



**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](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.

Application stamp-in date and time

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**

**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  CDN  Campus  ESC  DUNS

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 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.**

Galveston ISD seeks the opportunity to provide CTE Courses, TSI Prep classes, and to create an internship for Website Design during June for a bridge program for incoming 9th-12th grade students to continue their community pathways at Ball High School. Providing this opportunity for our students fits perfectly with both the district mission and mission and vision of Ball High School. The mission of GISD is to educate, engage and empower each student for a life of excellence. The mission of Ball High School is to provide all students an innovative education through performance based instruction, college level academics, and career and industry recognized experiences within small learning communities.

At Ball High, there are four learning communities, or pathways, students can choose from: Biomedical, STEM, Media, and Innovation and Entrepreneurship. In each of these pathways, students take their core curriculum coursework, as well as CTE courses that lead to either an industry recognized certificate or college level coursework. Through the summer bridge program, we will have two focus areas. First, 200 students will be provided the opportunity to participate in a blended learning model to complete coursework that is directly related to their pathway, as well as a course they can choose. By earning these credits for the two courses over the summer, students will have more space in their schedule their junior and senior years to participate in internships, practicums, and work-based learning. Students will also participate in a TSI study session to help them prepare for the TSI tests in Reading and Math.

Our other focus will be to partner with Callie Walker Creative for a Website Design internship and work study opportunity for up to 20 students. In this program, students will learn photography and graphic design for a website, and will complete a work study with GISD to build the webpages for the district.

Courses and the Work Study Program will take place Monday-Thursday, June 1-30th. Students who are ready to take any or all of the TSI tests will be able to test the last week of June at Ball High, a TSI testing center. Here is a sample schedule:

- 7:30-8:00 Breakfast
- 8:00-10:00 TSI Prep
- 10:00-12:00 CTE Courses
- 12:00-12:30 Lunch

In addition, breakfast, lunch and transportation will be provided to all students who are in the summer bridge program.

**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
Project Director (proposed)	Master's Degree in Educational Leadership Principal Certification
Summer Bridge Teachers (proposed)	Bachelor's Degree Teacher Certification
Director of Career and Technical Education (existing)	Master's Degree Principal Certification 9 years experience as CTE Director for GISD
Director of BioMed and STEM (existing)	Doctoral Degree in Educational Leadership 6.5 years experience as an administrator in GISD
Director of Media and Innovation and Entrepreneurship (existing)	Master's Degree in Education Leadership 2 years administrative experience

## 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.**

The objective of the summer bridge program is to provide CTE classes and a work based internship opportunity to allow students the chance to learn more about college and career pathways they have signed up for throughout their high school years. The goal of focus area one is to provide community pathway elective courses during the summer so that students ' junior and senior year they are able to take more dual credit, certification and/or internship classes. Students will have the opportunity to take flexible, self-paced courses online to learn more about their career interests, and will be able to take TSI testing prep to help students pass both TSI tests. They will spend two hours taking their CTE courses, and another two hours taking TSI test prep courses to help them prepare for the TSI test at the end of the month. We are a TSI testing center, and will schedule their tests throughout the last two weeks of June. For this focus area, our goal is to attract 200 students. The goal of focus area two will be to create an interactive, work-based internship program. We will partner with Callie Walker Creative, a business on the island to mentor and teach students photography, graphic design and website skills to redesign GISD ' s webpages. The first two weeks of the program will involve learning communication skills to meet with clients, photography, and graphic design. The last two weeks will involve learning how to design and create webpages for the school district. For this focus area, we will select 20 juniors or seniors and will have two teachers per week attend to also learn from an industry expert. Our goal for these students will be to continue taking the work based study course into the 22/23 school year. For both focus areas, we will invite all public and private high school students on the island to participate- AIM, Odyssey and OConnell HS.

## 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.**

Galveston Independent School District has identified specific student outcome goals for Ball High School. Due to Covid, the initial percentages are based on the 19/20 school year. Goal: Percent of College and Career Ready Graduates, calculated as the percent of annual graduates who accomplished at least one of the following, will increase from 77.8% to 90% by the end of the 2021-2022 school year: 1) met or exceeded the Texas Success Initiative (TSI) criteria in both ELA/Reading and mathematics on the TSI, SAT, or ACT; 2) completed and earned credit for at least two advanced/dual credit/dual enrollment courses; 3) enrolled in a coherent sequence of CTE courses. Goal: Percent of students who score MEETS grade level or MASTERS grade level in Algebra I and English I will increase from 18% to 50% by the end of the 2021-2022 school year. This summer bridge program will help the campus achieve these goals by targeted instruction in reading, math and writing for the TSI, as well as by providing CTE courses early on so that students have early and more access to dual credit courses. In the program, for TSI Prep, students will be given a pre-test at the start of the bridge program. This pre-test will allow us to not only measure growth throughout the month long program, but it will also allow our teachers the knowledge to know the areas the students are struggling in so that practice in class is targeted. Throughout the program, students will continue to be assessed and students will be conferenced one-on-one to determine which TSI tests they are ready to take. At the end of the summer bridge program, students will be given the opportunity to take up to three of the TSI exams based on the conferences that were held. Because Ball High is a TSI testing center, we will have access to all data related to the students ' scores on all exams. For the Career and Technical Education classes, courses are set up through modules in Canvas. At various parts of the course, students will take an exam to show their understanding of that section. Once they have passed that portion of the module, they will move to the next part of the module until the class is complete. Teachers will monitor all modules and will monitor students' progress throughout each course. Data will be tracked for the number of courses students are able to finish between June 1st and June 30th. For Focus Area two, performance measures will be given through a portfolio of the student work produced. Students will learn photography and graphic design skills needed to create webpages. Students will also work on GISD's website and will publish their work by the end of the month. We will have student work samples for each student that participates.

