



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 16, 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.

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, November 16, 2022**.

Grant period from **March 1, 2023-September 30, 2023**

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): [Redacted]

Applicant Information

Organization CDN Campus 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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 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.

Rio Grande CISD will implement a CTE Summer Bridge Program for 8th graders moving into 9th grade. This will allow for income freshman with the opportunity for exposure to Career and Technical Education. These Career and Technical Education programs will utilize effective strategies to ensure that students receive the opportunity, experiences, and credentials to pursue meaningful careers by making informed decisions regarding the career pathways they will choose upon entering high school in the field of Health Science. Rio Grande CISD located in Starr County along the Texas-Mexico border region in an empowerment zone which is designated as on the most economically disadvantage rural depressed area in the United States. Rio Grande CISD currently serves over 9,900 students of which (99%) are Hispanic, (94%) are economically, (80%) are At-Risk and (77%) are English Language Learners (ELL).

Through the Summer Career and Technical Education Grant Program, Rio Grande CISD will implement a six-week intensive summer camp program for selected transitioning students from the eight (3) middle schools that encompass Rio Grande CISD to create a CTE Summer Bridge Program. Through rigorous recruitment efforts, Rio Grande CISD will enroll a total of 45 incoming freshmen students from three middle schools to participate in the CTE Summer Bridge Program (15 from each middle school). These students will participate in a program that will provide them six weeks exposure to programs in Health Science. In addition to learning about the individual CTE programs of study, students will also learn about the connection between the programs of study and the college connection by attending / visiting the South Texas College program of study that connects to the CTE program they learned about during their CTE Summer Bridge Program.

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.

Rio Grande CISD is also looking to offer work-based learning (paid student internships) in partnership with Rio Grande CISD. Our mission is to create equitable opportunities for our students so that they will be prepared for college, career, or the military and tomorrow’s global workforce. Our district leaders believe it is necessary to offer intentional work-based learning. Because our students are overwhelmingly economically disadvantaged and have lived most of their lives more rural areas, many of our students are unaware of career opportunities that may be available to them. We will use grant funds to offer 20 student internships (targeting enrollment of incoming 12th grade students) with Rio Grande CISD serving as the internship provider.

Student interns will be responsible for each choosing a career and researching opportunities within that career path leading to high-wage, in-demand jobs. Students will learn how to analyze labor market information and ultimately research a specific occupation to highlight in their internship project. Interns will work as a team to create a public-facing website summarizing each of their chosen careers of interest. The website will be used by the Rio Grande CISD counselor to guide future students through college and career advising. At the end of the summer, students will present their findings to younger students (grades 8-10) to educate them about career possibilities. The program/internship will require 100 hours of work from the students over six weeks (June-July). During the internship, students will learn and practice collaboration skills to work as a team and produce accurate, factual, and relevant career information. Students will also learn how to identify valid and reliable information sources from the Internet and analyze labor market information/ data. The outcome of this internship will be for students to gain knowledge about college and career options, learn how to connect with and interview adults (professionals in their industry of interest), and produce a website to advise other students through Rio Grande CISD counseling/advising. In doing so, this opportunity will expose students from our districts to new individuals, industries, and information, and allow them to gain knowledge about the education, credentials, and industry-based certifications needed to be employed in a high-wage, in-demand job.

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
Health Science Teacher (3) -In charge of conducting Summer Bridge Program and ensure curriculum is appropriately aligned to regional labor market.	Appropriate SBEC Certification in Health Science Teaching Field of Study Demonstrated successful teaching experience as evident in previous year's teacher evaluation
STC: Will assist in offering Summer Bridge Program (Existing).	Ability to offer CTE Programs of Study, as approved by the Texas Coordinating Board.
RGV- Votech: Will assist in offering Summer Bridge Program (Existing).	Ability to offer CTE Programs of Study, as approved by the Texas Coordinating Board.
CTE Director; Existing position; Responsibilities include overseeing budget, personnel, and CTE program for the district; grant oversight	Ability to lead people, projects, and budgets; ability to communicate with district personnel and external partners, strengthen CTE pathway offerings, ensure program goals are met
Individual TBD, Rio Grande CISD, will serve as grant manager and liaison to District (existing position)	Staff member at Rio Grande CISD with knowledge of instructional practices, ability to collaborate with multiple stakeholders, and experience managing grant activities/funds.

