



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): **N/A**

Applicant Information

Organization **Brooks County ISD** CDN **025901** Campus **Falfurrias HS** ESC **01** DUNS **030907828**

Address **200 E. Allen Street** City **Falfurrias** ZIP **78355** Vendor ID **74-6000838**

Primary Contact **Maria Casas-Rodriguez** Email **mrcasas@brookscountyisd.net** Phone **361-325-8000**

Secondary Contact **Diana Sheeran** Email **dsheeran@brookscountyisd.net** Phone **361-325-8000**

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 **Maria Casas-Rodriguez** Title **Superintendent**

Email **mrcasas@brookscountyisd.net** Phone **361-325-8000**

Signature *Maria Rodriguez Casas* Date **03/25/21**

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.**

PROGRAM OVERVIEW: Brooks County (BCISD), as part of the Rural Schools Innovative Zone Initiative (RSIZ) , along with Freer ISD and Premont ISD has a mission to provide rural school students high quality opportunities for post-secondary success. The districts, including Brooks, which are part of this zone are always working together to identify and offer students opportunities which will help them achieve the mission. In this situation, Summer CTE programs fulfill that effort by identifying and promoting proven CTE programs, practices and strategies to prepare students for college and career. While this Summer CTE program will be organized and held through BCISD, students in the other two RSIZ districts may attend these summer programming opportunities at Falfurrias High School.

FOCUS AREA 1 - BCISD will implement a 4-week dual credit CTE Summer Bridge program for incoming 9th graders that will combine college readiness skills and multiple CTE dual credit offerings (Principles of Agriculture, Food and Natural Resources; Principles of Manufacturing; Principles of Human Services; Principles of Business, Marketing and Finance; and Welding I) that can lead to certification and an Associate Degree. Students will attend the dual credit college readiness course and then choose one of the CTE offered courses. BCISD also will offer a Bridge opportunity for 12th grade students through Coastal Bend College who are one or two courses away from their Associate Degree.

FOCUS AREA 2 - BCISD will offer a 5-week paid internship program (Mondays through Thursdays, 28 hours per week) comprised of several CTE opportunities that fall in line with the district's CTE and P-TECH courses and pathways offered. The district will continue its partnership with the nonprofit Los Mestenos Career Academy and Noble Texas Builders, a general contractor company that performs work across South Texas, to provide paid apprenticeship/internship opportunities utilizing grant funding for areas including Welding and other construction/building trades, such as electrical and applied technology. BCISD also will pursue internships and job shadowing opportunities for students interested in working in a business setting, including as management, office and administrative personnel.

SPECIFIC NEEDS: Through these programs, BCISD can provide students with a head start on pathways that can lead to academic success. For 8th grade students entering 9th grade, the program will alleviate the stress they feel when transitioning from junior high to high school as they will have the opportunity to experience the high school campus and meet some of the teachers and understand the programming available at the schools. Due to the rural, small nature of BCISD, teachers, staff, parents and community members struggle to provide students with a vision to pursue educational and career aspirations. These types of programs start students in that direction from the beginning of their high school career. This Summer CTE program will show they can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high paying career opportunities.

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
Summer CTE Grant Project Manager - District staff member who oversees the implementation, data collection and evaluation of the program.	Minimum of a Bachelor's Degree in Education or related field. At least 3 years of experience in CTE and knowledge of grant components, data collection and budgeting.
Superintendent - Responsible for supervising district personnel involved in the grant program.	Minimum of a Bachelor's Degree in Education or a related field. At least 3 years of experience in the supervising of small to medium teams and in data reporting.
IHE Liaison - Coastal Bend College personnel will provide support for offerings targeted through the Focus 1 area.	Ability to offer support and information for the targeted CTE programs of study for both bridge components. Should have prior knowledge and proven ability to work with Brooks Academy in this endeavor.
Business Liaison - This personnel will be responsible for providing collaboration to implement the selected work-based learning opportunities.	Ability and knowledge to offer the targeted CTE trainings and oversight of work-based activities. Must have at least 3 years of proven and working knowledge of the industry and/or work-based learning programming.
Campus Teachers/staff - Responsible for providing students with relevant instruction for the bridge program and work-based training support.	Minimum of a Bachelor's Degree in Education or related field. Minimum of 3 years of experience in providing education in targeted coursework.

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.**

Brooks County ISD and its administration is committed to providing its students with every opportunity available to prepare for their future beyond high school. This district, which struggles with poverty and low educational attainment, believes this can be accomplished by providing students additional learning/work-based opportunities so they can see what is possible.