**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 budget includes payroll, transportation, professional and contracted services, supplies and materials and indirect costs.

**Focus Area One:**

Payroll Costs: \$23,200

Project Director-\$4,000 stipend

We will hire 8 teachers to work from 8am to 1pm Monday through Thursday.

8 teachers x 5 hours per day x 16 days in June x \$30 per hour=\$19,200

Professional and Contracted Services: \$10,000

Transportation: We will use GISD buses to bus students on the island to Ball High School in the morning and afternoon.

5 bus routes x \$2,000 per route for 16 days=\$10,000

Supplies and materials:

TSI Testing units: 200 students x 2 tests each x \$2=\$800

Capital Outlay: \$13,050

We would like to purchase ten All-in-One Dell computers with graphic cards. These computers are important to both the Media and STEM pathways because of the hardware that is needed for students to complete projects in their classes. These computers will be added to an already existing computer lab so that there is a total of 40 computers in the classroom for students to utilize for the online courses they will be taking.

10 computers x \$1,350=\$13,050

**Focus Area Two:**

Payroll costs: \$4,800

We will hire two teachers weekly to plan, schedule and facilitate the four week internship.

2 teachers x 5 hours per day x 16 days x \$30 per hour=\$4,800

Professional and Contracted Services: \$5,000

We will work with Callie Walker Creative to provide mentoring, teaching and business opportunities for our students in photography, graphic design and website design and building.

Supplies and Materials: \$1,200

We will purchase polo style shirts for our students so they will look like they are part of a professional organization, and will also provide computer cases for 10 Macbook computers.

30 shirts x \$30=\$900

10 cases x \$30=\$300

Capital Outlay: \$27,490

We will purchase 10 Apple Macbook computers (like those used in the profession) with the Apple Care Warranty.

10 Macbooks with warranty x \$2,749 each=\$27,490

## 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.

Students will take one CTE course for credit within their current pathway.

Media: Program: Arts, A/V Technology and Communications-Design and Multimedia Arts--Course: Animation I

BioMedical: Program: Health Science-Healthcare Diagnostics--Course: Principles of Health Science

STEM: Program: Science, Technology, Engineering and Mathematics-Engineering--Course: Principles of Applied Engineering

Innovation and Entrepreneurship: Program: Business, Marketing and Finance--Course: Principles of Business, Marketing and Finance

In addition, students will get to choose a CTE Elective from the following list for credit:

Speech: Program: Human Services-Family and Community Services--Course: Professional Communication

Computer Science: Program: Information Technology-Information Technology Support and Services--Course: Principles of Information Technology

Business: Program: Business, Marketing and Finance-Accounting and Financial Services--Course: Business Information Management I

Financial Literacy: Program: Business, Marketing and Finance-Accounting and Financial Services--Course: Money Matters

In addition to the two courses students will participate in, students will participate in a TSI Test Prep course. Students will gain knowledge and get practical experience to prepare them for passing the math, reading and writing TSI tests. All 200 students will participate in the TSI course and all 200 will be given the opportunity to take all TSI tests on the last week of the program.

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.

We will partner with a local Galveston company, Callie Walker Creative, to hold an internship and work-based program for 20 students. Through this partnership, students will learn 1) photography and graphic design specifically for websites; 2) how to communicate effectively with clients; 3) how to build a website for GISD.

Students will:

Week 1: Learn about photography and learn how to work with a client for designing a website. They will begin to meet with GISD District personnel on what needs to be updated and built on the district's webpage, [www.gisd.org](http://www.gisd.org).

Week 2: Students will begin learning about graphic design for a website, and will continue meeting with district personnel on what needs to be updated and built on the district's website.

Week 3 and Week 4: Students will use the knowledge they have gained the first two weeks to begin creating and rebuilding GISD's district webpage.

Students will earn an elective credit in Web Design for the summer course. In the fall of 2022, students will then be able to sign up for a Practicum in Information Technology course so that they can continue working on the district website, as well as campus websites throughout the district. From the summer course and year long course, students will continue to be in a work-based learning environment and will have a portfolio of their work completed.

Information Technology: Web Development: Course: Web Design and Practicum in Information Technology.

**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**