

**2020-2021 Lone Star STEM Cycle 3 Year 1****Letter of Interest (LOI) Application Due 11:59 p.m. CT, September 7, 2020**

Texas Education Agency® NOGA ID

Authorizing legislation

US Department of Ed Federal Grant P.L. 114-95 IV ESSA EDUCATION INNOVATION AND RESEARCH
84.411BThis 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, September 7, 2020**.

Application stamp-in date and time

Grant period from **October 1, 2020 - August 31, 2021**Pre-award costs permitted from **September 30, 2020****Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Applicants must submit the additional attachments as detailed in the Required Attachment section on p. 6 on the Program Guidelines found on [TEA's Grant Opportunities](#) page.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant InformationOrganization **Victoria Independent School District** CDN **235902** Campus **235-902-014** ESC **3** DUNS **06948114**Address **102 Profit Drive** City **Victoria** ZIP **77901** Vendor ID **746002453**Primary Contact **Melissa Correll** Email **Melissa.correll@visd.net** Phone **361-788-2802**Secondary Contact **Ann Avila** Email **Ann.avila@visd.net** Phone **361-788-2802****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 CertificationAuthorized Official Name **Dr. Quintin Shepherd**Title **Superintendent**Email **Quintin.Shepherd@visd.net**Phone **361-788-9202**

Signature

Date **8.26.20**

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 Lone Star STEM Cycle 3 Year 1 Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Lone Star STEM Cycle 3 Year 1 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 they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- ☒ 6. The applicant assures they understand that 2020-2021 Lone Star STEM Cycle 3 Year 1 applicants cannot request to be placed in the treatment or control group and should apply with the intent to complete the treatment requirements outlined in the LOI.
- ☒ 7. The applicant assures that the district plans to develop or expand a computer science or cybersecurity Program of Study.
- ☒ 8. The applicant assures the T-STEM blueprint components and artifacts as described in the Program Guidelines will be followed.

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.

During the planning year the school in conjunction with the local workforce board, University of Houston-Victoria (UHV) and community and business partners will work together along with the Lone Star STEM Technical and Program Assistance provider to develop the STEM Program Planning Guide focused on providing a robust computer science pathway targeted to under-represented students that includes post-secondary credit, earning an industry certification and Work-based Learning (WBL) opportunities for students at every level. In order to develop the Planning Guide and create the pre-conditions for success in implementing the STEM Program Planning Guide in the first year of implementation we are requesting funds to in the following areas:

- Travel costs including hotel, meals, registration, transportation for educators to attend professional development to fulfill the requirements of the T-STEM blueprint including project based learning, technological literacy and integration, data-driven, differentiated, student-centric instruction, content knowledge in the STEM fields, disciplinary literacy instruction, and collaborative learning
- Travel costs for educators to attend STEM conferences, the WeTeach_CS Summit, AP College Board Conferences, and Lone Star STEM Convenings. Travel costs are also included for site visits to other T-STEM and/or computer science academies
- Substitute costs for teacher attending Lone Star STEM professional development and other professional development opportunities
- Extra duty pay for teachers to participate in professional development grounded in cross-curricular collaboration and to develop curriculum organized around an interdisciplinary approach to learning where academic concepts are coupled with real-world experiences to include STEM competencies and supports teaching for a deeper understanding of STEM that is based on current research of how students learn and is connected to real-world contexts
- Computer Science and/or STEM consumables or equipment, including technology to implement the interdisciplinary learning coupled with real-world experiences

VISD currently allocates funds from Perkins Federal Grant, CTE Local Budget, as well as budget support for AP Computer Science teachers to attend College Board training and conferences. The district will budget for future expansion of computer science engineering curriculum and materials. The district will also continue to actively seek out grant funding and other funding opportunities to further enhance our STEM related pathways. Adjustments to meet future needs will be made using the district's established continuing improvement process.

Statutory/Program Requirements

1. What type of College Career Readiness School Model (CCRSM) is the campus currently? (T-STEM, P-TECH, ICIA, or ECHS) If not a CCRSM, what model do you plan to operate during the Implementation Year?

