



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

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

Application stamp-in date and time

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, February 12, 2024**.

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

Focus Area 1: Career and Technical Education Course

Focus Area 2: Work-Based Learning Experiences

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

LOI application, guidelines, and instructions

Debarment and Suspension Certification

General and application-specific Provisions and Assurances

Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 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.

OVERVIEW OF THE PROGRAM: Rio Hondo ISD is seeking grant funds to implement a Summer CTE Grant Program that is four weeks long to provide our students the opportunity to become familiar with a high-demand program of study. Rio Hondo ISD will target up to twenty students within the Construction pathway. The students will become more knowledgeable in these CTE programs of study, what work in these areas entail, and college and career opportunities that will be available to them.

OVERALL MISSION AND NEEDS: The mission of the Rio Hondo ISD (RHISD) is to empower all students to become lifelong learners and responsible citizens by fostering a culture of academic achievement, critical thinking, and personal growth. We strive to create an educational community that values diversity, collaboration, and innovation, preparing our students for success in an ever-changing world.

According to the 2021-2022 TAPR report for RHISD, the district has:

*76.7% economically disadvantaged graduates

*49.2% being at-risk graduates

*72.5% are CTE Completers

The district has been working hard to implement more IBC's and provide students with opportunities to get informed and select an area that interests them.

ADDRESSING NEEDS: Rio Hondo ISD can greatly benefit from the assistance this grant opportunity provides to build this Summer CTE program in this field specifically targeting 8th graders and informing them of the opportunities at the secondary level in the field of Construction. This program will help support and address the needs our students have by getting them on a path to a postsecondary education and a high-paying job in which to support the student population noted in our district needs above.

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.

OVERVIEW OF THE PROGRAM: Rio Hondo ISD is seeking grant funds to implement a Summer CTE Grant that follows the Focus Area 2 guidelines. This program will be four weeks long and target a total of twenty upperclassmen within a Work-Based Learning Program in the Health Science Program of Study/Nursing Field. As part of the program, students will be paid to participate in a variety of internships and activities.

OVERALL MISSION AND NEEDS: The mission of the Rio Hondo ISD (RHISD) is to empower all students to become lifelong learners and responsible citizens by fostering a culture of academic achievement, critical thinking, and personal growth. We strive to create an educational community that values diversity, collaboration, and innovation, preparing our students for success in an ever-changing world.

According to the 2021-2022 TAPR report for RHISD, the district has:

*76.7% economically disadvantaged graduates

*49.2% being at-risk graduates

*72.5% are CTE Completers

ADDRESSING NEEDS: To address our needs, Rio Hondo ISD will utilize focus area 2 to help us provide our students with the necessary employment skills, preparation for the workforce, and outline a pathway to a high-paying job. This program will help support and address the needs of our students by getting them on a path to a postsecondary education and a high-paying job in which to support the student population noted in our district needs above.

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
Summer CTE Grant Project Manager- Assist with management and oversight of grant -related services. (Proposed)	Minimum of a Bachelor's Degree in Education or related field. Has at least two years of experience in CTE and knowledge of grant components, personnel, data collection and budgeting.
Superintendent- To supervise personnel involved in the grant program and ensure all required data is reported back to TEA in a timely manner (Existing)	Minimum of a Masters Degree in Education or a related field; and Superintendent Certification. Experience: At least two years of experience supervising small to medium teams and in data reporting.
Campus Teachers/Staff - To provide Summer Bridge CTE courses, as well as oversight and data collection. (Existing)	Minimum of a Bachelor's Degree in education or related field. At least two years of experience in providing education in targeted course work.
Campus Counselor- To teach, support, and communicate the opportunities to participate in the bridge programs. (Existing)	Minimum of a Bachelor's Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths.
Campus Principal- Manage day to day activities, oversee staff, and assist students in selecting career pathways (Existing)	Minimum of a Master's degree in Education or related field; and Principal Certification. Must have experience in managing day to day activities, oversee staff, and career pathway selection.

