



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

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

Application stamp-in date and time

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, November 16, 2022.**

Grant period from

Pre-award costs permitted from

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):

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

N/A

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.

Our proposed summer program will support summer internships for students in the Next Generation Medical Academy at Freer High School along with students enrolled in Freer's graphic design program. Health science students from the Next Generation Medical Academy will be placed into internships with CHRISTUS Spohn Health System (local hospital and clinic locations) and Freer ISD's Health Services Department. Graphic design interns will assist the district by developing digital communications tools and marketing materials for various district departments and programs. Additionally, our graphic design teacher will identify local businesses who would benefit from direct support from our graphic design students. Our students may be able to develop logos and marketing materials for local businesses as a way of gaining authentic experience in the field. Our goal is to support 14 internships as part of this program, enrolling students from the Next Generation Medical Academy and graphic design pathway. The program will last at least five weeks in total. Week #1 will consist of a pre-internship bootcamp where students will learn and practice employability skills and communication skills. Remaining weeks will be internship weeks where students will be receiving on-the-job training and working at CHRISTUS Spohn Health System, Freer ISD's Health Services Department, or working for Freer ISD by helping the school district and/or local businesses produce digital communication and marketing materials.

Freer ISD is applying for Focus Area 2 (work-based learning) and plans to offer student internships open to students from Freer ISD, Brooks County ISD, and Premont ISD. Freer ISD is a small, rural district in South Texas. Freer ISD is a district partner of the Rural Schools Innovation Zone (RSIZ). The RSIZ is a first-of-its-kind partnership made up of three school districts and two institutions of higher education (dual credit providers) in South Texas. The RSIZ is a nonprofit organization designed as a sustainable collaborative between Brooks County ISD, Freer ISD, and Premont ISD with a mission of providing rural students high-quality opportunities for postsecondary success. Our primary vision and goal is to reinvent the rural education experience by providing students in all three of our school districts more high-quality opportunities through shared partnership. Students in the RSIZ may attend academies at any of our district campuses, including the Ignite Technical Institute Career and Technical Academy (welding, building trades, electrical, heavy equipment) at Falfurrias High School, the Next Generation Medical Academy (health science) at Freer High School, the Grow Your Own Educator (education and training) and the STEM Discovery Zone Academies (STEM/engineering) at Premont Collegiate High School.

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

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
Mary Alice Cantu, Teacher at Freer HS, will teach Career Preparation & supervise health science interns (existing position)	Certified teacher and Registered Nurse; Academy Director for Next Generation Medical Academy
Lewis Cuellar, Teacher at Freer HS, will teach Career Preparation & supervise graphic design interns (existing position)	Certified teacher with over a decade of graphic design and communications experience
David Ortiz, Principal at Freer High School, will oversee instructional delivery of the program (existing position)	Experience implementing and monitoring state grant programs; Strong understanding of Medical Academy goals and CTE pathways at high school
Conrad Cantu, Superintendent at Freer ISD, will coordinate financial aspect of grant activities (existing position)	Experience implementing and monitoring state and federal grants; Strong understanding of RSIZ goals and Freer ISD goals
Michael Gonzalez, Executive Director at Rural Schools Innovation Zone, will coordinate logistics & support student recruitment (existing position)	Experienced intermediary; Understands scheduling, logistics, and student populations for all three RSIZ districts

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?

N/A

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?

We will offer a work-based learning program (Focus Area 2) with paid student internships (via intern stipends). Freer ISD will support students from Freer ISD, Brooks County ISD, and Premont ISD by collaborating with CHRISTUS Spohn Health System to place students (from our health science program) into available internship positions over the summer. Additionally, health science students will intern with Freer ISD’s Health Services Department. Graphic design students will serve as interns for Freer ISD to help various departments and programs develop impactful and engaging digital communications tools and marketing materials. Additionally, our graphic design instructor will identify local businesses who would benefit by receiving graphic design services from our students.

By August 31, 2022, 14 students will be placed into summer internship positions within the Freer community. All interns (100%) will receive favorable marks from their internship supervisor/sponsor. We will meet these goals and objectives by ensuring our leadership is equipped to support the CTE Summer Internship program. We will ensure students are enrolled in the program in time to plan for summer activities by beginning recruitment and enrollment as soon as the grant award is announced. We will target recruiting/enrolling incoming 12th grade students from Falfurrias HS (Brooks County ISD), Freer HS (Freer ISD), and Premont Collegiate HS (Premont ISD) who have taken at least two CTE courses related to Health Science or Arts, A/V, and Communications.

A secondary, and critically important goal, is to receive feedback from CHRISTUS Spohn Health System that our interns are knowledgeable and capable of performing assigned tasks. Additionally, we will seek feedback on how well our students were prepared for the internship (communication skills, HIPAA knowledge, patient confidentiality, etc. For graphic design students completing projects of value for community members, we wish to receive feedback from highlighting the value our students added to local projects. To measure student growth over the course of the program, we will utilize a pre-experience survey instrument and a post-experience survey instrument.

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.

N/A

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.

