



2021-2022 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 28, 2022

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.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 28, 2022**.

Grant period from **April 29, 2022-September 30, 2022**

Application stamp-in date and time

Pre-award costs permitted from **Award Announcement Date**

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): [Redacted]

Applicant Information

Organization **Edcouch-Elsa ISD** CDN **108903** Campus **Edcouch Elsa HS** ESC **1** DUNS **023530199**

Address **920 West Santa Rosa Avenue** City **Edcouch** ZIP **78538** Vendor ID **74-6000810**

Primary Contact **Dr. Greg Rodriguez** Email **gregrodriguez@eeisd.org** Phone **(956) 262-6000**

Secondary Contact **Janie Tijerina** Email **sjtjerina@eeisd.org** Phone **(956) 262-6944**

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 **Dr. Greg Rodriguez** Title **Superintendent**

Email **gregrodriguez@eeisd.org** Phone **(956) 262-6000**

Signature  Date **3/28/22**

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

PROGRAM OVERVIEW: Edcouch-Elsa ISD will implement a CTE Summer Bridge Program that will create and expand work-based learning experiences for students. This will include facilitating and monitoring work-based learning experiences. The CTE Summer Bridge Program will include internship programs that will be offered with students and community partners. Utilizing grant funds, the district will ensure all students can earn credit via a work-based learning related course such as Career Preparation of CTE Practicum courses. The cities of Edcouch and Elsa are both very small and have a combined population of less than 9,000 residents. Because of their size, there are a limited number of businesses and industries in the immediate vicinity. As the leading employer of residents in these communities, the district and all campuses will implement a work-based learning program that will offer internships and job-shadowing opportunities as the selected work-based learning models with local city offices and the public libraries. The Summer Bridge Program will be offered for 4 weeks, which will run Monday through Thursday from 8:30 A.M. to 2:00 P.M. During the Summer Bridge Program, the district will provide 30 students a work-based program of study that focuses on Business and Marketing. Students will meet with the assigned staff member who will serve as their trainer. The trainers will provide students with guidance and oversee them as they complete tasks that are aligned to the Business and Marketing areas of instruction. Tasks may include reviewing current marketing and communication efforts for scheduled events to increase awareness and participation in these communities. This may include weekly and summer events, possible pandemic related outreach initiatives, service programs, etc.

MISSIONS OF THE ORGANIZATION: The mission of Edcouch-Elsa ISD is to produce responsible graduates who can compete confidently in a dynamic global society by providing individualized, nurturing educational foundation that draws strength from the community's spiritual roots and rich cultural heritage as we face the challenge of the new millennium.

SPECIFIC NEEDS OF THE ORGANIZATION: The school teachers, staff, parents, and community members struggle with providing students with the vision and drive to pursue their education and career aspirations. This is because the district is centered in communities that are small and impoverished. Each of these communities have a high poverty rate (39% average) and a high history of dropouts (44.9%). The district needs to be able to show students that there is an alternative to them so they can break this cycle and provide students avenues that will lead to higher paying, high-demand jobs.

PROGRAM ADDRESSES SPECIFIC NEEDS: Through this program, the district can provide students with pathways that lead to academic success. The program will allow students to be able to make the connection between what they are learning at school and how it relates in the real world. In addition, it will allow students to earn income, through a stipend, for work completed.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
SUPERINTENDENT – Will be responsible for supervising small to medium teams, as well as, conducting data reporting.	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or a related field. EXPERIENCE: At least 3 years of experience in the supervising of small to medium teams and in data reporting.
EVALUATION AND PLANNING COORDINATOR – Will be responsible for overseeing the program and ensuring that all performance measures are met.	Minimum of a Bachelor's Degree in Education or a related field. Experience with managing programs, personnel, and budgets.
CAMPUS PRINCIPALS – Responsible for managing day-to-day activities, overseeing faculty and staff, and assisting students in selecting career pathways.	Minimum of a Bachelor's Degree in Education or a related field. Must have multiple years of managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting career pathways.
CAREER & TECHNICAL DIRECTOR – Identify & distribute duties/assignments to ensure each site is able to provide students with work-based experience	Minimum of a Bachelor's Degree in Education or a related field. Must have a minimum 4 years of experience in setting up, trouble shooting, and managing technology, infrastructure, and software.
CAMPUS STAFF – Will provide students with relevant instruction and work-based training.	Minimum of an Associate's Degree in education or a related field. Must have a minimum 2 years of experience in setting up/trouble shooting/managing technology, infrastructure, and software and office duties.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