Currently, Victoria West High School is a comprehensive high school. Victoria Independent School District is committed to implementing a T-STEM CCRSM model to create a Lone Star Computer Science Academy school within a school to develop a STEM pathway in computer science. The academy will serve grades 9 – 12 with an active relationship with Patti Welder Middle School as a targeted feeder campus. The academy will begin with a cohort of 9th grade students during the implementation year. Aligned to both the CCRSM T-STEM Blueprint and Lone Star Computer Science Academy requirements, there will be open enrollment with lotteries for admission in order to identify and recruit subpopulations of at-risk students (as defined by PEIMS), including but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment.

Victoria Independent School District plans to pursue a planning T-STEM CCRSM designation during the 2020 – 2021 school year and will submit a CCRSM designation application to open a Lone Star Computer Science Academy using a T-STEM model for the 2021 – 2022 school year with a cohort of 9th grade students. During the planning year, VISD will work with the assigned Technical Assistance provider to plan for school year implementation and achieve all requirements of the Blueprint. The Lone Star Stem Academy will be an open enrollment program blending high school and college coursework to help historically under-served and at-risk students develop technical skills, earn an industry certification (Microsoft Technology Association Introduction to Programing using Java Script, Microsoft Technology Associate Software Development Fundamentals), college credentials and degrees, and pursue in-demand career paths.

Statutory/Program Requirements, (cont.)**2. What CCRSM designation does your district plan to pursue through the Lone Star STEM grant?**

The district is seeking a CCRSM Planning Designation for the 2020 - 2021 school year for the Lone Star Computer Science Academy. The district will submit the application during the Fall grant cycle. The chosen model is a T-STEM.

After the planning year, VISD will submit the CCRSM designation application to open a Lone Star Computer Science Academy using a T-STEM model the beginning of the 2021 – 2022 school year with a cohort of 9th grade students.

3. What process and information was used to determine which pathway was selected for the 2020-2021 Lone Star STEM Cycle 3 Year 1 grant? Please include any relevant labor market data or documentation.

In V.I.S.D., we believe every child should walk across the stage on graduation night with a high school diploma and an “&,” whether that “&” is an industry certification, a post-secondary credential, college credits toward a stated goal, a college acceptance letter, or a military acceptance letter. The engagement in the process of developing a Lone Star Computer Science Academy is attributed in our work in creating a System of Great Schools and aligns to our district strategic planning. During the strategic planning process our community identified the opportunity to develop choices for students and teachers to explore, experience and then pursue their genius.

The Lone Star Computer Science Academy will be part of a Pre-K through 12th grade Blended Learning pathway along with Shields Elementary and Patti Welder Middle School. The specific program of study, web development, was identified using local workforce data and an instructional capacity assessment for the creation of a Lone Star Computer Science Academy. The most recent target occupation list by the Golden Crescent Workforce Solutions projects 37% growth in the next ten years for occupations in informational technology for the Golden Crescent region.

The Lone Star Computer Science Academy will be open enrollment and would help to meet the need of more software developers by providing a pathway for students to work towards their Bachelor’s Degree in Computer Science, combined with work-based learning experiences contextualized in their academic courses, so both academic and technical skills are exponentially increased. Additionally, the robust partnerships developed through the Lone Star Computer Science Academy, University of Houston-Victoria, Victoria ISD Technology Department, and the Golden Crescent Workforce solutions would help retain these students in the Victoria area.

This partnership provides a seamless pathway for students to begin their coursework while in high school through dual credit courses and complete it at University of Houston-Victoria as an undergraduate. Students will have a possibility to earn an industry credential and engage in high quality work-based learning opportunities. Students will participate in job-shadowing and internships, as well as, participate in mentoring by an industry professional.

Statutory/Program Requirements, (cont.)

4. Describe plans for creating strategic alliances with industry partners and IHEs. What is the anticipated role for each IHE, business, and/or community partnership?

Strategic partnerships support the design, implementation and development of innovative practices. Seeking sustained partnerships in the community creates opportunities to join schools in identifying inputs and outputs necessary at each operational level and commit to providing pathways for sustainability. The University of Houston-Victoria has been identified as our IHE partner. Representatives of UHV will be instrumental as members of the Leadership Planning Team, members of the Advisory Committee for Computer Science, and in developing the MOU for dual credit opportunities. VISD and UHV have long partnered to provide opportunities for all students in the Victoria area and are currently partnering in a planning year to develop an Education and Training P-TECH for implementation in the 21-22 school year. Our continued partnership will include with data sharing to monitor student growth during the implementation of our program and support the data analysis of program impact and development in our community.