Freer ISD's Summer 2023 Internship Program will be focused on student outcomes and evaluated based on several performance measures and data points. We will collect data on the demographics of students who enroll in, participate in, and complete the program, including grade level, race/ethnicity, and economically disadvantaged status, as well as whether they have been identified as in need of special education services. We will utilize other data collected for TSDS PEIMS to provide analysis numbers for district leadership teams, our school boards, and TEA grant reporting requirements. Our goal is to have all 14 students (100%) to fulfill their internship responsibilities and commitments. Another goal is to have 100% of the students receive positive feedback from internship providers/ sponsors regarding their on-the-job performance. A final goal is to receive indication from all internship providers/ sponsors (100%) that they would be willing to host students again in future iterations of the program. We will provide additional services to students who need additional support, such as tutoring and mentoring sessions with the course teacher. We must provide wraparound services 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 the Rural Schools Innovation Zone Executive Director to evaluate student need and intervention.

We will utilize Internship Training Plans to measure student skills and abilities developed during the internship experiences. The training plans will be evaluated (at a minimum) at the beginning and end of the internships. These assessments will be used to guide instruction, and determine intervention needs. To measure student learning objectives and outcomes in the internship experience, we will seek feedback from our business partners regarding our students behavior and performance during the internship to gather and analyze this data. The data will be both qualitative and quantitative and will provide insight on whether our goals, learning objectives, and student outcomes were met to adequate levels of acceptance.

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.

N/A

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.

6100 (Payroll) = \$22,280 is budgeted for extra duty staff pay for three CTE teachers who will prepare interns and monitor internship experiences during the summer months, extra duty staff pay for a paraprofessional who will drive a district vehicle in order to transport students to/from CHRISTUS Spohn locations (as needed), and employee benefits contributions.

6200 (Professional and Contracted Services) = \$21,720 is budgeted in total. \$17,500 for student/intern stipends and \$4,220 for contracted bus expenses required to transport students to various learning sites. For budgeting purposes, we anticipate that each of the 14 interns will earn \$12.50 per hour (up to 100 hours) for their internship experiences.

6300 (Supplies and Materials) = \$5,000 has been allocated to procure graphic design supplies and materials such as ink, poster paper, and software and to procure items necessary to implement a successful pre-internship training/ bootcamp for students.

6400 (Other Operating Costs) = \$1,000 has been budgeted for other operating costs which may arise during the summer program.

6600 (Capital Outlay) = \$0

Indirect Costs = \$0

Total Budget Request = \$50,000

Program Requirements

1a. Needs Assessment (Focus Area 1)

N/A

1b. Needs Assessment (Focus Area 2)

The Rural Schools Innovation Zone aims to provide our students with meaningful work-based learning opportunities while enrolled in our career-themed academies so that students develop employability skills. The summer months are ideal for our students because full days can be allocated for on-the-job experience compared to the traditional school day when only small chunks of time can be dedicated for on-the-job experience. During the school year many of our students participate on athletic teams which limits their ability to have part-time jobs. During the summer months, many of our students do not have those additional obligations which provides greater flexibility for on-the-job learning.

Freer is in a very rural area of South Texas. The concentration of most job opportunities in our workforce region is over an hour away from our school. During the traditional school day, there is not enough time to transport students that distance in order to receive work-based learning training. However, during the summer months there is more time to transport students and still leave ample time for on-the-job training. This summer program will help to introduce students to a professional environment which may not be possible to experience during the traditional school calendar. A majority of students across Freer and the partner Rural Schools Innovation Schools district are Hispanic and many are classified as economically disadvantaged. Providing paid learning experiences for these students can help put students on a path to living wages in the future.

Various healthcare-related occupations are in-demand and/or targeted occupations in our workforce region. The Next Generation Medical Academy is working to develop a talent pipeline of future employees for healthcare employers.

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.

N/A

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.

CHRISTUS Spohn Health System will be the internship provider for multiple student interns in the Healthcare Diagnostics program of study. CHRISTUS Spohn has provided Freer ISD with a letter of support for the summer program which is included with our application packet. The health science interns will complete internship responsibilities at CHRISTUS Spohn Health System locations (clinic and hospital locations). Freer ISD will serve as the internship provider for the student interns in the Design & Multimedia Arts program of study. Students will intern for the school district by developing digital communication materials to support various departments and programs across the district. All internship positions will be paid experiences for our students. Internships are designed to provide students with real world experience and develop their resumes and deepen their skill sets.

Funding from the 2022-2023 CTE Summer Grant will allow Freer ISD, and the Rural Schools Innovation Zone (Brooks County ISD, Freer ISD, Premont ISD), to offer a summer internship program which will support the Next Generation Medical Academy (health science) and the graphic design program at Freer HS. The summer internship program will last at least five weeks in total. The first week will focus on preparing students for the workplace experiences during weeks 2 through 5. All 14 student interns will work 100 hours during their internship experience. The internship program will directly support students enrolled in two programs of study: 1.) Healthcare Diagnostics, 2.) Design & Multimedia Arts.

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