



**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**

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 **Socorro Independent School District** CDN **071909** Campus **Multiple** ESC **19** DUNS **012653853**

Address **12440 Rojas Dr.** City **El Paso** ZIP **79928** Vendor ID **1746029385**

Primary Contact **George Thomas** Email **gthoma@sisd.net** Phone **915-937-0303**

Secondary Contact **Amada Acosta** Email **sbech@sisd.net** Phone **915-937-1608**

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 **Nate Carman** Title **Superintendent**

Email **ncarman@sisd.net** Phone **(915)937-0013**

Signature *Nate Carman Ed.D.* Date **3/25/2022**

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.**

Socorro Independent School District will continue implementing both a Focus Area 1 and Focus Area 2 2022-2023 Summer CTE program that will remain increasing the number of students entering and graduating from high school with adequate preparation and knowledge to be successful in high school, college, career, and military. The mission of the Socorro ISD is to optimize our students' academic, artistic, athletic, and interpersonal skills. Our vision is Tomorrow's Leaders Learning Today. To guide this mission/vision Socorro ISD utilizes a Strategic Plan with five directives. Direction Two is College and Career Readiness. Direction Four is Home, School, Community Partnerships. The 2022-2023 Summer CTE grant will continue to support our objectives to prepare students for post-secondary opportunities through CTE and strengthen partnerships with business and industry, postsecondary education, and the Texas Workforce Commission. Grant funds used for Focus Area 1 will:

- 1) Implement a week-long CTE summer bridge program for incoming 9th graders at all our comprehensive high school advanced academies.
- 2) Implement a week-long CTE summer bridge program at our six comprehensive high schools for students graduating from high school without currently being enrolled in a postsecondary program. Seniors identified through our Operation College Bound district-wide initiative who have not enrolled in a postsecondary program will be recruited into a bridge program that will identify possible career paths and support these students with enrollment, FAFSA completion, and academic advising.
- 3) Implement an acceleration program designed to help students complete an advanced course in a CTE program of study. We will offer college courses in partnership with El Paso Community College to provide a seamless transition for our students to college.

Grant funds used for Focus Area 2 will:

- 1) Provide 8th grade students an opportunity to engage in a week-long career exploration work-based learning model at local business and industries.
- 2) Provide 10th grade students with an opportunity to engage in a 3-week-long shadowing work-based learning model, and
- 3) Provide 12th grade students with an opportunity to participate in a 3-week-long internship work-based learning model.

We continue to seek grant resources that will help us achieve our goals of increasing those students who are College, Career, and Military Ready (CCMR) to 72.5% in 2022 and those graduating with at least nine college credits to 33.2%. The above initiatives supported through this summer CTE grant program will aid us in providing the resources necessary so that our nearly 70% economically disadvantaged student population understands future career planning and equitable career paths available in our region.

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 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
CTE Coordinators/Facilitators; Existing positions; Order equipment and supplies, collaborate with sites to develop curriculum, schedule transportation	Knowledge of existing CTE programs, ability to develop new curriculum, ability to develop recruiting and project plans, ability to communicate with teachers and advanced academy coordinators, ability to modify plans when necessary
Teachers; Existing positions; recruit students for summer program, teach week-long bridge camp; mentor students in internships	Texas Teacher Certification; ability to implement bridge curriculum and mentor students; knowledge of CTE pathways, communicate with parents and school staff
Advanced Academies Coordinators; Existing positions; Recruit students, schedule teachers and classrooms; coordinate with District CTE staff; teach	Ability to recruit teachers and students, collaborate with CTE Staff in curriculum development, and external consultant regarding performance measures, effective communication skills
External Consultant; Proposed Position; Provide all required data performance measures and grant reports	Knowledge of Socorro ISD student systems and personnel to obtain all necessary student data for summer grant reporting; experience providing grant assessment and analyses relevant to program performance measures

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.**

Focus Area 1: The major objective of the CTE week-long summer bridge program for incoming 9th graders is to acclimate students to high school so they are able to navigate their way through school and are aware of various career pathways. Goals include increasing the number of students entering an advanced academy and completing AP, IB, or dual credit courses. The major goal of the summer bridge academy for students graduating from high school without postsecondary enrollment is to decrease the number of students without postsecondary plans by 10 percent.

