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 84.411B

Application stamp-in date and time

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, September 7, 2020**.

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 Information

Organization	Sheldon Independent School District	CDN	101924	Campus	C E King High	ESC	4	DUNS	098202260
Address	11433 East Sam Houston Parkway	City	Houston	ZIP	77044	Vendor ID	746002290		
Primary Contact	Dr. Brenda Dearmon	Email	brendadearmon@sheldonisd.com	Phone	2818315398				
Secondary Contact	Karen Gallow	Email	karengallow@sheldonisd.com	Phone	2817272063				

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

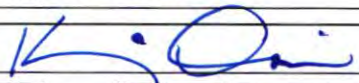
☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Dr. King Davis | Title: Superintendent of Schools

Email: kingdavis@sheldonisd.com | Phone: 2817272006

Signature:  | Date: 9/2/20

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.

Sheldon ISD plans to expand the current engineering program at C. E. King High School. Due to the increase in the number of students interested in the engineering career pathway, Sheldon ISD approved an additional engineering teaching position for the 2020-2021 school year to be funded locally. The grant will allow the team to provide the teaching staff the necessary professional development to ensure effective delivery of content and student engagement in project-based learning. To ensure teachers master the content, we will facilitate a participatory model where teachers, campus instructional specialists, campus administrators, and district leaders participate in Professional Learning Communities (PLCs). Additional curriculum, instructional materials, and equipment will be purchased to support the expansion of the engineering program that includes robotics kits and drones. Funds will be available to cover the cost of dual credit tuition, textbooks, and devices to support students participating in dual credit courses as many of our students lack the necessary resources required to enroll in college courses and complete all tasks as required by the San Jacinto Community College North. The district is constantly searching for partners that can provide additional resources and instructional materials for sustainability. We have six stalwart partners and expect to secure two additional partners during the upcoming school year. The campus site-based team conducts an annual program evaluation which entails reviewing the campus budget to identify funds that can be shifted to support the expansion of existing programs and the development of new programs. This process allows the campus to continue to replenish the consumable materials required to implement all components of the curriculum. The poverty level of the Sheldon community averages 24% with 79.3% of the students identified as economically disadvantaged based on data from the past three years (2017-2019). Therefore, there is a great need for additional support if our students are expected to compete in the high-demand job market.

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?

C. E. King High School (KHS) currently holds two designations, an Early College High School designation and a T-STEM Academy designation. The Sheldon Early College High School (ECHS) provides students the opportunity to establish a foundation that will increase their odds of completing high school and earning an Associate's or Bachelor's degree. Many KHS students are the first in their families to have the opportunity to attend college and recognize a post-secondary education as an attainable goal. The ECHS provides a student-friendly setting with intensive academic and social supports. The small learning community offers the advantage of personalized instruction, teacher mentors, tutoring during and after school, and access to additional student support services that create a less intimidating college-going environment for students and their parents. KHS is in its ninth year of operating an Early College High School with 52% of the 2020 seniors graduating with an associate's degree. KHS obtained a T-STEM designation in July of 2019. The STEM Academy students begin their career path in 6th grade as they apply and are selected through a blind lottery system. The students are committed to participating in an advanced, rigorous learning environment that has a foundation in problem-based learning with an emphasis on the Engineering Design Process in their core and STEM elective classes. We currently have 613 students enrolled in the STEM Academy grades 6th-11th. We will expand to 12th grade as the students are promoted to the next grade for the 2020-2021 school year.

Statutory/Program Requirements, (cont.)

2. What CCRSM designation does your district plan to pursue through the Lone Star STEM grant?

C. E. King High School is currently designated as an Early College High School and a T-STEM campus. The primary goal for applying for the Lone Star STEM grant funds is to expand our programs of study in the area of Engineering that will have a direct impact on the number of students with the academic, technical, and employability skills to enter a career field that supports the economy of the Sheldon community and surrounding areas. To meet the expectations established by the district, the grant will provide the avenue, guidance, and support to create a program that will empower teachers to maximize their approach to teaching and learning. As a result, students will gain the knowledge and skills required to navigate through the program requirements securing the necessary credits and/or credentials to pursue a post-secondary degree in engineering or a STEM career.

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.

