped to develop and deliver engaging, educational content.
2. Development of a diverse range of CTE-focused lesson plans that are age-appropriate and align with TEA's Programs of Study.
3. Creation of a robust student recruitment strategy to maximize participation and ensure a wide range of elementary students benefit from the program.

By addressing these milestones, the program is poised to achieve its critical success factors, including increased student exposure to and engagement with CTE principles, enhanced educational outcomes for both high school and elementary students, and the establishment of a sustainable model for integrating CTE into early education within BISD.

**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
CTE Teacher as Camp Facilitator; Responsibilities: Teach Practicum course; oversight of student; existing	Prior CTE teaching experience, with a proven track record in curriculum development and student engagement. Experience in supervising and mentoring students.
CCMR Director, Amanda Brantley; Responsibilities: Collaborate with stakeholders to integrate CTE pathways and facilitate resources/support; existing	Possess extensive knowledge in CTE and CCMR standards, along with experience in program management and cross-functional collaboration in an educational setting.
WBL Coordinator, Steven Henn; Responsibilities: Facilitate work-based learning (WBL) opportunities within the camp curriculum; existing	Experience in developing and managing work-based learning programs and partnerships with community businesses.
Director of Community Outreach, Karen Trevino; Responsibilities: Lead the development and implementation of outreach strategy; existing	Possess extensive experience in community engagement and public relations within an educational context. Strong communication, networking, and organizational skills are essential.
Students; Responsibilities: Development and delivery of the camp's curriculum, mentor and supervise elementary students; proposed	High school students enrolled in BISD's Practicum courses. They should demonstrate leadership qualities, and a keen interest in education and mentorship. Prior experience in tutoring or mentoring is preferred.

**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



**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?

Major Goals/Objectives of the Proposed Program:

1. Increase the number of CTE students in Education and Training program of study and CTE Practicum Courses.
2. Enhance Early CTE Exposure and Interest: To introduce elementary students to Career and Technical Education (CTE) principles, fostering early interest in various career paths.
2. Develop Leadership and Teaching Skills in High School Students: To provide high school students in practicum courses with real-world teaching and leadership experience through developing and delivering CTE-focused lessons.
4. Promote Lifelong Learning and Career Readiness: To prepare students for future educational and career opportunities by instilling a foundation in CTE from an early age.

Activities/Strategies to Meet Goals/Objectives:

1. CTE-Focused Curriculum Development and Implementation:
  - High school student counselors will develop age-appropriate, engaging lesson plans under the mentorship of the CTE teacher facilitator.
  - These lessons will cover various CTE programs of study, ensuring a broad exposure to different career paths.
2. Mentorship and Leadership Training for High School Students:
  - Provide structured training sessions for high school student counselors to develop their teaching and leadership skills.
  - Regular feedback and coaching sessions will be conducted by the CTE teacher facilitator and other experienced educators.
3. Community Outreach and Collaboration:
  - Director of Community Outreach, Karen Trevino, will lead efforts to engage local businesses and community members, facilitating partnerships for guest lectures, field trips, and resource sharing.
  - Organize community events to showcase student work and learning outcomes, fostering a sense of community involvement.

**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?

**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 Measures Identified:

Elementary Student Outcomes: Increased awareness and enthusiasm for various career paths, as assessed by pre- and post-program surveys designed to measure shifts in perception and interest in CTE fields.

High School Student Leadership: Enhanced leadership, planning, and teaching competencies, evaluated through self-assessment tools and teacher observations, focusing on their ability to develop and execute lesson plans effectively.

Tools and Processes for Measurement:

Surveys: Utilization of carefully crafted pre and post surveys for both elementary and high school participants to quantitatively measure program impact on career interest and leadership skills.

Lesson Plan Evaluation: Implementation of a robust assessment framework to ensure lesson plans are TEA-aligned, engaging, and effective in conveying CTE principles, using both teacher feedback and student engagement metrics.

To ensure the effectiveness of our project objectives and strategies, we employ a multi-faceted approach:

Continuous Improvement Loop: Regular observation sessions and feedback mechanisms are in place, allowing for real-time adjustments and fostering a culture of continuous improvement among high school mentors.

