



**2021-2022 Summer Career and Technical Education Grant  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 28, 2022**

NOGA ID

Authorizing legislation

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 28, 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  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.**

**CTE TSIA Exam Prep Program**

Edgewood Independent School District seeks to form a math initiative for 100 to 150 Career and Technical Education (CTE) students attending Edgewood ISD. John F. Kennedy, Memorial HS, Fine Arts Academy Brentwood STEM school of Innovation, and Wrenn Middle Schools CTE students who did not pass the Texas Success Initiative Assessment (TSIA) Math portion, which is essential for enrollment into institutions of higher learning. By completing the Math portion, it will place the students at the correct college math level of difficulty. This intensive 14-day program will identify and explain root issues to passing the TSIA. TSIA is a 3-part exam; Math, Reading, and Writing. Our Focus for CTE TSIA Exam Prep Program is to build effective math strategies so CTE students can understand and utilize mathematical knowledge and skills to pass the TSIA. Traditionally, Math TSIA scores are between 15-20% passing, which limits students in their future post-secondary career choices. These same students may experience challenges with STAAR/EOC Reading, Writing and Math. Our mission states: "The Edgewood ISD CTE Department provides equitable learning opportunities that engage, empower, and prepare all student to reach their highest exceptional potential in being job ready day one. CTE administration and personnel recognize the unique needs of various student population and work together with the community, parents, and local businesses to provide students with the educational skills that prepares them to be competitive within the 21st Century global businesses. This mission will be accomplished through the implementation of industry standards, obtainment of industry base certifications, job-shadowing opportunities, internships with business partners and collaboration with institutions of higher learning for continuing education." The TSIA should not be a stumbling block causing some students to give up on their dreams of college and industry post-secondary opportunities. This objective cannot be upheld unless we create a powerful intervention initiative that is research-based, user-friendly and part of an overall belief system that plans and builds upon successes. If our students fail, we effectively fail them and jeopardize their futures. CTE TSIA Exam Prep Program is planned as 6 hours daily coaching & teaching sessions for 14 days, building each student's strengths We will wrap in reading and writing as students keep a daily journal of their learning, their own math progress models/charts, and a communication log to their instructor/tutors describing their daily successes and stumbling blocks. We will use individual and small group instruction as well as individual conferencing to discuss needs, progress and to set goals. This can be a springboard for future teaching methods and future student successes-equaling higher student TSIA scores and lowering student remediation/acceleration needs. All TEA and Statutory requirements will be met to include fingerprinting and ensuring that all activities add to and expand the program of study and that no supplanting of regular programming occurs. We look forward to building sustainability for the CTE TSIA Exam Prep Program as an added avenue, connecting CTE students to post-secondary success.

**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
Program Manager	Principal certification, experience working with teachers and students, especially struggling students. Well-versed in acceleration models, coaching/counseling models, and motivational learning techniques.
Program Monitor: (Proposed) Is Chief Motivator, utilizes in class examples to identify program strengths/weaknesses and mediates them.	Principal certification, 2 + year s experience, including teaching experience, principles of tutoring math and reading expertise preferred. Familiar with TSIA and CTE Programs, able to coach teachers and parents.
Lead Teacher: (Existing) Serves as instructional guide for other teachers, observes and gives feedback, may 2-4 Teachers for program (Proposed)	SBEC Teaching Certification, Needs Math Composite plus 4-6 years experience; SBEC Teaching Certification, Middle School/High School math, Algebra I, Algebra II, Geometry, Precalculus, ect. 2-3+ years teaching High School Math
4 Student Aides ( Proposed Internships)	Must have met the requirements/passed TSI exams. Must have 1 year experience at ECHS ( Early College High School) Preferred mentoring experience and "speak the language of problem-solving".
1 Instructional Aide	48 + TASB/NCLB-experience working with high school students. Math strength as well as experience in helping struggling students preferred.

## 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.**

### Major Goal:

Given historically that 20% of EISD High School students pass the TSIA Math exam, an intensive summer (June/July) 14-day tutoring and instructional program called CTE TSIA Exam Prep Program at Edgewood ISD Secondary Schools will increase scores on practice TSIA exams by 30-40 points for 70% of the 150 participants by July 31, 2022.

As evidenced by their scores on actual TSIA Math Exams, 50% or more of program students will pass their TSI Math exam by July 31, 2022.

### Major Objective:

By utilizing student/teacher conferences/small group, peer coping models, and individual instruction to intensify individual results, teachers will build support systems within the classrooms to build a network of math TSIA skills and strengths.