Gulf Coast Workforce Development Area (28) Labor Market Information was used to select a pathway for Lone Star STEM Cycle 3 grant. From 2016-2026, mechanical, materials, electrical, chemical, and industrial engineering careers indicate a high growth rate of between 18-22% and a median salary range of $98,761 - $137,233. Sheldon ISD began its first STEM Academy cohort 4-years ago with 120 seventh graders enrolled in the program. Enrollment has increased over the years with a total of 613 students in the designated T-STEM Academy in grades 6th-11th. Next year, we will expand to a full academy when the 12th grade students are included in the program. The high school T-STEM Academy students were required to choose a STEM Endorsement to pursue as they entered 9th grade. The program currently offers five (5) endorsement pathways- Computer Science, Engineering, Advanced Science, Advanced Math, and Biomedical which will be added during the 2020-2021 school year. Of the 257 high school STEM Academy students, 96 have chosen the Engineering program of study. This is exciting news for this program of study as it continues to gain popularity among the students as they are encouraged to challenge themselves and pursue post-secondary engineering degrees and STEM careers available in the many engineering fields. An additional engineering teaching position was approved for the upcoming school year due to the increase in students' interest in the engineering career pathway. Students that attend C. E. King High School that are not currently in the STEM Academy are also encouraged to enroll in engineering courses as an elective. Project Lead the Way (PLTW) curriculum is used to support all engineering courses. These courses include Introduction to Engineering Design, Principles of Engineering, Engineering Design and Development, and Practicum in Engineering with a focus on Robotics and Drones during the senior year that could result in students pursuing a drone license upon completion of the program.

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?

As part of the T-STEM designation, Sheldon ISD works diligently to establish and maintain partnerships with industry professionals and institutions of higher education. Currently, Sheldon ISD T-STEM Academy partners with San Jacinto Community College District (SJCCD). SJCCD's role is to serve on the T-STEM Advisory Council, to provide a program of study that increases student attainment of a post-secondary degree or industry-recognized credential in the STEM engineering pathway, and to maintain and execute a Memorandum of Understanding that meets the T-STEM blueprint and Lone Star STEM criteria. In addition, several industry relationships exist including companies such as LyondellBasell, Generation Park, C-STEM, Harris County Public Health, and Microsoft TEALS professionals who support computer science instruction. The partners support the academy by providing career-focused guest speakers, mentoring for students through problem-based learning activities, and work-based learning opportunities while supporting T-STEM events and activities. The district's goal is to maintain current relationships while building and developing new partnerships offering mentorships and internships to T-STEM students. We recently received a PLTW grant to build on the foundation of engineering for our STEM program at the middle school level by adding a 6th grade STEM lab where the Design and Modeling course is taught. The new lab provides an opportunity to discover the engineering design process and develop an understanding of the influence of creativity and innovation in our lives. In this required elective course, the students are challenged and empowered to use and apply their new learnings. Such projects include the design of a therapeutic toy for a child who has cerebral palsy. This course is the foundation of our Engineering Pathway. We also partner with Dr. Reagan Flowers, founder of C-STEM, who offers career speakers in Engineering and Computer Science and supports our after-school STEM program for students grades 4-12. This program provides an opportunity for students to participate on teams in Computer Programming, Innovation, Mural, Sculpture, and Robotics throughout the year with a district-wide C-STEM Competition Day in the spring. During the event, the teams compete and show off their skills for their parents, the community, and the district.

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?

Students in the Sheldon ISD T-STEM Academy have access to the following Advanced Placement (AP) courses: English Language and English Literature, Physics, World History, 2-D Art, U.S. History, Spanish Language and Culture, Biology, Chemistry, Calculus, Computer Science A, and Computer Science Principles. The district has identified post-secondary credit available to T-STEM students, which will include courses in the 42-hour Texas Core Curriculum that lead to an Associate of Science in Math and to bachelor's degrees in mechanical, civil, or chemical engineering, computer game development, or computer science. The district is currently partnering with San Jacinto Community College North to develop dual credit opportunities for engineering courses, as well.