Stakeholder Engagement: We actively involve educators, parents, and community members in evaluating the program's impact, ensuring alignment with community needs and expectations.

Outcome Evaluation: A comprehensive review of program outcomes against predefined goals is conducted post-program, with findings used to refine and enhance future iterations.

Our commitment to these performance measures, coupled with a rigorous evaluation process, ensures that our program not only meets but exceeds its objectives, fostering a fertile ground for early CTE interest and developing key skills in our participants.

**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.

[Empty text box for Focus Area 2 content]

**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 \$50,000 budget is meticulously allocated to ensure the comprehensive delivery of our program, targeting essential areas such as staffing, training materials, field trips, and student compensation. Specifically, funds will be distributed to cover teacher facilitator stipends, acknowledging their pivotal role in guiding high school students through the practicum. Investment in a high-quality training curriculum for these students ensures they receive the preparation necessary for effective mentorship. Field trips, integral for hands-on learning and exposure to real-world applications of CTE, are also financially supported. Additionally, the budget accommodates hourly compensation for practicum students, incentivizing their commitment and recognizing their contributions.

To optimize resource allocation, a portion of the budget is reserved for supplies, materials, and any necessary contracts, ensuring the program's smooth operation and sustainability. While current allocations for similar programs are not specified, our budgeting strategy emphasizes efficiency and impact, ensuring that each dollar spent directly contributes to achieving our objectives.

Future adjustments to the budget will be guided by program evaluations and feedback, allowing for the reallocation of funds to areas of greatest need or expansion. This dynamic approach ensures the program remains responsive to participant needs, educational trends, and the evolving landscape of CTE, securing its continued relevance and effectiveness.

**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.

[Empty text box for Focus Area 2 narrative]

**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.)

The identified area of need stems from scheduling conflicts within our educational institution, significantly impacting student participation and completion rates in specialized programs of study. Our school faces a unique challenge: the Practicum in Education and Training course, a cornerstone for students pursuing a career in education, is only available at one specific time during the school day. This singular scheduling unavoidably clashes with other critical singleton courses, including band, athletics, and advanced placement classes, which are equally pivotal in the academic and extracurricular development of our students.

This scheduling impasse not only limits student access to diverse educational pathways but also hinders their ability to fully engage with and complete their chosen programs of study. The availability of only one Education and Training teacher further exacerbates this issue, leaving no room for flexible scheduling or course section additions to accommodate student needs and interests.

To address the identified scheduling conflicts and enhance program accessibility, our solution involves offering the Practicum in Education and Training course during the summer. This strategic adjustment allows students to complete their program of study without the scheduling constraints of the regular school year, enabling them to participate in other essential activities like band, athletics, and advanced placement courses. Additionally, the implementation of a summer camp, funded by this grant, will provide students with a practical, hands-on experience that mirrors the practicum opportunities available during the traditional academic calendar, effectively overcoming the barriers to student persistence and program completion.

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.)

[Empty response box for Focus Area 2]



**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.

Our program targets the Education and Training Career Cluster, specifically focusing on the "Teaching and Training" program of study. This strategic choice aligns with our goal to prepare students for high-demand careers in education, equipping them with the necessary skills and knowledge to thrive in teaching roles. Within this framework, we will offer the "Practicum in Education and Training" course during the summer, allowing students to complete a significant component of their program of study without the scheduling conflicts that arise during the regular school year.

We aim to engage at least ten students directly in the Practicum in Education and Training course. This hands-on experience is crucial for their professional development, providing them with real-world teaching practice. Furthermore, by integrating the summer camp component into this course, we extend our reach to an additional 100 elementary students, thereby enriching the educational experience with practical teaching opportunities for our practicum students. This innovative approach not only addresses the scheduling barriers identified but also enhances the educational pathway for students interested in careers within the Education and Training sector.

Adjustments for future needs will be based on the feedback and outcomes of this initial implementation. Our commitment to continuous improvement will ensure that the program remains responsive to both student and industry needs, adapting as necessary to maintain alignment with the high standards set by the Texas Education Agency and the evolving demands of the education sector.

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.

**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.

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**Amended Section**

**Reason for Amendment**