



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024

NOGA ID

Authorizing legislation

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, January 29, 2024**.

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 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 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 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.

At North East ISD, our mission is to maximize opportunities for student engagement and learning. We have witnessed a significant growth in our Career and Technical Education (CTE) programs over the past few years and it is evident that there is a pressing need to address specific challenges hindering students' access to CTE courses. The high interest among students for CTE classes creates challenges during the regular school year such as seat availability, the number of certified teachers for specific courses, and scheduling limitations.

This grant will make it possible to launch a summer school initiative aimed at implementing a comprehensive summer program that offers the Principles of Health Science and Principles of Computer Science to 100 rising 8th and 9th graders that will earn them a credit. The grant also will cover bus service as well to remove transportation as a hurdle that would prevent students from enrolling and participating daily. The underrepresented students that we seek to target are expected to be economically disadvantaged with little or no transportation options. This grant ensures that there will not be a single charge for students to attend the summer program.

The primary objectives of this program are twofold: firstly, to enhance accessibility for rising 8th and 9th grade students who face obstacles in enrolling in CTE programs during the regular school year, and secondly, to align with our broader mission of providing diverse educational opportunities. Grant funds will enable us to overcome the challenges mentioned above and ensure that more students can participate in Principles (Level 1) CTE courses. This grant will allow us to recruit four certified educators for the summer, each serving 25 students for a total of 100 students enrolled in the CTE summer program.

By strategically introducing summer school options, we increase access and create a pathway for middle school students approaching high school to dive into foundational CTE courses. This initiative aligns with our organizational mission, fostering inclusivity, and expanding the horizons of educational possibilities for our student community.

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.

NOT APPLICABLE

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
Senior Director of Career and Technical Education - currently directs the district's Career and Technical Education programs.	Existing position and current senior director of the district's Career and Technical Education Department. The veteran educator and CTE leader will serve as project director and has overall responsibility of this summer program.
Program Coordinator of Career Readiness of the district's Career and Technical Education program.	Existing position and will monitor summer program instructors and program progress. CTE's long-time program coordinator will serve as the summer project coordinator.
(2) Principles of Health Science teachers - implement lesson plans that fulfill goals and objectives of the summer program.	Hired for the summer program: Certified in Principles of Health Science and experience teaching 6-12 and experience in vocational health occupations and vocational health science technology.
(2) Principles of Computer Science teachers - implement lesson plans that fulfill goals and objectives of the summer program.	Hired for the summer: Certified in Principles of Computer Science, experience teaching 6-12th grade students or computer information systems as well as experience with technology applications in early childhood through 12th grade.

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

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?

We have identified Principles of Health Science and Principles of Computer Science as two courses to be taught during our district's summer school time frame. These courses align with expanding career opportunities in the Alamo region, and our objective is to broaden access for students in special populations.

The goal is to recruit and enroll nontraditional students, emergent bilingual individuals and those in special education who typically encounter scheduling conflicts with other required courses during the school year. The grant-funded summer school option will allow students to enroll in Principles of Health Science and Principles of Computer Science during the summer. The objective is to create an enthusiasm for these students in these career-launching courses, get them on track to enroll in additional CTE courses through their high school years and recognize these pathways as career potentials.

To ensure the rigor and quality of the curriculum, we will leverage our Year-at-a-Glance documents, aligning the Texas Essential Knowledge and Skills (TEKS) for these courses within the condensed time-frame of the 24-day summer school program. Upon successful completion of the summer course, students will earn a credit for that course, paving the way for them to seamlessly transition to the next course in the program of study during the 2024/2025 school year. This strategic approach not only addresses scheduling conflicts but also empowers students to progress in their chosen career paths.

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?

NOT APPLICABLE

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.

In evaluating the effectiveness of the summer school program for principle level courses, we have established performance measures directly aligned with student outcomes and with the program's overarching goals. The assessment tools employed during the regular school year will transition into the summer session, ensuring consistency.

Our performance measurement framework encompasses benchmark testing, common formative assessments, and skills assessments, all of which have proven effectiveness in gauging student progress. Leveraging the capabilities of our Learning Management System (LMS) and Student Information System (SIS), we are committed to meticulous tracking of performance in accordance with district guidelines, thereby maintaining transparency and accountability.

To fortify the assessment process for students in special populations, our CTE Program coordinator will collaborate closely with the summer CTE teachers, offering unique insights and support in tracking student achievement. Additionally, our CTE Instructional Specialist will play a pivotal role in ensuring teachers receive continuous instructional assistance throughout the entire duration of the summer school timeline.

By integrating these comprehensive performance measures and support mechanisms, we aim to not only gauge student success accurately but also to uphold the effectiveness of our project objectives and strategies. This holistic approach ensures a thorough evaluation of student outcomes and reinforces our commitment to the program's purpose.

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.

NOT APPLICABLE

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 will meet the needs and goals of the program by providing funding for staff and consumables. We will provide compensation at the same hourly rate as other summer programs and provide a budget that is comparable to that of the traditional school year.

The grant will fund four teachers certified to teach the two Principles courses. The CTE summer program will follow the district's summer school schedule. Therefore, the grant-funded teachers will work 24 days for eight hours a day. They will receive pay of \$40 per hour. Total cost for staffing and related employee benefits is included in the budget template.

The budget also includes a small amount for supplies and equipment for rooms at the summer school sites that will house the CTE Summer program. The budget also includes transportation costs; we want to ensure that transportation is not a hurdle, therefore, we are not charging for summer bus service to the grant-funded program

The grant total of budgeted costs listed in the attached budget template includes indirect costs.

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.

NOT APPLICABLE

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

Currently, the Principles of Health Science and the Principles of Computer Science are both courses that would benefit from an increase in nontraditional student participation. In the current 2022/2023 school year Principles of Health Science had a program of study total of 1,435 students. This course is offered at all seven comprehensive high schools in North East ISD. Out of the 1,435 students 999 were CTE concentrators and 436 students were CTE completers.

When we look at the percentage of 9th-12th grade CTE concentrators and completers there is a significant difference in female vs male participation. We also found that there was a 38% drop in retention when students moved to the next course in the health science pathway.

We seek to increase CTE participation with this summer option by breaking down a barrier for those students who are unable to access the course during the traditional school year. Principles of Computer Science is offered at eight out of 14 of our middle school campuses for a high school credit; it is offered as well at two of our comprehensive high schools. We are again seeing a need to offer summer school options for our students in special populations to access and earn credit in these courses outside of the traditional school year.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

NOT APPLICABLE

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.

Programming and Software Development

- o Course: Principles of Computer Science
- o TSDS PEIMS Code: 03580140
- o Number of students: 50

Healthcare Therapeutics

- o Course: Principles of Health Science
- o TSDS PEIMS Code: 13020200
- o Number of Students: 50

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.

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
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