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
Individual TBD, Rio Grande CISD Teacher, will be leading internship facilitation (existing position)	Experience in teaching students, understanding of career readiness skills and application of employability skills to the workplace
CTE Director; Existing position; Responsibilities include overseeing budget, personnel, and CTE program for the district; grant oversight	Ability to lead people, projects, and budgets; ability to communicate with district personnel and external partners, strengthen CTE pathway offerings, ensure program goals are met
Individual TBD, Rio Grande CISD, will serve as grant manager and liaison to District (existing position)	Staff member at Rio Grande CISD with knowledge of instructional practices, ability to collaborate with multiple stakeholders, and experience managing grant activities/funds.
Adolfo Pena, Rio Grande CISD Superintendent, will support the teacher and internship (existing position)	Experience leading campuses, instructional leadership, and monitoring/facilitating state and federal grants for Rio Grande CISD
TBD, External Consultant, will be co-facilitating the internship and providing insights for career preparation (grant funded)	Experience facilitating work-based learning and internships, data collection, and delivering career preparation coursework

Goals, Objectives, and Strategies (Focus Area 1)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goals: Create an Incoming Freshmen Summer Bridge Program to provide students with the ability to make the right career choices upon entering high school & thus provide them with the skills necessary to graduate college, career & workforce ready.

Objectives: Through the implementation of the Summer Career and Technical Education Grant Program Rio Grande CISD will implement a six-week intensive summer bridge transition program for 45 students (15 from each middle school - 3 MS total) that will target the following CTE program of study: Health Science, and will highlight on the graduation component and college connection.

Strategies: Strong recruitment efforts will start in Spring 2022 during High School pre-registration and will include providing students with information regarding the Summer Bridge Program, careers, college visits as well as include flyer's created by current high school students. Recruitment efforts will be assisted by Middle School Counselors as well as CTE Counselors, CTE Director as well as presentations by CTE High School Students representing the Health Science department. Marketing efforts to promote the Summer Career & Technical Education incoming Freshmen Summer Bridge Program will also include advertising the program in the Rio Grande CISD Facebook Page and Twitter.

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?

Our objective is to provide a summer internship, which will allow our students to gain exposure to and knowledge of career opportunities, employment skills, and various industries while taking the Career Preparation I course (PEIMS Service ID 12701300). Our goals are the following: By August 2023, all 20 students (100%) from Rio Grande CISD will have participated in and completed requirements for the Summer Internship (100 hours). All 20 students (100%) will have completed and passed the Career Preparation I course and meaningfully participated in/contributed to the development of a public-facing Career Insights website.

All students will have received positive feedback from our work-based learning provider (Rio Grande CISD) and internship facilitators. We will meet these goals and objectives by implementing the following strategies: We will ensure our teacher is equipped to teach Career Preparation I and lead the internship by providing 2 days of dedicated professional development for this purpose prior to the program beginning, in addition to purchasing online instructional materials for the course to be delivered virtually. We will target enrollment of incoming 12th grade students who have taken at least two CTE courses previously. Students will be required to apply for the program and demonstrate commitment for the summer. We will ensure students are enrolled in the course in time to plan for summer activities by beginning recruitment and enrollment as soon as the grant award is announced. We will ensure student success by providing individualized mentoring to the students as needed.