Business and community partnerships will be instrumental as well as they will serve as members of the Leadership Planning Team, members of the Advisory Committee for Computer Science. Additionally, they will assist in developing the MOU for WBL opportunities for students such as job shadows, internships, apprenticeships, community service and involvement. VISD has partnered with VISD Technology Department, Crossroads Business and Education Connection (a local non-profit focused on connecting careers and students), and Golden Crescent Workforce Solutions.

Partnering also provides assistance with monitoring the program implementation including data analysis of program impact and development. The VISD Lone Star Computer Science Academy will establish a leadership team that includes high level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings will address the following topics: identification of members and the role each member will play in the design, governance, operations, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the Lone Star Computer Science Academy; assumption of shared responsibility (between the district, industry partners, and the IHE) for meeting annual implementation and success metrics; guidance for mid-course corrections as needed; and identification and implementation of sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding.

5. Identify the type of advanced courses (dual credit/AP/IB) currently implemented on the campus. Has the district identified what postsecondary credit will be available to students through the computer science, cybersecurity, and engineering programs?

Twenty-one Advanced Placement courses are currently offered on the campus. The district has identified AP Computer Science and AP Computer Science Principles as post-secondary credit for the computer science pathway along with other credits that can be used to satisfy a student's Core Curriculum Requirement for UHV.

Forty-four dual credit courses are currently offered on the campus. The district has identified COSC 1301- Introduction to Computing and COSC 1315—Fundamentals of Programming as post-secondary credit for the computer science pathway along with other credits that can be used to satisfy a student's Core Curriculum Requirement for UHV.

Eight OnRamps dual enrollment courses are currently offered on the campus which can be used to satisfy a student's Core Curriculum Requirement for UHV.

Statutory/Program Requirements, (cont.)

6. Describe any planned STEM-focused informal activities (field experiences, clubs, competitions, summer STEM camp, etc.) that will be offered to students, whether they are offered by the school or by a community partner.

We plan to conduct ongoing outreach to attract local businesses in the Victoria area to provide additional opportunities for our students to visit the businesses, gain mentorship, job shadow, or complete an industry aligned project for a business. Through the implementation of Project Based Learning (PBL) as an instructional framework in our Lone Star Computer Science Academy, teachers will work with the advisory committee to integrate a problem-solving model for students to be engaged with real-world problems. Teaming with our current VISD technology director students will be engaged throughout the school year on projects aligned to their skill level within the Computer Science pathway. We believe it is important to provide leadership opportunities for our students in owning responsibility, speaking to groups about their projects, and collaborating with each other to accomplish group goals. We will implement Career and Technical Student Organization (CTSO) through the Technology Student Association (TSA) and will be utilizing the planning year of this grant to explore options. VISD has partnered with Victoria College (VC) and the Texas Workforce Commission for the VC PREP a seven-week program for middle and high school students wishing to master high-level science, technology, engineering and mathematic (STEM) concepts.

Statutory/Program Requirements (Cont.)

7. Describe the Academy's plans for implementing an interdisciplinary approach to learning where academic concepts are coupled with real-world experiences through Project or Problem Based Learning (PBL) and/or Engineering Design Challenges that are offered regularly throughout the school year. Please include how the Academy will support and develop teachers in offering this, including considerations for scheduling, professional development, and structures for cross-disciplinary collaboration.

Victoria Independent School District (VISD) is committed to offering Career and Technical Education programs that collaborate with business, industry, and higher education to combine academic, workplace knowledge, and the skills that are essential to prepare the future workforce to succeed in an ever-changing global economy. VISD plans to begin with a cohort of students in a school within a school approach taught by a cadre of teachers within the Lone Star Computer Science Academy. Similar to our current P-TECH, the teachers will collaborate in a Professional Learning Community (PLC) to create an interdisciplinary approach that embeds the technical language and real-world learning experiences into the core subjects to our cohort of students. Using the structure of a PLC, teachers can collaboratively and interdependently design learning modules that utilize a Project Based Learning (PBL) approach throughout the school year. Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. PBL and the use of technology enables children to take control of their learning, be independent workers, critical thinkers, and lifelong learners. Involved in defining cross-curricular projects; teachers will develop program documents that follow the standards outlined in the computer science pathway and will be articulated activities in a course syllabus.