FOCUS 1 GOALS, OBJECTIVES AND ACTIVITIES - The first focus of this program is intended to open students' eyes to more pathways in the early college high school model at Falfurrias High School by earning dual credits before their high school career begins and place them on a path toward post-secondary success. A second goal is to add a technical component regarding the CTE programming available to students, so students can earlier select their preferred pathway, which can lead to an Associate Degree. Students participating in the bridge program can start freshman year with as many as six (6) college credits. High School teachers and CTE teachers will provide the coursework for as many as 40 students taking each of the college readiness class and a CTE course.

FOCUS 2 GOALS, OBJECTIVES AND ACTIVITIES - Internships, apprenticeships and job shadowing in the building trades and for office etiquette and experience ensures students understand the skills and abilities needed to make a smooth transition from their educational experiences to the workforce. This will prepare students in a way that cannot be replicated in the classroom. The district will ensure transportation to the locations of the internships/apprenticeships/job shadowing and also assign a staff member to oversee the program, collect data and ensure proper training and exposure. Grant funds will be used to pay students for their internships/apprenticeships as well as pay a Los Mestenos Career Academy staff member.

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.**

FOCUS AREA 1 - To evaluate performance, the following measures will be used: the number of students who enroll in the summer program and participate; number of students who successfully complete the summer program; number of students who later enter the CTE courses experienced during the summer program; number of students who are prepared for statewide programs of study; and the number of students who plan to enter post secondary education after high school. In addition, the district will collect PEIMS to determine the demographics of the students served. These performance measures directly align to student outcomes and are consistent with the purpose of the grant program.

FOCUS AREA 2 - To evaluate the program and ensure student outcomes, the following measures will be used: the number of students attending and participating in the program, a list of students and their average hours worked, student weekly production reports as noted between summer program director and the business partners/IHE partner, and the overall quality of the work completed by students, their overall attendance and learning. All of 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 gather and assess several pieces of data, including, but not limited to student surveys, demographic information, performance reports, questionnaires, progress reports, grades, attendance sheets for the internships and meetings with CTE teachers and the business partner liaisons to gather information so that it may be used to measure program and student performance and quality in both focus areas.

ENSURING EFFECTIVENESS: The data collected will help the BCISD determine whether the students in this programming are meeting the goals and objectives and how effective the strategies for student success are. In the Focus 1 Area, grades and attendance will be analyzed after each week of programming to ensure effectiveness and engagement. For the Focus 2 area, BCISD staff specific to this summer program will weekly contact the businesses and industry liaisons involved in the projects to ensure attendance, participation and quality of the work-based activities. Site visits also will be performed to ensure quality work-based education is being provided and students are meeting the challenges set forth.

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, Brooks County ISD leadership outlined needs, goals and milestones that would ensure the district is prepared to support this Summer Career and Technology Education grant. Research occurred regarding the cost of staffing, supplies and materials, curriculum, software, travel and equipment. Then, BCISD personnel determined how many students would likely participate in the programs and if they would require additional materials, technology, transportation or pay for their work-based/internship experiences. If awarded, BCISD plans to leverage grant funds to impact a number of areas which are in line with the goals and purpose of the grant. They include providing students materials, software, access to classrooms and technology that can be utilized during course instruction and work-based training opportunities.

Based on this information, the district developed the following budget for this Summer CTE grant:

FOCUS 1

- * Payroll - \$11,863, which will not exceed 75% of the requested grant funds. This funds bus drivers and professional/support staff extra-duty pay (and their benefits) to provide instruction in the identified CTE courses, and costs for a program director (staff member extra-duty pay) to oversee the Summer CTE program.
- * Professional and Contracted Services - \$19,556. These fees are associated with the education and training though arrangements with a post-secondary institution, including dual-credit courses offered through the summer program and professional training for CTE staff to implement and integrate properly the courses being taught by Brooks County ISD staff.
- * Supplies and Materials - \$12,275. Grant funds will be used to purchase instructional supplies and resources that are needed for the delivery of instruction. This includes relevant online resources and technology devices for students.
- * Other operating costs - \$6,306. Grant funding will support the cost for travel for students to and from programming and other operating costs that do not require specific approval.