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 that will be used to evaluate the Summer Career and Technical Education Incoming Freshmen Summer Bridge Program will be as follows:

Benchmark 1) (April through June 2023)
 Student Recruitment Efforts start - CTE Director coordinates with Counselors, MS Principals and all pertinent staff to ensure student recruitment, and advertisement of program is in place.

Benchmark 2) (May 1- through May 30, 2023)
 Recruitment of highly qualified staff for the Summer Bridge Program. After notice of grant award is received, the necessary Board Agenda item will be submitted and postings for Summer Bridge Program positions will be posted. CTE Director will review positions and ensure highly qualified staff is interviewed and secured for the program before program start time.

Benchmark 3) (June 1 through July 31st, 2023) *Daily / Weekly
 Students complete a Career Inventory at the beginning of the Summer Bridge Program (1st day of Summer School)
 CTE Director reviews Summer Bridge Program daily program attendance to ensure program success.
 Teachers turn in daily Summer Bridge Program attendance to CTE Director
 CTE Director monitors weekly Summer Bridge Program College Trips to ensure student attendance / and that all district safety protocols are in place regarding student travel.
 Students complete a Career Inventory at the end of the Summer Bridge Program (End of June 2023)
 Program will be adapted and modified (may include virtual components) to accommodate CDC guidelines to ensure safety for all students from COVID.

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 Summer Internship Program will be focused on student outcomes and evaluated based on several performance measures and data points. We will collect data on the demographics of students who enroll in, participate in, and complete the program, including grade level, race/ethnicity, and economically disadvantaged status, as well as whether they have been identified as in need of special education services. We will utilize other data collected for TSDS PEIMS to provide analysis numbers for district leadership, both of our school boards, and TEA grant reporting requirements. We will measure student growth and mastery of employability skills through the use of internship training plans. Our goal is to have all 20 (100%) of students who participate in the program receive course credit for Career Preparation I and 100% of students to complete the 100 hour (paid) internship by August 31, 2023. We will provide additional services to students who need additional support, such as tutoring and mentoring sessions with the course teacher/internship facilitator.

We must provide wraparound services like these in order to provide an equitable setting for all students, the majority of whom are from economically disadvantaged households. Data on all of these services will be collected by the teacher and Rio Grande CISD superintendent to evaluate student need and intervention. These assessments will be used to guide instruction, determine intervention needs, and evaluate TEKS mastery for course credit. Students will also be graded based on their completion of the internship project. To measure student learning objectives and outcomes in the internship, student internship training plans will be evaluated the first week of the program and at the end of the summer. We will also measure whether our coursework was successful in preparing students for the work-based learning experiences. The data will be both qualitative and quantitative and will provide insight on whether our goals, learning objectives, and student outcomes were successfully met.

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.

Payroll 6100:
 Staffing: less than 75% of budget allocated to procure 3 Teachers, 3 Teacher Aids and 1 Secretary to conduct the program. The 3 teachers and 3 aids will be able to host the six weeks of Summer Bridge Program and each teacher/aid will have a 8:1 student ratio. Secretary will assist to ensure Summer Bridge Program is implemented in accordance with grant guidelines and timeliness and ensure that all materials, deadlines, reports and necessary logistics are in place to ensure program success.

Supplies and Materials 6300:
 Supplies and materials that will be ordered to conduct the Summer Bridge Program are reasonable and necessary to ensure program success. All supplies and materials acquired will be directly tied to lesson plans developed by teachers to ensure maximization of funding, materials and resources.

Funding from supplies and materials include allocation to pay for the following \$2,000 were allocated for transportation that will be needed to take students to required College Field Trips that are part of the Summer Bridge Program curriculum. The \$2,000 will cover transportation for program to travel to visit the following South Texas College campus sites: South Texas College Nursing & Allied Health.

Rio Grande CISD Transportation Department will provide transportation services for the 45 participating students during the six weeks of Summer Bridge Program. This will cost approximately \$3000 (3 Buses running six weeks of Summer Bridge Camp)

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.

