



**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](mailto: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 **WEBB CISD** CDN **240-904** Campus **High School** ESC **01** DUNS **096396106**

Address **619 Avenue F.** City **Bruni** ZIP **78344-020** Vendor ID **74-1961460**

Primary Contact **Dr. HH Garza** Email **hh.garza@webbcisd.com** Phone **(361) 231-1044**

Secondary Contact **Gaby Perez** Email **gaby.perez@webbcisd.com** Phone **(361) 747-5415**

**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 **Heriberto D. Gonzalez** Title **Superintendent**

Email **bgonzalez@webbcisd.com** Phone **(361) 747-5415 ext:1002**

Signature *Heriberto Gonzalez* Date **3-25-2021**

**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.**

Overview of the Program: The district is going to implement both a Focus Area 1 Bridge Program plus a Focus Area 2 Work-based Learning Program. For these Focus Areas, students will be incoming Freshman (9th Grade) plus Juniors (11th Grade) and Seniors (12th Grade). To ensure that the most in need students are able to receive grant services, the district will be reviewing the following student indicators and give priority to those that: are at risk, come from a single-parent household, show academic need, and have unemployed family member (s).

Mission: The mission of Webb CISD is to empower lifelong learners who experience success, have a vision of their future, and become responsible, caring, productive citizens in a multicultural society. The district will do this by offering a Summer CTE Program and work-based learning opportunities that provide innovative/diverse opportunities, a positive nurturing environment, and utilize a highly motivated educational team that shares responsibility for student success. With that being said, it is clear that these grant funds/grant objectives will be perfectly aligned to our overall mission and specific needs. To further elaborate, when implementing Focus Area 1, the district will be able to ensure students are more likely to become prepared for college success (aligns with our mission of making students have a vision of their future). Also, when implementing Focus Area 2, the district will be able to provide students in need with real-world work experiences that assist them with transitioning into the workforce (aligns with our mission of making productive citizens in a multicultural society).

Specific Needs: The district has a high concentration of economically disadvantaged, Title 1, and low number of college, career, and military graduates. The district demographics that indicate need for a program Summer CTE Program are: The district has a significantly high percent (80.7%) of students classified as economically disadvantaged (ED). This is 20.4% more than the state’s average of 60.3%. 100% of our students are classified as Title 1. This is a huge NEED for our district as we want these students to have the opportunity, experience, and credentials to pursue meaningful careers after high school. Lastly, we have only 63.9% of our students graduating college, career and military ready. This is low in comparison to the state’s average of 72.9%. All stats provided are from 2019-2020 TAPR.

Addressing Needs: To address needs, the district will implement both Focus Areas with high fidelity. With Focus Area 1, students will be more prepared for high school success and CTE statewide programs of study. From this, the students will be on an easier path towards postsecondary education and a high-paying job (assisting with our needs of ED, Title 1, and college readiness). With Focus Area 2, students will attain employment skills preparing them for the workforce and a high-paying job (assisting with our needs of ED, Title 1, and career readiness).

**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) Management and Oversight to Grant related services.	School and state minimum and required qualifications.
CTE Teachers (Existing)- Provide Bridge and Work-based Learning courses, as well as, oversight and data collection.	School and state minimum and required qualifications.
Superintendent (Existing) – Oversee grant implementation.	School and state minimum and required qualifications.
Business Partner (Existing) – Work-based worksite for services.	Industry certified and work-based experience qualifications to offer valued skills and knowledge to students.
Workforce Solutions for South Texas (Existing)-Job and career fields searches and information on careers of chosen Program of Study.	Minimum education qualifications and work experience in the chosen career fields and knowledge in data system for students to do career searches and research careers of choice.

**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: Major Goals/Objectives of The Proposed Program: The district’s Focus Area 1 goal is to offer a Summer Bridge Program to ensure every child of the district is strategically prepared for college success and high-quality pathways. Activities/Strategies: Provide students with course sequences that help them gain the knowledge and skills necessary for success in their chosen career. These sequences will embed relevant, real-world experiences and can culminate in a postsecondary credential. Students will participate in practicum coursework that offers real-world experiences that they can transition directly into the workforce. Activities include: Orientation, Skills, Knowledge, and Coursework that falls in line with targeted courses.