MAJOR GOALS/OBJECTIVES OF THE PROPOSED PROGRAM. The major goals and objectives of the program include:
- Ensuring students are learning and developing employable skills in actual workplaces in order to facilitate a smoother transition from education into the workforce, and improved post-school outcomes such as employment; and postsecondary attendance;
- Creating a pool of skilled/motivated employees who will reduce training costs & improve employee retention & morale; &
- Making education more relevant and valuable for students.
ACTIVITIES/STRATEGIES TO BE IMPLEMENTED: In preparation for the submission of this grant, the district researched various programs, specifically to meet the aforementioned goals and objectives. Based on this research, the following activities and strategies were devised for the program:
- Begin the program with an overview of the Summer Bridge Program which will define the responsibilities of each participants, goals of the program, etc.;
- Ensure each student has access to the materials needed to complete the work assigned;
- Meet with students in order to ensure that students are being provided with relevant training and exposure to the targeted career fields; and
- Provide enough time to meet with each participant in order to offer feedback and address any concerns.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

PERFORMANCE MEASURES IDENTIFIED FOR THIS PROGRAM ARE RELATED TO STUDENT OUTCOMES AND CONSISTENT WITH THE PURPOSE OF THE PROGRAM: The performance measures identified for this program will include information such as: Number of students in internships or pre-apprenticeship training; List of Businesses and industry partners offering work-based learning experience to the students; Total and average hours worked by students; Total and average hourly earnings of students; Evidence of training plans for each student; Evidence of partnership agreements for each business and industry partner; and Evidence of culminating assessments or recognition of skills for each student. In addition, the district will collect PEIMS in order to determine the demographics of the students served. These performance measures directly align to student outcomes and are consistent with the purpose of the program.
TOOLS USED TO MEASURE PERFORMANCE: The project personnel will utilize student in-take forms, progress reports, attendance sheets, surveys, and meetings to gather information so that it may be used to measure program performance.
PROCESSES THAT WILL ENSURE THE EFFECTIVENESS OF PROJECT OBJECTIVES AND STRATEGIES: The data collected will help the district determine whether the students are meeting benchmarks, as well as, how effective the project objectives and strategies are. If it is determined the program performance is sub-par, the program stakeholders will discuss what modifications or improvements will need to be made for the effectiveness of program objectives and strategies. Therefore, this process will ensure that the program is successful in providing the participating students with the best possible educational opportunities.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

To develop the proposed budget, the district outlined needs, goals, and milestones that would ensure the district is prepared to support the Summer Career and Technical Education Grant. First, the district researched the cost of the staffing, supplies and materials, curriculum, software, travel, and equipment. Then, the district determined how many students would be participating in the program and if they would require additional materials, technology, etc.

If awarded, the district's plan is to leverage funds to impact the following areas that are in line with the goals and purpose of the grant. This will include providing students access to staff, facilities, materials, software, and technology that can be utilized during course instruction.

It is the intent of the district to utilize the majority of grant funds to provide students with stipends. Because students will be giving up a significant part of their summer, it is important the students and their parents feel committed in attending the program. Therefore, the following budget was developed for the use of grant funds:

- 1. Instructor Stipends (\$8,000) - Stipends will be provided to district staff who will be responsible for assigning tasks, providing trainings, and overseeing the students internship work performance.
- 2. Supplies and Materials (\$14,429) – The district will utilize grant funds to purchase instructional supplies and resources that are needed for the delivery of the work-based trainings. This will include providing technology devices for students to utilize during the Summer Bridge Program so that students can work from home; and
- 3. Student Stipends (\$24,000) – Funds will be allocated to pay students who are not employed or receiving payment for their internships. Fund allocations were determined based on the following calculations: \$10.00 per hour x 30 students x 5 hours per day x 4 days a week x 4 weeks = \$24,000.

Program Requirements

1. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

N/A

2. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

A total of thirty (30) students are being targeted for this work-based program. Due to the cities being smaller and a lack of businesses and industries in the immediate vicinity, Edcouch-Elsa ISD and each of its campuses will provide students with Business/Marketing Pathway internship programs. As the leading employer of individuals in the communities, the district and all of its campuses will implement a work-based learning program that will offer job-shadowing and internships as the selected work-based learning models. Utilizing grant funds, the district will ensure all students can earn credit via a work-based learning related course such as Career Preparation or CTE Practicum courses.

The Summer Bridge Program will be offered for 4 weeks, which will run Monday through Thursday from 8:30 A.M. to 2:00 P.M. Each day, students will work from home. Students will virtually meet the assigned staff member who will serve as their trainer. Each student will be provided with access to district resources in order to ensure there are no gaps in their projected learning outcomes.

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