T-STEM students who select the Engineering Pathway also have the opportunity to complete college engineering courses (free of charge). The 2019-2020 school year was the first year that Sheldon ISD offered the opportunity for T-STEM academy students to participate in this pathway. Thirteen (13) freshmen students signed up to take dual credit Engineering through UT Tyler. Due to the pandemic, the students were not able to finish the college course on campus in the presence of the Engineering teacher who provided in-class support. The students demonstrated their level of perseverance as they checked out a laptop from the school and logged on weekly with the teacher using a virtual platform (zoom). While quarantined, the students continued to work independently and completed the course with some assistance from the college professor and the high school teacher. As a result, twelve (12) out of thirteen (13) freshmen completed the college engineering course and received 5 As, 5 Bs and 2 Cs for their first ever college experience. Now, that is what you call "resilience!" We are preparing to expand these opportunities for post-secondary college credit through San Jacinto Community College North.

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.

The Sheldon ISD T-STEM Academy offers several STEM-focused activities for students throughout the school year such as...
1. Monthly "STEMtastic" after school activities, that involve either a fun STEM challenge or a career-focused guest speaker from one of our industry partners. Our motto is, "If you can see it, you can be it."
2. Field experiences provided at each grade level that include events such as Energy Day, PBL launch experiences at Sheldon Lake State Park or the Houston Museum of Natural History, the Independent Petroleum Association of America student conference, the Galveston Women in STEM conference, a summer JAVA club, and more.
3. Renovation of two classrooms at one of our middle schools (C. E. King Middle School) to design and build a PHI Lab (Public Health Innovation) to be funded by the Harris County Public Health Department. The PHI Lab will be a collaborative workspace that includes a Virtual Reality Room. It will be utilized by the district's STEM Academy students/teachers for project-based learning projects, hack-a-thons, work-based learning opportunities, and career collaborations with STEM professionals from the Texas Medical Center to collaborate with our students on case studies to design and plan for solutions to the world's current health problems. Now, that's a real-world experience.
4. Unlimited work-based learning opportunities in the areas of both engineering and innovation for our high school STEM students. This will be a state-of-the-art space full of technology, Virtual Reality equipment, and collaborative furniture. It will be the only PHI Lab located on a school campus in the country.
5. Sheldon STEM Summer Bridge program for all incoming freshmen to prepare for the high school academic demands as well as start their preparation for the TSIA college entrance exam.
6. After school robotics teams through C-STEM.
7. An after-school drone club.

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.

The anchoring instructional practices of the Sheldon ISD T-STEM Academy are problem-based learning and engineering design process that challenge students to solve real-world problems utilizing the academic concepts taught throughout the course. These learning experiences take place in both core and elective classes. All teachers are trained on high-quality PBL (Project-Based Learning) via PBLWorks when they join the academy. Then, throughout the year, on-going support for development of this practice is provided through weekly or monthly STEM team professional learning communities (PLCs) with follow-up professional development sessions based on need. Teachers are provided additional professional development 2 - 3 times per school year to develop their own STEM PBLs and engineering design challenges and to collaborate with cross-campus team members for development and feedback. STEM teachers also receive training through STEM PLCs and in-class coaching/support for planning and implementation from the district's STEM specialist and STEM coordinator. At the beginning of each school year, we provide STEM Training for all teachers and continue to develop the components of the training through our common PLC period that is built into their daily schedule. An important part of our training and in-class support revolves around the Engineering Design process and how it supports our way of teaching and learning in the STEM classes both core and elective.

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 T-STEM Academy recruits and retains historically underrepresented populations including females, at-risk students, African-American and Hispanic students, and economically disadvantaged students by utilizing a blind lottery process. The program currently consists of 51% females, 49% males, 58% at-risk, 86% economically disadvantaged, 36% ESL/LEP, and 3% special education. We are also intentional about ensuring that our recruitment process and information reaches all students and families. Our STEM career talks include guest speakers that reflect our student population.

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

The district plans to expand the engineering program as well as the computer science program.

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

Yes, the district has one teacher certified to teach computer science.

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

Yes, the district has one teacher certified to teach cybersecurity.

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)	

CDN 101924 Vendor ID 746002290 Amendment #

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

SHELDON INDEPENDENT SCHOOL DISTRICT

Letter of Commitment

August 31, 2020

11411 C. E. King Parkway
Houston, Texas 77044-2009
281-727-2000 • Fax: 281-727-2085

This letter of commitment is written on behalf of the Sheldon Independent School District and C. E. King High School (KHS) which is located at 11433 East Sam Houston Parkway, Houston, Texas, 77044. Sheldon ISD is pursuing funding from the 2020-2021 Lone Star STEM Cycle 3, year 1 grant to increase high-quality STEM education opportunities and outcomes for high-need students, with a focus on implementing programs of study that help students gain the skills, postsecondary credentials, and experience necessary to embark on well-paying careers in STEM fields.

