



**2020-2021 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 26, 2021**

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 26, 2021**.

Grant period from **May 1, 2021-August 31, 2021**

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

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): [Redacted]

Applicant Information

Organization CDN Campus ESC DUNS

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 2020-2021 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 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 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.
7. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

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.**

Needs:
 Our small remote district, Ben Bolt-Palito Blanco Independent School District (BBPBISD) is seeking funding for this Summer CTE Program under both Focus Area 1 (Summer Bridge Program) and Focus Area 2 (Work-Based Learning Experiences). Our district, according to TEA, is classified as rural (10 POINTS, 5 for Focus Area 1 and 5 for Focus Area 2). In addition to this obstacle, 64.7% of our students are classified as economically disadvantaged (State avg: 67.5%) (Source: 2019-2020 Texas Academic Performance Report). Lastly, the median income for the surrounding area is \$41,505, in comparison to the state's average of \$64,034. (Source: United States Census Bureau). These factors contribute to the limited amount of college and career graduates at the district (Avg: 63.3%).

Overview:
 To overcome these obstacles, our district will offer a Summer Bridge Program that provides courses in a high-demand career pathway (Animal Science, Business Information Management, and Information Technology Support and Services). This bridge program will assist students in their transition into high school, as well as, bridge students from high school to post-secondary education. This Summer Bridge program will be offered in partnership with Texas A&M University at Kingsville (TAMUK) and Rio Grande Valley College. BBPBISD will target 15 Middle School Students (HS Transition) and 15 High School Students (IHE Transition) for a total of 30 participating in a Bridge Program. In addition, 20 Junior/Seniors will participate in a paid internship. A total of 50 students will be participating in this Summer CTE Program.
 To ensure students graduate with the ability to fill high demand occupations, they will partner with the district's IT department and certified nurse to offer paid work-based learning experiences in the Health Science and Information and Technology Services Career Pathway. These experiences will help students pursue one of the following high demand occupations post high school graduation: Computer Network Support Specialists, Network and Computer Systems Administrators, Computer User Support Specialists, and Licensed Practical/Licensed Vocational Nurses, and Registered Nurses.

Mission:
 Both focuses of the program will assist us in addressing the needs listed above and help us meet our mission of preparing "students to be successful in their continuing education" and preparing them "to be successful in their careers".

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
CTE Program Director: Oversee CTE Program. (Existing)	1) Bachelor's Degree in education or related field
TAMUK (Existing) and RGV Vocational Services (New): Help offer Summer Bridge courses under Focus Area 1.	1) Ability to offer CTE Programs of Study.
Nurse: Offer students work-based learning experiences in Health Science field (Existing Position).	1) Nursing Certification and experience in working with students.
Superintendent Mike A. Barrera: Will oversee faculty implementation of CTE Program (Existing Position).	1) Bachelor's/Master's Degree in education or related field; 2) 3 years of experience in serving as a school Superintendent.
Information Technology (IT) Specialist: Will oversee hands-on job experiences students receive.	2) Bachelor's Degree in education or related field; 2) 2 years of experience in working in the IT department.

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.**

SUMMER BRIDGE OBJECTIVE: Assist more students in high school preparation and post-secondary education. ACTIVITIES: A virtual tour of the campus ensuring students are more confident on their first day of school. We will also utilize highly qualified teachers who will assist students in learning about various CTE programs that are currently offered at our district, as well as, which of those lead them to a high demand career field. The program will be offered for 4 weeks and will target 15 incoming Middle School students who share the same campus. Introductory classes to be provided include: Animal Science, Business Information Management, and Information Technology Support and Services. 12th GRADE ACTIVITIES - All targeted upperclassmen will participate in high-quality CTE courses taught by certified instructors. The Summer CTE Bridge Program will be offered for 4 weeks and will target 15 seniors. Some of the programs to be offered include: Welding, Certified Nursing Assistant, Vet Tech, and Law Enforcement. If necessary, the program will utilize a remote learning system to adhere to rules and regulations set to slow the spread of COVID-19. WORK BASED OBJECTIVE: Provide real-world job experiences for 20 junior/senior students. ACTIVITIES: Create marketing materials needed (brochures, flyers, etc.) to promote the program. Once marketing materials are created, they will be distributed to students and posted on school and offsite locations. During the application and review process, we will work with partners to detail and schedule learning opportunities for students. Lastly, we will make travel arrangements to ensure students can leave safely to and from the internship site, where they will be offered a minimum of 80 hours of work-based learning opportunities. GOAL: Produce more college or career ready high school graduates.

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.**

Our district wants nothing more than to provide our students with a high-quality pathway to college and career success. However, we understand for this program to be effective, it will need to consistently measure performance and the direction of the program. Therefore, the district will include stakeholders (IHE, Business, District Personnel) and make them aware that the following performance measures are needed to be met for program success.

Focus Area 1 Measures of Performance:

1) Number and demographic of students who enrolled in the summer program; 2) Number of students who completed summer program; 3) Number of students who plan to enter post-secondary education after high school; and 4) All data related to PEIMS (special data collection on course completion).