FOCUS 2

- * Payroll - \$8,112, funds pay and benefits for the internship liaison and a bus driver. There are both professional extra duty and support staff included in this, specifically one person on a part-time basis to oversee the internship/apprenticeship program, collect data, perform site visits, schedule and ensure appropriate training.
- * Internship program stipends - \$32,000, which will pay for 25 students and a trainer/instructor for work-based experiences. Student pay was based on \$8 per hour for 28 hours per week for a total of 5 weeks.
- * Supplies and Materials - \$5,800. Grant funds will be used to purchase instructional supplies and resources that are needed for successful completion of internship, work-based programming success.
- * Other operating costs - \$1,144. Grant funding will be used to pay for the cost for travel for students to and from the internship/apprenticeship locations and any other operating costs that do not require specific approval.
- * Indirect - \$2,944. That is the approved indirect percentage for Brooks County.

ADJUSTMENTS: If it is determined adjustments are needed, the key personnel as noted above, specifically led by the superintendent and project director will meet to discuss what changes are needed to help ensure the success of this robust summer program. If the key personnel require additional guidance to address issues, they will reach out to TEA so their concerns can be addressed properly. If modifications/amendments must be made, those involved in the programming will be notified. If necessary, amendments will be submitted to TEA to receive authorization to modify the program.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: The district currently allocates some local funding for similar opportunities for students, including busing, student fees for IHE enrollment and materials and supplies for students in CTE coursework during the school year. However, in this small, rural district, grant funds are needed to support these types of programs during the summer months so students can have the opportunity to receive the training and skills essential to preparing them for the future workforce.

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.

BCISD is fully prepared to provide a Summer Bridge Program for incoming 9th grade students. BCISD will offer multiple courses and they will be available to students from both Rural School Innovation Zone campuses in Premont and Freer. The classes include, but are not limited to the following:

* College Readiness and Study Skills (PEIMS Code 03270100)/College Course - In this student success course, students learn Frameworks (Texas Common Course Number EDUC1300) and it will be offered twice a day for four weeks, Mondays through Thursdays. There will be a morning and an afternoon offering for students, who will learn the academic and personal skills needed for college success. This is a 3-credit hour, college-level transferable course. It is anticipated that 40 students will take part in this class.

* Welding I (PEIMS Code 13032300) is a 3-credit dual course focusing on shop safety, rules, and basic shop equipment/tools.

* The other courses will include Principles of Agriculture, Food, and Natural Resources; Principles of Manufacturing; Principles of Human Services; and Principles of Business, Marketing and Finance. These are all 3-credit dual courses. These introductory courses will allow the participating student, expected to be at least 40 students total to have a taste for each career pathway to assist them in making better informed decisions on which path they will choose to follow for their high school years. It also provides the students an opportunity to receive dual credits before their actual high school freshman year official begins. This puts them at an advantage toward choosing their pathways early as well as eventually being able to more easily obtain an Associate Degree. The classes will be taught at Falfurrias High School by qualified and certified staff. BCISD administration agrees offering these CTE and college readiness courses during this transition sets these students on a path to obtain high demand job certification and job opportunities by the time they graduate and be on a path toward an Associate Degree. For the 12th graders transitioning to college, the bridge will assist them in finishing their certification or degree program in the case where they may be one or two classes short following high school graduation. This will be through Coastal Bend College and about 5 to 10 students are expected to participate in this opportunity.

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.

BCISD will offer a 5-week paid internship program (Mondays through Thursdays, 28 hours per week) comprised of several CTE opportunities that fall in line with the district's CTE and P-TECH courses and pathways offered. The district will continue its partnership with the nonprofit Los Mestenos Career Academy and add Noble Texas Builders, a general contractor based in South Texas, to provide paid apprenticeship/internship opportunities utilizing grant funding for areas including Welding and other construction/building trades, such as electrical and applied technology. BCISD also will pursue business partners that can offer internships and job shadowing opportunities for students interested in working in a business setting, including as management, office and administrative personnel. While BCISD would like to open this overall opportunity to as many students as possible, due to budgetary restrictions, the maximum is expected to be about 25 students, paying them \$8 per hour for the duration of their internship program. Students will be assessed by the project manager and the business liaisons involved in the internships.

This Summer CTE grant will allow BCISD to offer its poverty-stricken, economically disadvantaged students opportunities not normally afforded to them to be involved in work-based learning while also earning pay for their efforts. This will allow students who typically would have to obtain minimum wage jobs in the summer at local fast-food restaurants, supermarkets, gas stations or other service industries, to instead earn money through career/skilled experiences which will support a step ahead for future career hiring opportunities in high-demand/high paying positions. At the end of these internships/apprenticeships, the goal of the district is to provide students the growth necessary as part of the success of the RSIZ Academies. These are opportunities students in these schools would not normally have as high school students.

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