### Strategies:

- (1) Students will build up weaker areas through journaling, which the teacher will read and respond to in writing.
- (2) Employing peer coaching/coping models, to accelerate student learning and grasp of TSIA math concepts.
- (3) Providing teacher/student individual conferencing, and goal setting- to include letting parents know of each student's progress at the 5th, 9th, and 14th day of the program. 14th day program notes will include ideas for continued practice.

## 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.**

### Performance Measures:

- (1) Day 3 of instruction, 100% of students will identify weaknesses/strengths in their TSIA math scores, have a Plan of Action
- (2) Day 4 of instruction (milestone) students can articulate their program goal in a teacher/peer conference, i.e., "I will raise my Math TSIA score by rephrasing the question into my own words, working the problem on my own, and checking my answer with the answer choices. I will not choose an answer until I can articulate, step-by-step why one choice is correct and why the other choices are incorrect. In addition, I will not look at answer choices until I have worked through the problem on my own, or with peers (during practices) to strengthen our skills."
- (3) Day 9 of instruction (milestone) 100% will have increased their TSIA score in practice TSIA Math tests by 10-30 points.
- (4) Day 14- 100% of participants will retake their TSIA Math test. Scores will reveal efficacy of this program.
- (5) Day 14- 100% of the parents of our students will return a questionnaire and self-report (paper/email observations of their children's progress/program satisfaction. Suggestions for program improvement will be sought from parents.
- (6) Day 14- 100% of program teachers and administrators will self-report on the efficacy of this program along with suggestions for program improvement.

### Ensuring Program Effectiveness:

- (1) Teachers will meet for 30 minutes, three times after school during the program for feedback from them regarding the efficacy of the program, highlights, successes, areas of concern, need, etc. The meetings will be program professional Learning Communities (PLCs) three times at the beginning, twice in middle and once at the end of the program.
- (2) A triarchic approach to problem solving will be utilized. It begins with identifying what the Root Issues are concerning any problem in the program/programming. Example: Students are always late to first period. Looking into the problem, it is determined that breakfast is delayed each day by a late bus arriving. A quick call to transportation could resolve this issue by changing the pick-up time to 10 minutes earlier each morning. Thus, the problem was (1) Identified, (2) a solution was determined by looking at the root issue (pick up time was too late each morning). (3) The solution was to move the pick-up time back by 10 minutes. Once employed, no students were late to first period, and all had time to eat breakfast.
- (3) Continuous feedback loops will be planned to ensure program effectiveness such as walk-thus, minute memos, and team meetings (PI Cs) are maintained. Feedback serious to program success will be monitored frequently.

## 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 Program budget will meet the needs and goals of the program:

Both the Career and Technical Education (CTE) and the Work-Based Learning (WBL) programs require students that are planning to go to college to pass the Texas Success Initiative Assessment (TSIA) as part of the Texas Success Initiative program, unless students have met prior score requirements on the ACT, SAT, and TAKS, etc. This intensive 14-day program will assist students in passing the TSIA in Math specifically as it is the test that historically JISD students need the most support. By bringing together the best instructors the field and CTE students who are vested in passing the TSIA along with trained CTE students mentors who have already taken and passed the TSIA- we want to build a bridge to student success! To do this we will need to fund:

### Staffing:

1 Program Manager \$4620.00

1 Program Monitor \$3696.00

2 teachers \$7056.00

1 Aide \$1,201.20

4 Students Mentors (in-kind internships, \$ )

### Supplies/Materials

Mometrix University TSI Course-TSIA Study Guides/Practice materials - \$8,021.40

Texas Instruments TI-Nspire CX II EZ (100) - \$14,153.10

Paper, pencils, markers, student composition books, dry erase markers, tape, chart paper, staplers, staples, etc. \$1,597.36

Contracts -\$0

Travel 50

Funds currently allocated for similar programs- \$0

Breakfast and Lunch (free to students)

Transportation \$1000.00

Miscellaneous: \$3,500

In the following years of this program, we will utilize in-kind funding as well as seek district funds to operate this program as a summer school option for CTE students. In this way, adjustments can be made in the future to meet program needs.

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**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.

Our course of study will be TSIA Math preparation including instruction and the use of the TSIA Math Practice Tests. Our methods to prepare CTE students for the TSIA Math test are outlined earlier in this grant. Since we are seeking a program to help CTE students mediate their math skills in order to pass the TSIA Math test, this remains our plan of action. We cannot offer CTE courses knowing that only about 20% of students will pass and about 80% of students will not pass! Without this funding, a summer program will be out of the question and the cycle of CTE students failing the TSIA Math will repeat itself. We need to set the standard for remediating and accelerating 150 CTE students to TSIA success!

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.

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**