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
Summer CTE Grant Project Manager- To oversee Focus Area 2 implementation & program data/evaluation (Proposed)	Minimum of a Bachelor's Degree in Education or related field. Has at least two years of experience in CTE and knowledge of grant components, personnel, data collection and budgeting.
Superintendent- To supervise personnel involved in the grant program and data is sent to TEA (Existing)	Minimum of a Masters Degree in Education or a related field; and Superintendent Certification. Experience: At least two years of experience supervising small to medium teams and in data reporting.
Campus Teachers/Staff- To provide students with instruction for the bridge program and work based training support (Existing)	Minimum of a Bachelor's Degree in education or related field. At least two years of experience in providing education in targeted course work.
Campus Counselor- To provide students with career advice and planning within CTE programs (Existing)	Minimum of a Bachelor's Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths.
Partnering/Business Liaison- To provide work-based experiences to the students in the program. (Proposed)	Ability and knowledge to offer the targeted CTE training and/or oversight of work based activities. Must have at least two years of work-based experience in the targeted program of study.

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?

FOCUS AREA 1: Major Goals/Objectives of the proposed program: Rio Hondo ISD's Focus Area 1 objective is to offer twenty of our incoming 8th grade students a Summer Bridge Program within the Construction Pathway. This objective aligns with the grant program's goal and the district's overall mission of empowering all students to become lifelong learners, personal growth and preparing them for success in an ever-changing world.

ACTIVITIES/STRATEGIES: Rio Hondo ISD will implement the following activities as part of the the Bridge Program: Offer incoming 8th grade students a tour of the campus to help ensure they are confident on their first day of school; Provide an orientation to 8th grade students and/or their parents that detail the benefits of pursuing the targeted CTE POS. Schedule time for 8th grade students to meet with the campus counselor to create a course schedule that includes the Construction coursework. Engage middle school students by creating presentations on their career choice and present them to middle school students, inspiring them to consider CTE pathways. The program will offer CTE coursework taught by highly qualified teachers who possess expertise in the subject matter.

By implementing these activities and strategies, Rio Hondo ISD strives to provide students with the necessary support and resources to succeed in their chosen CTE fields, increase graduation rates, and alleviate the socio-economic challenges faced by the community.

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?

FOCUS AREA 2: Major Goals/Objectives: Rio Hondo ISD's focus area 2 objectives is to offer twenty students work-based learning opportunities. This objective aligns with the grant program's goal and the district's overall mission of empowering all students to become lifelong learners, personal growth and preparing them for success in an ever-changing world.

ACTIVITIES/STRATEGIES: Rio Hondo ISD will implement the following activities as part of the work-based learning program.

Rio Hondo ISD plans to involve twenty students in internships, apprenticeships, and job shadowing experiences. These opportunities will be provided through a local business. By participating in these activities, students will gain a deeper understanding of the skills and abilities required for a smooth transition into the workforce. RHISD acknowledges that it is critical to network and hear from the workforce in the field itself and need to leave the classroom to get this experience. The district will arrange transportation for students to travel to and from. In addition, a designated staff member will oversee the program, collect data, provide proper training, and exposure, and ensure a smooth outcome of the work-based experiences.

In addition, Mock interviews will also take place. Students will have the opportunity to have mock interviews with employees from the partnering agencies where they are conducting their internships. These interviews will be conducted in small groups. This activity will provide exposure to different career paths and help students make informed decisions about their future.

Implementation of these activities will allow students to attain necessary skills, knowledge, and experiences to succeed in the workforce.

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 - Rio Hondo ISD will collect data on a weekly basis for the Construction Summer CTE Bridge program proposed in Focus Area 1. The grant project manager will collaborate with the staff to assess and identify any potential problem areas.

Focus Area 1 - To evaluate performance, the program will utilize the following quantitative measures:
*Student Diversity: Student information will be collected to determine the demographics of the students served.
*Number Served: The number of students enrolled in the summer program will be tracked.
*Program Completion: The number of students successfully completing the summer program will be recorded.

Tools Used to Measure Performance: The project personnel will gather and assess various data sources, including student intake forms, questionnaires, progress reports, grades, attendance sheets, and student products such as career directories and poster presentations. Additionally, meetings with CTE teachers will be conducted to gather information that can be used to measure program and student performance and quality in this focus area.

