



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

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, November 16, 2022**.

Grant period from

Pre-award costs permitted from

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):

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.

The overall mission of the “STEMester” Summer Bridge partnership between the Houston Independent School District and Houston Community College is to provide a variety of STEM or STEM related pathways for students from special populations. Based on interested students within that subgroup, the goal is to build a foundation towards the development of students who consistently pursuing STEM programs of study while in high school, leading them to be CTE learners and pursue post-secondary options towards a related industry field. HISD discovered the need of “STEMester” based on work with alumni, community college partners, campus staff, and business partners who indicated an interest in supporting the exposure of students from special populations to STEM opportunities. These opportunities would specifically target economically-disadvantaged students, at-risk students, homeless students, students with disabilities, and English learners. Often due to additional supports needed for these students to be successful in high school, there may be a lack of course availability options or the existence of course scheduling conflicts for the campus. There has also been a steady decline in these populations of students enrolling into post-secondary institutions and related workforce industries. Value-added coursework and meaningful experiential learning opportunities early on have found to be beneficial in students committing long-term to areas to which they are consistently exposed. This summer “STEMester” aims to close the gap for participation of CTE learners in special populations by widening the foundational knowledge of STEM beyond traditional robotics. Areas such as Cyber Security, drone technology, GIS and irrigation engineering are a few of the expanded areas related to STEM to increase exposure for students.

Funding provided through the TEA Summer Career and Technical Education Grant will allow HISD – in partnership with HCC – to fund summer programs that will provide access for students from special populations support for consistent learning through CTE programs of study. These funds will support with experiential learning, services, and supplemental materials for students to engage in activities throughout the summer. Access to these supplemental materials will expose students earlier to the foundational knowledge that will support learning that leads to industry-based certifications, advanced coursework, or level 1/ level 2 certification programs with HCC.

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
Director of Career and Technical Education, Houston ISD, who oversees CTE programming (existing)	Teacher certification with 7 years relevant work experience Mid-Management educational certification preferred.
Director of Career Readiness, Houston ISD, who oversees student success within CTE programs (existing)	Teacher certification with 7 years relevant work experience Mid-Management educational certification preferred.
Sr. CTE Program Specialist, Houston ISD, teacher development, student support, student employability development (existing)	Bachelor's degree required with 3-5 years in CTE or counseling experience preferred.
CTE Teachers, Houston ISD, provides primary instructional activities and experiences aligned with TEKS (existing)	Appropriate qualifications per TEA & HISD Human Resources, including relevant industry experience, Texas Teachers certificate, Alternative certification program approval, etc.
Engineering/STEM Program Director, Houston Community College, oversees Engineering Center of Excellence (existing)	Bachelor's degree with an Advance degree in related area and 7-10 years of direct work experience.

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	

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 extend STEM and STEM related coursework earlier to students to increase program completion. The CTE department will target the special populations of incoming 8th and 9th grade students to learn about STEM and STEM-related programs of study to increase opportunities for student to be CTE learners. Students will be identified based on their data indicator within the SIS and student interest from their personal graduation plans (PGP). This goal will be accomplished by providing an introductory course to bridge foundational knowledge early for students. The plan is to accelerate the eventual access to post-secondary enrollment options for advanced related coursework for students to complete with HCC. Thus, providing direct ready-to-work options for interested students upon high school graduation. By working in tandem with our internal district support departments such as the Office of Special Education, Multi-lingual, Innovation, and other student supports we can provide these courses to propel them towards becoming a CTE learner. This "STEMester" aligns education to the diverse needs of the Texas economy to increase opportunities for students. Strategies to achieve these outcomes include a data-informed, targeted recruitment strategy that prioritizes students within these special populations, students with declared programs of study related to the summer program offerings, and those who have indicated an interest in entering a community college or workforce program, after high school. Selected summer program offerings will also target exposure for students for high-skill, high-growth jobs for the Gulf Coast Workforce Region to maximize opportunities for program completion.

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.

As a Focus Area 1 project, the core data collected will include student data, including all PEIMS-related data, demographic data and academic data. The high school academic data attached to each student entering the program will include middle school course completions and PSAT scores, if available. There will be special population indicator data attached to each student entering the program. The number of students enrolled in the program and the number of students completing the program will also be collected. As a value-add to the evaluation, Houston ISD's (HISD) Senior Manager for Program Evaluation will run a regression discontinuity analysis to develop a deeper understanding of the impact of the program in comparison to demographically and academically similar students from participant middle and high schools, who are not in the program.

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.

The budget for Focus Area 1, will primarily support with transportation, supplies and material needs for students from the special populations. Transportation is often a barrier for our students to access industry partners for real-world, hands-on engagement, especially for students in early high school grades. Most of the emphasis is placed on students that are about to exit high school and enter their post-secondary choice. By shifting similar exposure to the earlier grade levels, this will provide students with options earlier for advanced coursework and strengthen their foundational knowledge. Through the collaborative partnership with HCC, students will be exposed to higher education learning opportunities. As we build capacity with earlier grade levels, this will also allow for campuses to expand their current CTE programs of study. Hands-on materials and supplies are needed for STEM and STEM-related activities such as kits, drones, and other technologies. Along with CTE teachers, the budget includes co-teachers to support students with disabilities and English language learners. Through industry specific services, teachers will also learn instructional strategies and model lessons from industry partners.

Proposed budget outline:

- Payroll Costs 6100 \$13,920
- Professional and Contracted Services 6200 \$10,000
- Supplies and Materials 6300 \$7,565
- Other Operating Costs 6400 \$16,000

With continued support from HCC and industry partners, in the future STEMester would expand to include other programs of study and industries not related to STEM. This model would provide the framework for other community organizations and partners to duplicate for other high growth, high demand areas within the gulf coast region of Texas.

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)

The specific areas that have hindered student completion for this program of study:

- Lack of consistent access to courses due to scheduling of other academic support courses needed for students within special populations.
- Master scheduling of campus courses that limit the offerings that students can participate within the program of study.
- High rate of student mobility throughout districts, that leads to incomplete programs of study.
- Lack of early access to advanced CTE coursework that motivates students towards completion of their post-secondary goals.
- Lack of availability of highly qualified teachers within the aligned program of study.

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.

The programs of study targeted are:

- Engineering
- Renewable Energy

The STEM course to be aligned:

13036200 Principles of Applied Engineering

Up to 200 students within the special population areas of economically disadvantage, at-risk, homeless students, students with disabilities, and English learners would be engaged and supported for this course.

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