The development and support of our teachers throughout the planning of the Lone Star Computer Science Academy is vital to the program's success. Teachers normally meet as a department once a week. The district also plans to set a time once a week for a Lone Star Computer Science Academy PLC after school. This time will be used to build structures for cross-disciplinary collaboration. Extra duty pay has been allocated within the grant budget for teachers to participate in professional development grounded in cross-curricular collaboration and development of a curriculum organized around interdisciplinary approach to the computer science pathway. VISD with the assistance of a PBL consult will provide development and coaching toward a seamless integration of PBL as an instructional practice. Coaching may include modeling of lessons, co-teaching, peer observations or working with teachers during planning times. Currently, the district provides attendance to College Board training and conferences for all AP Computer Science teachers. Teachers selected to participate in the work will also receive AVID (Advancement Via Individual Determination) training. AVID provides scaffolded support to encourage college and career readiness and success. These tools help educators implement and refine instructional practices like W.I.C.O.R. strategies that focus on writing, inquiry, collaboration, organization, and reading.

8. Describe how the district plans to recruit, retain, and support historically underrepresented populations in STEM (e.g, females, economically disadvantaged, at-risk, etc...).

The Lone Star Computer Science Academy will be open enrollment and will adhere to the District's Nondiscrimination Policy outlined in FB (Legal). The Academy will also adhere to the Texas Education Agency's T-STEM Blueprint, which requires enrollment decisions not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average, or other criteria that create barriers for student enrollment. The Lone Star Computer Science Academy shall identify, recruit, support, and enroll sub-populations of at-risk students including, but not limited to, students of limited English proficiency, students with disabilities, students who have failed a state-administered assessment, students of low socio-economic status, and students who identify as African American or Hispanic. In order to retain and continuously support our students, we will plan a comprehensive communication plan, and intentional recruitment/enrollment plan with multiple events to inform our students, parents, and community about the benefits of the Lone Star Computer Science Academy.

9. Does the applicant plan to develop or extend an engineering program as well as a computer science or cybersecurity program?

Yes

10. Does the applicant have at least one teacher certified to teach computer science?

Yes

11. Does the applicant have at least one teacher certified to teach cybersecurity?

Yes

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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



Victoria Independent School District

102 Profit Drive | P.O. Box 1759, Victoria, TX 77902 | Phone: (361) 576-3131 | Fax: (361) 788-9643

August 25, 2020

To Whom It May Concern:

I am writing to express the complete and unreserved support of VISD's application submitted to the Texas Education Agency for the 2020-2021 Lone Star STEM Cycle 3 Year 1 grant. I understand if we are awarded the grant, it is a three-year grant commitment.

As you will see in reviewing the application, VISD will be forming a purposeful and innovative partnership with the University of Houston Victoria and local community and business partners to achieve the goals of the grant program. Specifically, VISD will expand its computer science program and create a Lone Star Computer Science Academy using the Texas Science, Technology, Engineering and Math (T-STEM) Career and College Readiness School Model in order to meet the growing local demand for STEM knowledge and skills. According to labor market information from the Golden Crescent Workforce Development, the Victoria area has a need for Software Developers with a growth rate of 37% by the year 2026. The Lone Star Computer Science Academy will increase high-quality STEM education opportunities and outcomes for high needs students, with a particular focus on helping students gain the skills, postsecondary credentials, and experience necessary to embark in computer science careers.

The Lone Star Computer Science Academy will be a school-within-a-school located at Victoria West High School, 307 West Tropical Drive, Victoria, Texas. Paul Fleener is the principal of Victoria West High School and Martin Sanchez is the administrator who will be responsible for the Lone Star STEM grant. The Lone Star Computer Science Academy will be part of a K-12 Blended Learning Computer Science pathway to graduation. This pathway with its emphasis on science, technology, and math will blend T-STEM Early College and High School Curriculum with opportunities for students to engage in work-based education such as internships, apprenticeships, and other forms of job-training programs, while also earning college credit.

VISD is completely committed to making this project work. VISD fully and unequivocally supports and endorses this grant proposal and all similar endeavors. Please do not hesitate to contact me if I can provide any additional information. Thank you in advance for your attention and assistance.