Focus Area 2 Measures of Performance:

1) Number of students participating in internships or pre-apprenticeship training as part of the program; 2) Student information as a part of special data collection. This will determine the demographics of the students served; 3) List of business and industry partners offering work-based learning experiences to students as a part of the program; 4) Total and average hours worked by students in the program; 5) Total and average hourly earnings of students in the program; 6) Evidence of training plans for each student in the program; 7) Evidence of partnership agreements for each business and industry partner involved in the program; 8) Evidence of culminating assessments or recognition of skills for each student in the program; and 9) All data related to PEIMS (special data collection on course completion).

These performance measures will be measured utilizing the following: student surveys, questionnaires, progress reports, attendance sheets and meetings to gather information so that it may be used to measure program performance (tools).

By tracking the aforementioned performance measures, we will be able to determine the effectiveness of the program. If the performance of the program is not meeting district or TEA standards, discussions will be held to plan for modifications. These discussions will involve key stakeholders which could include, but are not limited to: parents, IHE liaison, business liaison, students, etc. This constant review of the performance, along with input from various stakeholders, will ensure continued support and increase the likelihood of the program succeeding.

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.**

BUDGET MEETS PROGRAM NEEDS/GOALS: During the creation of this proposal, funds were allocated to payroll (Program Director, CTE Teachers, Bus Drivers – Focus Area 1 and 2); supplies/materials (E-Books, CPR (BLS American Heart Association), Uniform Sets, Equipment Set (BP sets, Nursing watches, thermometers), Online Platforms, Computers, Student Technology/Nursing Certification Fees, Adult and Child Phlebotomy Armset, Web-based licenses, etc. – Focus Area 1 and 2); Other Direct Costs (Paid internships/travel – Focus Area 2); and Indirect Costs (Cover overhead expenses). Funds were allocated in order to sufficiently develop a program that would create a Summer Bridge Program and offer a Work-based Learning Experience through paid internships (Goal) that should help increase the percentage of College, Career, and Military Ready (CCMR) graduates (Need).

SIMILAR FUNDS: Currently, the district does not offer students work-based learning experiences. However, the district does currently cover costs such as facility usage, staff, and utility costs associated with running a CTE Program. Funds that will be utilized to cover such expenses include: CTE, local, and generated revenue funds.

FUTURE ADJUSTMENTS: The district and partners will meet to review any adjustments needed. If added funds are needed, funding like those listed may be utilized. Additionally, if more guidance is required to make an informed modification to the grant program, the district will reach out to TEA so their concern and modification can be made.

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/approved-cte-programs-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.

A total of 30 students will be targeted for the Summer Bridge Program. Course offerings for this program include: Animal Science, Business Information Management, and Information Technology Support and Services. The courses in Animal Science will emphasize the knowledge and skills required for a certification as a Licensed Vet Tech and/or certified Veterinarian Assistant. These certifications can lead to occupations such as Medical Scientists and Veterinarians, which have over an estimated 25% job growth expectancy. The Business Information Management courses will promote problem-solving skills, organization, and time management. This will benefit individuals interested in entering high-demand occupations such as Operation Management and Operations Research Analysis. The IT courses will focus on basic computer skills necessary to adapt to emerging technologies used in the global marketplace. This is crucial when considering Computer Network Support Specialists, Network and Computer Systems Administrators, and Computer User Support Specialists are in high demand. Therefore, by targeting these programs of study, the grant will directly align with the Texas Education Agency's strategic plan of preparing every child for success in college, career, or the military. More importantly, this CTE Program will align with TEA's goal to have students meet the diverse industry needs and opportunities.

In addition, the district will continue its partnership with various IHEs to ensure 12th grade have a Summer Bridge Program that will assist them with the transition from high school into a post-secondary program. Currently, a MOU is in place, and students are eligible to take classes including psychology, sociology, history, speech, and more. However, this grant will specifically be targeted at students taking classes in the Certified Nurse's Assistant, Law Enforcement, Vet Tech and Welding Programs of Study (POS). Through this collaboration with not only an Institution of Higher Education (IHE) but other post-secondary institutions, Ben Bolt-Palito Blanco ISD will be able to expand student participation in CTE Programs. Utilizing grant funds, the district will ensure all students within this rural district (10 points, 5 for Focus Area 1 and 5 for Focus Area 2) have the opportunity, experience, and credentials required to pursue meaningful careers after high school.

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

Ben-Bolt Palito Blanco's plans on partnering with their local Nurse and IT Department, which is one part of one of the largest employers in the area, who will assist our district in targeting 20 students in the in the Summer CTE Program. Due to the both being on-site, it will be easier for students to have on-site visits, mentorship opportunities, and work-based learning experiences.

Some of the activities that could be conducted by a student during his/her internship include: installing Microsoft Office, installing anti-virus protection software, checking internet speed to ensure Wi-Fi connectivity is strong, taking blood pressure, monitoring the temperature of individuals, etc.

A rubric will be developed to assign a point system when accepting interested students joining the program. Priority points will be given to at-risk (65.3% of the students are at-risk), ESL, and females to increase the diversity and target those most in need. Staff and supervisors will be encouraged to have on-going communication, provide feedback, evaluation, and suggestions to grant staff. Areas that will be reviewed for work-based learning gains will include: content knowledge, work-based experiences, and leadership skills demonstrated during internship hours.

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