



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): **N/A**

Applicant Information

Organization **San Diego ISD** CDN **066902** Campus **San Diego HS** ESC **2** UEI **152822326**

Address **609 W Labbe Ave** City **San Diego** ZIP **78384** Vendor ID **74-6002230**

Primary Contact **Yvonne Munoz** Email **ymunoz@sdisd.us** Phone **(361) 279-3382**

Secondary Contact **Angelica Smithwick** Email **asmithwick@sdisd.us** Phone **(361) 279-3382**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name **Dr. Rodrigo Pena** Title **Superintendent**

Email **rpena@sdisd.us** Phone **(361) 279-3382**

Signature *Rodrigo H. Pena* Date **11-11-2022**

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 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.

San Diego ISD will offer a welding CTE Summer Bridge program (Focus Area 1), allowing students to earn course credit for Introduction to Welding with hands-on learning and industry exposure. This summer program will allow more students to ultimately enroll in our welding program of study. We will partner with a neighboring rural school district, Benavides ISD, to provide this program to students from both school districts. SDISD and BISD face unique challenges due to our rural setting and small high schools. SDISD's 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 and school board members are committed to offering CTE programs of study which are aligned with regional labor needs and workforce projections. At this time, our need is to provide innovative learning opportunities for our students with hands-on, project-based learning. Our objective is to provide students with a summer learning opportunity aligned with San Diego ISD's current Welding program of study, including engaging, hands-on learning through the Introduction to Welding course. San Diego ISD will use these grant funds to provide a six week summer bridge program with Introduction to Welding CTE coursework and career field exposure (Focus Area 1). The program will target incoming 9th and 10th grade students from San Diego ISD and Benavides ISD who are interested in enrolling in the program of study. We will target enrolling 30 students in the summer program.

Our program will have a morning cohort and an afternoon cohort of 15 students each in order to accommodate the schedules of students enrolled in summer school. Students will earn course credit for Introduction to Welding and have the opportunity to earn the NCCER Core credential and wallet card. As part of the coursework, students will learn welding skills on our welding simulator and practice skills using real welding tools and products. In addition, students will participate in work-based learning through an industry tour at a local welding business and/or guest speakers. These experiences will help students understand how their coursework is used by professionals in the industry, thus aiding our mission to prepare students for living wage, in-demand jobs and career pathways.

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.

N/A

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
Adam Perez, Teacher at San Diego ISD, will teach Introduction to Welding (existing position)	Locally certified to teach CTE courses, credentialed to teach welding courses by IHE partner(s), experience successfully teaching skills leading to NCCER Core credential
Tyler Garza, Teacher at San Diego ISD, will teach Introduction to Welding (existing position)	Current San Diego ISD teacher credentialed to teach CTE courses, experience teaching students skills related to building trades industries
Yvonne Munoz, San Diego ISD Director of Academic Services, will lead facilitation of the grant (existing position)	Experience implementing state grant programs, supporting teachers, and understanding academic programs offered at San Diego ISD
Angelica Smithwick, San Diego ISD Director of Finance and Support Services, will ensure grant funds are spent appropriately (existing position)	Knowledge of grant implementation and financial compliance, experience developing purchase orders and facilitating use of grant funds
Victoria Joslin, San Diego High School ECHS Principal, will oversee grant activities and course delivery (existing position)	Campus administrator for San Diego ISD, experience overseeing course delivery and instructional leadership

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
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

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?

The goal is to provide a CTE Summer Bridge (welding) program to incoming 9th-10th grade students, which will allow them to take a foundational CTE course (Introduction to Welding) and ultimately enroll in San Diego ISD's Welding program of study.

Our objective is to prepare students for industry-based certification attainment (NCCER Core credential and wallet card) and employment in high wage, high demand jobs in our region and state.

Goals: By September 2023, at least 30 students will have participated in and completed requirements for the CTE Summer Bridge Program. All 30 students (100%) will have completed and passed Introduction to Welding, earned the NCCER Core certification, and participated in the work-based learning opportunity. All 30 students (100%) will have received positive feedback from our business partner employees providing the industry tour and/or guest speakers. At least 75% of students who participate in the CTE Summer Bridge program will continue taking CTE courses at Benavides ISD or San Diego ISD. A long-term goal which will be supported through the Summer Bridge Program is increasing the number of CTE concentrators and completers in our Welding program of study.

Activities/Strategies: We will meet these goals and objectives by ensuring our leadership is equipped to support the CTE Summer Bridge program. We will utilize our website and social media pages to spread awareness about the objective, mission, and activities. 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 (January). We will ensure student success in the CTE course and field experience project by equipping the CTE teacher leading the course with materials and supplies to provide high-quality instruction. To ensure students master the content, the teachers will be supported by San Diego ISD staff and administrators.

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?

N/A

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.

Our ultimate goal is to give more students the opportunity to take Introduction to Welding and ultimately enroll in San Diego ISD's Welding program of study. The CTE Summer Bridge program will be focused on student outcomes and evaluated based on several performance measures and data points. Our specific goals are to have all 30 (100%) of students who participate in the program receive course credit for Introduction to Welding and 100% of students earn the NCCER Core credential by September 30, 2023.