Ensuring Effectiveness: The data collected will allow the district to determine if the students in the program are meeting the goals and objectives, as well as evaluate the effectiveness of the strategies implemented for student success. In Focus Area 1, grades will be analyzed after each week of programming to ensure effectiveness and monitor progress.

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.

The performance measures identified for this program are related to student outcomes. They are consistent with the programs purpose and include:
*Student Diversity: Gathering student information to determine the demographics of the students served.
*Number Served: Tracking the number of students participating in internships or pre-apprenticeship training as part of the program.
*Business Participation: Keeping a record of the number of businesses and industry partners offering work-based learning experiences to students as part of the program.
*Hours Completed: Monitoring the total and average hours worked by students in the program.
*Hourly Earnings: Tracking students; total and average hourly earnings in the program.
*Training Plan(s) Developed: Providing evidence of training plans for each student in the program.
*Partnership Agreements: Demonstrating evidence of partnership agreements.
*Assessment and Recognition: Providing evidence of culminating assessments or recognition of skills for each student in the program.

As a means of measuring performance, the project personnel will utilize various tools, such as student in-take forms, surveys, performance reports, questionnaires, grades, attendance sheets, and meetings with business partner liaisons. These tools will help assess program and student performance and ensure quality in the focus area.

To ensure effectiveness, the district will analyze grades after each day of programming in Focus Area 2. This analysis will help determine if the project objectives and strategies are effective in achieving student success. The data collected will play a crucial role in evaluating the programs goals and objectives and assessing the overall effectiveness of the strategies implemented.

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.

RHISD has carefully considered the needs, goals, and milestones essential for student development and success. FOCUS AREA 1. Extensive research was conducted to determine the costs of staffing, supplies and materials, curriculum, and software required to achieve these goals. The district has formulated the following budget based on the available courses and program needs:

* Payroll (\$18,000): This allocation, which does not exceed 75% of the requested grant funds, will cover the salaries of the bus driver and teachers providing instruction in the identified CTE courses. Additionally, it will include benefits for all professional and support staff members paid through this grant.

* Professional and contract services (\$16,107): Grant funds will be utilized to provide training for CTE teachers, enhancing their skills in integrating activities into the curriculum to ensure the successful attainment of program goals and objectives.

* Supplies and Materials (\$11,446): Grant funds will be allocated to purchase instructional supplies and resources necessary for effective instruction. This will involve acquiring relevant online resources providing technology devices to students participating in the Summer Bridge Program, enabling them to complete assignments.

* Other Operating Costs (\$2,500): The district will cover the cost of student transportation to and from the program site, ensuring accessibility for all participants.

* Indirect Cost rate (\$1,947): This allocation will cover the overhead fees associated with running the program.

In addition, it is important to note that although there is currently no Summer Bridge Program at the district, funds are still utilized for various purposes. These include covering the costs of facilities, buses, cafeteria personnel, computers/software, and classrooms. Local funds for facilities and maintenance, state transportation funds, summer food, and the Instructional Materials Allotment (IMS) for hardware/software products are currently being used to fund current activities.

Future adjustments to the program may be necessary; stakeholders will meet to discuss any critical updates the program's success.

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.

To develop the proposed budget for the Summer CTE grant, Rio Hondo ISD has outlined the needs, goals, and milestones for student success in FOCUS AREA 2. The district has considered the cost of staffing, supplies and materials, travel, and equipment necessary to achieve these goals. Based on the target number of students and program requirements, the following budget has been created:

1. Payroll (\$6,600) - This amount does not exceed 75% of the requested grant funds. The payroll costs cover work-based training for students, bus drivers; wages, professional and support extra-duty pay, and employee benefits.

2. Supplies and Materials (\$553) - Grant funds will be utilized to purchase instructional supplies and resources essential for delivering real-world work experience.

3. Other Operating Costs (\$40,900) - The district will cover the cost of student travel to and from the site, ensuring all students can participate. Additionally, funds will be allocated for internship/apprenticeship locations. Students will be paid \$10 per hour for six hours per day, totaling four days.

4. Indirect Cost Rate (\$1,947) - The district will cover the overhead fees associated with running the program.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: The district is not currently offering paid internships. However, funds are being used for facilities, buses, cafeteria personnel, computers/software, and classrooms. These expenses are covered by local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMA) for hardware/software products.