Sincerely yours,

Dr. Quintin Shepherd
VISD Superintendent

Martin Sanchez
Computer Science Academy Administrator

Quintin Shepherd, Ph.D.
Superintendent

Gregory Bonewald, Ed.D.
Deputy Superintendent
Operations

Stanton Lawrence, Ed. D.
Assistant Superintendent
Administration

Frances Koch, CPA
Assistant Superintendent
Budget and Finance

Susanne Carroll, Ed.D.
Assistant Superintendent
Curriculum, Instruction,
and Accountability

Office of the President
3007 N. Ben Wilson St.
Victoria, TX 77901
T. 361.570.4332 F. 361.580.5534

UHV.edu

August 20, 2020

I am writing to express the complete and unreserved support of the University of Houston – Victoria (UHV) for Victoria Independent School District's (VISD) application submitted for the TEA Lone Star STEM Cycle 3 Grant.

As you will see in reviewing the application, UHV and VISD will be forming a purposeful and innovative partnership to achieve the goals of the grant program. Specifically, VISD will create a 9-12T-STEM Academy School within a school pathway. UHV is in the final stages of constructing a state-of-the-art STEM classroom building and will be elevating the sciences in our academic inventory that will allow us to expose VISD students to exciting and innovative academic experiences. If funded, the grant will support the development of a College and Career Readiness School Model that focuses on developing STEM pathways in computer science. The goal of the STEM Academy is to increase high-quality STEM educational opportunities and outcomes for high-need students, with a particular focus on implementing programs of study that help students gain the skills, post-secondary credentials, and experience necessary to embark on well-paying careers in STEM fields, including careers in computer science. Additionally, the project seeks to expand the number of teachers that are trained and certified to be able to teach in a computer science pathway.

I would note that UHV currently offers the Bachelor of Science degree in Computer Science, Computer Information Systems and Digital Gaming and Simulation. We also offer the Bachelor of Arts degree, with concentrations available in Computer Information Systems, Digital Gaming and Simulation, Networking & Security, and Web & Media. Additional degree programs in science and in computer science are a part of our Academic Master Plan and are in the planning stages at this time.

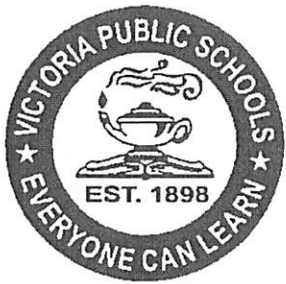
I want to emphasize that UHV is completely committed to working shoulder-to-shoulder with VISD to make this project work. We are committing the work of our faculty and the open access to our facilities to support VISD as it changes the future of our students and this region. UHV fully and unequivocally supports and endorses this grant proposal and all similar endeavors. Please do not hesitate to contact me if I can provide any additional information. Thank you in advance for your attention and assistance.

Sincerely yours,



Robert K. Glenn, Ph.D.
President





Victoria Independent School District

102 Profit Drive | P.O. Box 1759, Victoria, TX 77902 | Phone: (361) 576-3131 | Fax: (361) 788-9643

To whom it may concern:

I am writing to express the complete and unreserved support of VISD's application submitted to the Texas Education Agency for the 2020-2021 Lone Star STEM Cycle 3 Year 1 grant. The VISD Technology Department will serve as an industry partner with the Lone Star Computer Science Academy.

As strategic partners, VISD Technology Department is committed serving on the Leadership Design team as well as on the Computer Science Advisory board. Additionally, we will support the design, implementation and development of the Computer Science Academy. We will assist the school in identifying inputs and outputs necessary at each operational level and commit to providing pathways for sustainability. We will commit to serving the school by helping facilitate and deliver the programs identified in the strategic plan, including providing opportunities for students to engage in relevant work-based learning opportunities with our technology department.

VISD is completely committed to making this project work. VISD fully and unequivocally supports and endorses this grant proposal and all similar endeavors. Please do not hesitate to contact me if I can provide any additional information. Thank you in advance for your attention and assistance.

Sincerely yours,

Gregory J. Dandie
Director of Technology

Quintin Shepherd, Ph.D.
Superintendent

Gregory Bonewald, Ed.D.
Deputy Superintendent
Operations

Stanton Lawrence, Ed. D.
Assistant Superintendent
Administration

Frances Koch, CPA
Assistant Superintendent
Budget and Finance

Susanne Carroll, Ed.D.
Assistant Superintendent
Curriculum, Instruction,
and Accountability