Focus Area 2: The major goal of the Work-Based Learning Experiences is to:

- 1) Increase the number of businesses and industry in the region who partner with Socorro ISD in work-based learning models so that teachers and students better understand the needs of industry in our city.
- 2) Establish, facilitate, and monitor work-based learning models with a minimum of ten local employers for at least 250 students where 50 8th grade students have the opportunity to participate in a week-long career exploration, 50 10th grade students have an opportunity to complete a 3-week-long job shadowing opportunity, and 50 12th grade students have an opportunity to complete a 3-week-long internship opportunity.
- 3) Teach/mentor 250 CTE students how to complete electronic portfolios of their CTE work-based learning experience.
- 4) Facilitate and mentor project-based learning shadowing/internships where 100 students complete a project of value to an El Paso business through Career Preparation or CTE Practicum courses.

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.**

Socorro ISD, a data-driven district, will utilize an external consultant who will be responsible for ensuring all data is collected and analyzed for grant reporting in a timely manner.

Focus Area 1: Data from the Student Information System will be used for recruitment purposes to identify relevant 8th grade students who have expressed interest in one of the six advanced academies. Students will be invited through their middle schools to attend the summer bridge, with the number of students enrolling and completing tracked, along with their corresponding demographic data.

Data from the Student Information System will be used to identify high school seniors who have not successfully completed the TSI and who have not enrolled in a postsecondary program. These students will be invited by CTE teachers to attend the summer bridge program. The number recruited, the number enrolling, and the number completing will be tracked with corresponding demographics.

Focus Area 2: The external consultant will collect data consistent with the Focus Area 2 Performance and Evaluation Measures. Students will not be paid for their internships. The consultant will gather all data required from CTE teachers, coordinators, facilitators, and PEIMS support personnel in order to complete a timely performance report at the end of the summer program. The consultant will ensure that partnership agreements and training plans are written and will provide the necessary evidence for culminating assessments and recognition of skills.

The critical success factors are identified in the district goals in the above Goals and Objectives section, with outreach and recruitment, enrollment, completion, and postsecondary enrollment key milestones. Pathway identification is conducted through the Career Cruising tool, and Region 19 will provide reports with those students not enrolled in postsecondary courses. The State Accountability reports are used to identify those with 9 or more dual credit hours. El Paso Community College (EPCC) Enrollment Report is also used to identify those seniors who have enrolled. Operation College Bound also provides reports of college enrollment at the University of Texas El Paso and EPCC. Meetings with the Operation College Bound Committee are held bi-weekly in the spring during the enrollment period.

Monthly meetings are held with the dual credit and early college high school committee to plan for upcoming dual credit enrollment. CTE planning and administrator meetings are held monthly to plan for CTE program implementation.