ADJUSTMENTS: If adjustments to the program are necessary, stakeholders will discuss necessary updates for program success and reach out to TEA for proper assistance. In the event modifications must be made, the district will send letters of intent to all stakeholders. Any amendments will follow TEA rules and regulations.

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.)

Rio hondo ISD has a high percentage of minority population, and a very high percentage of our students are classified as economically disadvantaged. Specifically for our graduates for the 2021-2022 school year the data is as follows:

According to the 2021-2022 TAPR report for RHISD, the district has:

*76.7% economically disadvantaged graduates

*49.2% being at-risk graduates

*72.5% are CTE Completers

Many of these students do continue into the university for four year programs, however, many also have a need to head on to the workforce immediately. At RHISD, we prepare students to be college and workforce ready to be able to have the exposure and work-based experiences necessary for what life brings to our students. This summer bridge program will allow students to explore alternative job and career pathways and engage in conversations with stakeholders that will provide them the knowledge to make decisions for their future career. The pathways and certifications offered at RHISD support the high wage, high demand jobs in our area allowing students to gain knowledge and experiences in these higher paying jobs. They will have a head start on their journey to college to continue their POS or begin working in their career of choice.

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.)

Rio Hondo ISD has a high percentage of minority population (Hispanic), and a very high percentage of our students are classified as economically disadvantaged. Specifically for our graduates for the 2021-2022 school year the data is as follows:

According to the 2021-2022 TAPR report for RHISD, the district has:

*76.7% economically disadvantaged graduates

*49.2% being at-risk graduates

*72.5% are CTE Completers

RHISD strives to provide students with as many opportunities as possible. Students are able to choose from several high demand, high wage programs of study that lead to certifications. There is a need in our district to provide our students with more work-based opportunities. When our district saw this grant opportunity, we immediately knew this is what we needed to support our students with these work-based experiences. In the past, it has been transportation barriers that students have encountered and identifying business to partner with for these experiences. These work-based learning internships will provide our students with employability skills through real-world work experiences and allow for a smoother transitions from education to the workforce. Students will have better outcomes such as higher median annual earnings and increased post-secondary attendance. Rio Hondo ISD seeks to support our at risk students and economically disadvantaged students by offering them a head start on their path to college and career readiness in high demand, high wage jobs.

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.

Rio Hondo ISD is excited to offer a different type of Summer Bridge Program (FOCUS AREA 1) this summer for twenty 8th grade students transitioning into 9th grade in the Construction program of study.

The Summer CTE Bridge Program will offer exploration in Construction including: Carpentry (which can lead to careers like Carpenter Foreman, Journeyman, Master Carpenter, and Cabinet Finishers).

These courses will be taught at the high school by highly qualified staff. By providing these CTE courses during this critical transition year, Rio Hondo ISD aims to help students start their high school careers more efficiently, leading to increased completion of coursework, certifications, and even the possibility of pursuing an associates degree at a local community college.

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.

Rio Hondo ISD is excited to offer Work based learning experiences (FOCUS AREA 2) this summer for twenty upperclassmen in the Health Science program of study. It will provide an aligned curriculum that exposes students to work-based learning job opportunities.

The work-based learning program will offer workbased experiences in Health Science (which can lead to careers such as Exercise Science and Wellness, Health Informatics, Healthcare Diagnostics, Healthcare Therapeutic, Medical Therapy, and Nursing Science).

By providing these work-based experiences, RHISD aims to allow students the opportunity to learn and hear first hand from employers in the field. They will hear from them the expectations and demands of the job. They will experience hands-on, real-world learning and get paid as they conduct these experiences. They will work together with our partner employers as well as classroom instructors/teachers in the field to support them and review skills prior to heading out to the industry.

Rio Hondo ISD aims to provide students with these opportunities to give them a head start and allow them to gain the confidence they need at a critical time as they approach the end of their high school career. They can then take their hands on, in the field experiences to support them as they completion their coursework, certifications, the possibility of pursuing an associates degree at a local community college or even start job opportunities immediately after high school graduation.

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