FOCUS AREA 2: Major Goals/Objectives of The Proposed Program: For students of all abilities to acquire and improve academic, technical, and employability skills. The objective is to have students pursue a career in one of the following pathways: Agriculture, Food, and Natural Resources; Business, Marketing, and Finance; Manufacturing; and Law and Public Service. These pathways are aligned with high-wage and in-demand occupations. Activities/Strategies: Students will be provided activities to increase learning and develop employability skills in actual workplaces, gain a smoother transition from education into the workforce, and improve post-school outcomes such as employment and postsecondary attendance. These will have improved benefits for student, school, and community. Activities that will be offered by the local employers during internships may include: following plans on gardening/planting certain plants, providing customer service and taking customer orders, handling equipment and putting it to use; etc.

**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 Performance Measures: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students enrolled in the summer program. 3. Program Completion: Number of students completing the summer program. 4. Course (s) Completed: Collection of data related to PEIMS.

Tools Used to Measure Performance and to Ensure Effectiveness of Objectives/Strategies: Student/Stakeholder Surveys, Program Application, Attendance Records, and PEIMS data. Future indicators of success will be the number of students interested and a review of increased enrollment numbers in CTE classes.

Focus Area 2 Performance Measures: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Total and average hourly earnings of students in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements for each business and industry partner involved in the program. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.

Tools Used to Measure Performance and to Ensure Effectiveness of Objectives/Strategies: Student/Stakeholder Surveys, Work-based Application, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as, the number of after school and summer jobs students acquire related to their field of study.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, and travel. Proposed budget is as follows: The proposed program will include direct and indirect costs. The direct costs include personnel, supplies/materials, contracted consultants, non-employee fees, plus travel expenses.

- Professional Staff Extra-Duty Pay has been budgeted for a Project Director. (Focus Area 1 - \$2,560 and Focus Area 2 - \$2,560)
- Support Extra-Duty Pay has been budgeted to cover the cost of CTE teachers to provide a Summer Bridge Program and to cover the cost for the IT Director to provide work-based training for students. (Focus Area 1 - \$7,680 and Focus Area 2 - \$4,800)
- Funds have been allocated to cover the cost for bus drivers to transport students to and from the programs. (Focus Area 1 - \$480 and Focus Area 2 - \$480)
- Employee Benefits have been included. (Focus Area 1 - \$2,465 and Focus Area 2 - \$1,803)
- Supplies and materials necessary for the Bridge Program along with expenses for the work-based activities have been included. Some of the specific work-based materials include: seeds, fertilizer, soil, plants, scrap metal, plywood, sheetrock, paint, and other farming and manufacturing equipment and supplies. (Focus Area 1 - \$25,152 and Focus Area 2 - \$11,150)
- Grant funds will be allocated for the partnering college to cover the cost for providing CTE related education and the cost for student certifications. (Focus Area 1 \$6,500) In addition, professional development will be provided to CTE teachers on the integration of academics and career and technical education skills. (Focus Area 1 \$3,163)
- In addition, fees for students working 160 hours at \$11 /hr. was allocated, plus travel funds of \$3,250 to cover the cost associated with taking them to their worksite locations.
- Lastly, \$6,837 has been allocated in indirect to cover overhead expenses associated with running a Summer CTE Program.

A high-level snapshot of funds currently allocated to similar programs: There are currently no paid internships nor Summer Bridge Program currently operating at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are currently paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

How adjustments will be made in the future to meet needs: Once the Bridge Program and Summer Internships are in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

**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.

Program(s) of study and the CTE course(s) in the program(s) of study that will be offered:

Webb CISD will offer a bridge program in the following career pathways: Agriculture, Food, and Natural Resources; Business, Marketing, and Finance; Manufacturing; and Law and Public Service. Principles of Agriculture, Principles of Law, Principles of Business, and the Introduction to Welding will be provided during the Summer Bridge Program. These courses will be offered to students for 8 hours per day, 4 days a week, for 2 consecutive weeks (total 64 hours).

Evidence indicates summer bridge programs such as the one proposed should help students stay in school instead of dropping out and to take advanced placement courses later in their high school careers. In addition, summer bridge programs can help students who are nervous to enter high school feel more confident in the transition.

Number of students who be engaged and supported:  
The district is going to serve 21 students in the Summer Bridge Program.

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.

Business and industry partners who will be involved: To offer the planned work-based experiences, the district plans on partnering with Mirando Operating Co., Hebronville Machine Shop, and/or Webb County Constable Pct. 3. These businesses along with the district plan on targeting 12 students under Focus Area 2 for this Summer CTE Program.

The work-based learning model(s): The district has chosen to establish and monitor an internship program with employers. In addition to making students more educated in the targeted fields, these work-based learning experiences will provide students the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. These types of skills will give them a competitive advantage for achieving their career goals.

**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.

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**Amended Section**

**Reason for Amendment**