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, the San Diego ISD and Benavides ISD school boards, and TEA grant reporting requirements. We will provide additional services to students who need additional support, such as tutoring and mentoring, with the course teachers. 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 teachers and San Diego ISD administration to evaluate student need and intervention. There will be formative quizzes and summative exams delivered during the course. These assessments will be used to guide instruction, determine intervention needs, and evaluate TEKS mastery for course credit. The data from the Summer Bridge program will be both qualitative and quantitative and will provide insight on whether we successfully met our goals, learning objectives, and student outcomes.

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.

N/A

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.

Grant funds will be used to offer the CTE Summer Bridge (welding) program to high school students from Benavides ISD and San Diego ISD, implementing a program aligned with our districts' goals to ensure students are prepared for college, career, or the military and tomorrow's global workforce. Our recruitment and enrollment efforts will be focused on incoming 9th and 10th grade students. The program will be open to 30 students from our districts and will last six weeks, leading to completion of the Introduction to Welding course and the NCCER Core credential. In order to deliver the program, we will need grant funding to pay for three staff members: two to teach the two sections of the Introduction to Welding course (morning cohort, afternoon cohort) and NCCER Core curriculum and one to serve as the grant manager/program facilitator. A small portion of grant funds will be allocated to pay an external contractor, CareerCraft, to assist our district with program design, data collection/reporting, and program evaluation. We will use grant funds to purchase a renewal subscription for our welding simulator (zSpace), instructional materials (eBooks) for the course and targeted preparation for the NCCER Core credential, consumable welding supplies and materials which will be used for learning foundational skills in the course, and student t-shirts which must be worn at the work-based learning activities. A small portion of funds will be allocated to indirect costs. We currently allocate funds to offer this course during the school year. With this grant, we will be able to offer it during the summer, thus allowing more students to enroll and accelerate along the welding program of study and ultimately leading to more CTE concentrators and completers in future years. Because Benavides and San Diego are in rural, neighboring communities with majority economically disadvantaged households, we must provide transportation for students to access the course. However, we plan to use local funds (rather than grant funds) to provide this service this summer. Without summer grant funding, it would be more challenging for our rural school districts to offer a comprehensive welding summer program. Data and outcomes from this program will demonstrate the need and return on investment for future summer funding to our school boards, communities, and regional business partners.

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.

N/A

Program Requirements

1a. Needs Assessment (Focus Area 1)

San Diego ISD has specific areas of need for this grant: teacher availability/course capacity, student interest, and student scheduling conflicts. The summer grant will allow us to offer the program outside of the regular school year constraints, thus allowing an additional 30 students to learn foundational welding skills, earn course credit for Introduction to Welding, earn the NCCER Core credential, and continue enrollment in the welding program of study. In addition, we believe this program will give our students a meaningful, engaging summer learning experience that our rural community and majority economically disadvantaged population cannot offer.

Our welding courses are capped for enrollment by our higher education partner (Coastal Bend College; CBC), who provides dual credit. We only have 1 welding teacher who meets CBC's teaching requirements for the dual credit welding courses, so we are unable to open additional sections due to teacher availability constraints and we often have to turn away students from the program due to its immense popularity. The summer grant will allow us to open up the course to 30 students who would not be able to be served during the regular school year. The welding program of study also attracts students who are motivated by the hands-on learning and high-wage career potential without needing a postsecondary degree. Because of the popularity of the program and course capacity requirements, we often have to prioritize enrollment for upperclassmen students who did not begin the program of study at the beginning of high school. We do this in order to give these students an opportunity to leave high school with an industry-valued credential (NCCER Core) and skills (welding, a high-wage, in-demand occupation for our region). The summer grant will allow us to focus on enrollment of incoming 9th and 10th grade students rather than upperclassmen. Additionally, this summer grant program will allow us to serve students outside of the constraints of the regular school year/student schedules. Because we are a small, rural district, we have a limited number of teachers and typically only offer one section of each course. Some students are unable to fit Introduction to Welding into their schedule due to electives, extracurricular requirements (e.g., athletics), and academic requirements (e.g., freshman bridge class, STAAR intervention courses).

1b. Needs Assessment (Focus Area 2)

N/A

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.

San Diego ISD currently offers a welding program of study in the Manufacturing CTE Career Cluster. Our pathway and program of study includes: Introduction to Welding, Welding I, Welding II, and Practicum in Manufacturing (Welding). During Introduction to Welding, students are given the skills and knowledge to earn the NCCER Core credential as part of the course. The summer program will allow more students to enroll in our welding program of study and take dual credit courses during the school year (DEMR 1301, WLDG 1307, WLDG 1313, WLDG 1430) leading to a Welding GMAW Level 1 Certificate from our IHE partner, Coastal Bend College.

Through this summer grant, SDISD will offer the Introduction to Welding course (PEIMS Service ID 13032250), which is the level 1 course in our Welding program of study. We will target participation of 30 students (incoming 9th and 10th grade students) from San Diego ISD and Benavides ISD.

The summer program will last six weeks. In addition to earning course credit for Introduction to Welding, students will earn the NCCER Core certification, and participate in a work-based learning experience (industry tour and/or guest speakers). Students will learn foundational welding skills, complete hands-on projects, and learn how welding is used by local businesses/industries.

The primary goals of the program are the following: increase interest and enrollment in the Welding program of study at San Diego ISD; accelerate students' ability to complete the Welding program of study in high school; increase CTE awareness and preparedness among incoming 9th and 10th grade students.

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.

N/A

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