Rio Grande CISD will use the grant funding to offer the Summer Internship Program to high school students, implementing a program aligned with our districts’ goals to ensure students are prepared for college, a career, or the military and tomorrow’s global workforce. While all students may apply for the program, our recruitment and enrollment efforts will be focused on incoming 12th grade students who have taken at least two prior CTE courses. The program will be open to 20 students from our districts and will last 6 weeks (June-July) , leading to completion of a 100 hour internship and the Career Preparation I course. We currently do not allocate funds to offer this type of program during the school year. With this grant, we will be able to pilot this opportunity during the summer and generate community buy-in for innovative opportunities like this. Without summer grant funding, it would be more challenging for our school districts to offer an internship. We do believe that we will be able to utilize data and outcomes from this program to demonstrate the need and return on investment for future funding to our school boards and communities.

In order to deliver the program, we will utilize grant funding to pay for a teacher to teach the Career Preparation I course and lead the internship. Funds will also be allocated to pay for student internships, with 20 students earning a stipend of \$1,000 (average of \$10/hour for the 100 hour internship). We believe this is vital to the success of the internships because most of our students are economically disadvantaged and would otherwise be working minimum wage jobs at stores and fast food

A small portion of grant funds will be allocated to pay our external contractor, to design and co-facilitate the internship. They will also assist our teacher with preparing for the course, mentoring students, and providing labor market data related to the students’ chosen careers of interest. Additionally, they will assist our district with data collection and reporting, as well as program evaluation through development of Internship Training Plans to measure program outcomes.

Program Requirements

1a. Needs Assessment (Focus Area 1)

This program biggest area of needs is lack of funding to be able to complete this program in the summer. Many students are seeking to grow and learn more about CTE before going to High School but the district lacks funding and lack of teachers to offer this program during the school semester. Also many students are already overly busy in their yearly scheduling that adding an extra class during the academic year is almost an impossible task for them.

1b. Needs Assessment (Focus Area 2)

Many students are low income and come from families that have to work 2 or more jobs just to help the family meet daily needs. This does not allow for a student to be able to be exposed to higher paying jobs since most of the work they can do has to be near their home and also has to be flexible for them. Also the district lacks the funds to be able directly hire students for a summer internship and must rely on outside funding to accomplish this project.

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.

Through the Summer CTE Grant Program, Rio Grande CISD will implement a six week intensive summer bridge program for selected transition students from the 3 middle schools that encompass the district. Through large recruitment efforts, Rio Grande CISD will enroll 15 incoming freshman students from each middle school thus having 45 students be part of the program. These students will participate in a program that will provide them six weeks of Health Science careers which include Courses: Principles of Health Science and Principles of Nursing Science. The program will include a visit to South Texas College of Nursing and Allied Health and each week of the Summer Bridge program will have a College Career Component. The student will also be learning from RGV Votech on what certifications are available for them as they continue with their education in high school.

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.

We will be utilizing student internships as the work-based learning model through this grant. Rio Grande CISD will be the internship provider and primary business partner for the program. This grant will provide necessary funds to implement a summer internship program for high school students from Rio Grande CISD. The 100-hour internship program will last Six weeks in June to July and enroll a total of 20 students from Rio Grande CISD. While learning the knowledge and skills for completion of the Career Preparation I course, students will develop a college and career advising website for Rio Grande CISD. Student interns will be responsible for each choosing and researching a career. They will create a public website that will be used by the district counselor to guide future students through college and career advising. At the end of the summer, students will present their findings to younger students (grades 8-10) to educate them about career possibilities.

During the internship, students will learn and practice collaboration skills to work as a team and produce accurate, factual, and relevant career information. Students will also learn how to identify valid and reliable information sources from the internet and analyze labor market information/data. The outcome of this internship will be for students to gain knowledge about college and career options, learn how to connect with and interview adults (professionals in their industry of interest), and produce a website to advise other students through Rio Grande CISD counseling/advising.

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