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.**

The proposed budget was derived from the Allowable Costs in the Program Guidelines to support the initiatives that we will undertake which will ultimately assist us in meeting our district goals of increasing the percentage of college ready graduates by 10 percent, increasing the percentage of high school students who directly enter college by 10 percent, and increasing the percentage of students graduating with 9 or more college credit hours by 10 percent. Staffing, not to exceed 75% of the total budget in each of the two focus areas, will be used to pay extra duty to 12 teachers for the entering 9th grade one-week summer bridge (2 per 6 high school) at 5 hours per day (\$12,000). For the graduating seniors postsecondary bridge program at all six comprehensive high schools, we will pay extra duty for one to two teachers per high school. All funds above the budgeted \$15,000 extra duty for Focus Area 1 will be paid out of the CTE district budget. Focus Area 2 has budgeted the full \$37,500 allowable (75%) for extra duty pay for teachers/mentors to monitor and document students' activities and provide an orientation, requirements, and additional supports to ensure successful work-based learning experiences for students from the six comprehensive high schools. This year, COVID-19 safety protocols will be taught before any student goes to a job site. Bridge programs will be held remotely and will not include bus transportation for students during the 2022 summer. Focus Area 2 career explorations, shadowing, and internships will require transportation, budgeted at \$5,000 for the summer. Residual funds not used for transportation will be applied to certifications. Supplies and Professional and Contracted Services are budgeted as follows:
Focus Area 1:
Lender equipment for trade programs such as culinary knives, automotive tool sets, and smocks for Health Sciences is budgeted at \$5,000.
textbooks for CTE courses are budgeted at \$6,000.
Contractual Services includes \$20,000 for college course tuition and \$1,500 for performance measurement analyses and reporting.
Focus Area 2:
General Supplies includes safety equipment. A total of \$4,000 has been budgeted.
Contractual Services is budgeted at \$1,500 for performance measurement analyses and reporting.
A foreseeable issue necessitating an adjustment is the short lead time between grant award announcement date and summer programming. Planning has begun during the grant writing phase to seek letters of support and commitments from potential partners (see attached). We currently partner with El Paso Community College and are coordinating with them to ensure it will be possible to offer the additional CTE courses in the summer.
In the event that lead times are inadequate or enough teachers cannot be obtained, the program may need to be consolidated or reduced. This could necessitate the reduction in number of students recruited and enrolling. Another potential adjustment could be using other funding remaining at the end of our fiscal year for these CTE initiatives. Our fiscal year ends June 30th, so all funds must be expended prior to that time or require rollover to our 2022-2023 budget. Finally, we will work closely with our Chief Financial Officer and Business Services to create a new program budget that works with our year-end processing and budget rollover and the allowable grant spending timeline. Meeting these obstacles will enable our students to gain a better understanding of career pathways, provide more students support in identifying college or career options, and increase the number of students better prepared for the future.

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.

Our week-long summer bridge program will be offered for all students accepted into a high school advanced academy at one of our six comprehensive high schools. The programs and number of students accepted in each program are: 1) Socorro High School Health Professions (170 students recruited) and Fire Science (32 students recruited), 2) Eastlake High School SATA Computer Science (170 students recruited), 3) Americas High School Libertas Law, Government, and Public Administration (100 students recruited), 4) Montwood High School Synergi4 STEM Academy (130 students recruited), 5) El Dorado High School Aztec Architecture (40 students recruited), 6) Pebble Hills High School Sparta Business and Finance (100 students recruited).

Recruitment for the postsecondary summer bridge program will occur at all six comprehensive high schools. Planned offerings include Culinary Arts with 12-18 students from all campuses, Education and Training with 12-18 students from all campuses, Automotive for 6-9 students, offered at three campuses, Fire Science at one campus with 3-6 students, and Health Sciences with 12-18 students at one campus. Tuition, books, and materials will be provided for these students. All students will be supported and mentored during the summer college CTE courses to provide a seem less transition to postsecondary education. A critical success factor for this activity will be the understanding of earning a living wage and equitable and available career paths for students in our border city.

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.

Business and industry partners currently committed to the summer career exploration/shadowing/internship work-based learning program include, Rush Peterbilt Trucking Center, Socorro ISD Department of Technology, SISD Department of Transportation, Spectrum Services, various veterinary offices, Keats Manufacturing, Plastic Molding Technology, Casa Ford, Sunset Resources, El Paso Electricians JATC, and El Paso Association of Contractors. Additional business will continue to be sought to increase our work based learning program. 250 students are targeted for engagement in the summer program utilizing career exploration, shadowing, and internships work-based learning models. All work-based learning models will be unpaid.

150 8th grade students will be recruited from the CTE Career Preparation course offered at our 15 K-8 middle schools to participate in a week-long summer career exploration work-based learning model. In this activity, teachers will mentor students in groups of 10-12, provide an orientation including safety training, and accompany these students to local businesses to learn more about business and industry in their region. Students will journal their activities using the Bulb Electronic Portfolio. 50 10th grade students will be recruited from our CTE programs at our six comprehensive high schools to complete a 3-week job shadowing work experience. These students will be recruited from the Financial Literacy CTE class. 50 12th grade students will be recruited from our CTE programs at our six comprehensive high schools to complete a 3-week unpaid internship work experience. These students will be recruited from different CTE programs where they have completed an endorsement.

All students will participate in career orientation and will journal activities. Teachers/mentors will provide continual support and interface between our businesses and the CTE department to ensure a fun, successful learning experience.

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
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