The Sheldon ISD Superintendent of Schools and the C. E. King High School Principal understands that this is a 3-year commitment. C. E. King High School currently offers an Early College High School and a T-STEM Academy. By participating in the Lone Star STEM Grant, KHS will be able to expand the engineering pathway through the support of our local institution of higher education. The college and career goals of Sheldon ISD are aligned to the purpose of the Lone Star STEM Grant which supports the expansion of College and Career Readiness School Models (CCRSMs) that comprises an engineering pathway.

If Sheldon ISD is awarded the Lone Star STEM Grant, we are committed to working collaboratively with our institution of higher education and industry partners to develop high-quality college and career pathways and a continuum of work-based learning that provides students with the knowledge, skills and credentials aligned with regional workforce needs.

With the assistance of the Lone Star STEM Grant, Sheldon ISD, along with our partners, will have a direct impact on the number of students with the academic, technical, and employability skills to enter a career field that supports the economy of the Sheldon community and surrounding areas.

Sincerely,

Dr. King Davis
Superintendent of Schools

Dr. Raff Saeed
C. E. King High School Principal

Office of the Chancellor

August 11, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701-1494

Re: LONE STAR STEM

Dear Review Committee:

This letter of commitment is written in support of the collaborative partnership of the Sheldon Independent School District and San Jacinto Community College District (SJCCD) as they pursue opportunities to increase high-quality STEM education opportunities and outcomes for high-need students, with a particular focus on implementing programs of study that help students gain the skills, postsecondary credentials, and experience necessary to embark on highly profitable careers in STEM fields.

The college and career goals of Sheldon ISD are aligned to the purpose of the Lone Star STEM Grant, which supports the expansion of College and Career Readiness School Models (CCRSMs) that comprises an engineering pathway.

If Sheldon ISD is awarded the Lone Star STEM Academy Grant, SJCCD commits to developing a comprehensive program of study that increases student attainment of a postsecondary degree or industry-recognized certificate or credential in the STEM engineering pathway by offering college coursework that leads to an Associate Degree of Science in Mathematics. Via an articulation with other institutions of higher education, students can apply their accrued credits or associate degree to complete a Bachelor of Science in Mechanical, Civil, or Chemical Engineering, a Bachelor of Science in Computer Game Development, or Bachelor of Science in Computer Science.

If Sheldon ISD is awarded the grant, SJCCD also agrees to review its current Memorandum of Understanding with the Sheldon T-STEM Academy to ensure that it meets the Lone Star STEM requirements. In addition, SJCCD will continue to serve on the Sheldon ISD T-STEM Academy Advisory Council in-person and/or virtually with leaders from the district, institution of higher education, business/industry, and informal STEM providers who have decision-making authority.

With the assistance of the Lone Star STEM Academy Project, our partnership will have a direct impact on the number of students with the academic, technical, and employability skills to enter a career field that supports the economy of the Sheldon community and surrounding areas.

Sincerely,

Brenda Hellyer

Brenda Hellyer, Ed.D.
Chancellor

McCord DEVELOPMENT, INC.

August 13, 2020

Dear Sirs:

This letter of commitment is written in support of the collaborative partnership of the Sheldon Independent School District and McCord Development, Inc. the developer of Generation Park as they pursue opportunities to increase high-quality STEM education opportunities and outcomes for high-need students, with a particular focus on implementing programs of study that help students gain the skills, postsecondary credentials, and experience necessary to embark on highly profitable careers in STEM fields.

The college and career goals of Sheldon ISD are aligned to the purpose of the Lone Star STEM Grant, which supports the expansion of College and Career Readiness School Models (CCRSMs) that comprises an engineering pathway.

If Sheldon ISD is awarded the Lone Star STEM Academy Grant, McCord Development, Inc. and Generation Park would support the Sheldon ISD STEM program through in-person guest speakers, facility visits, presentations, career information, job shadowing, internships, externships, and/or apprenticeships. They would also support students in the area of career mentoring, capstone work-based learning and program monitoring. The STEM program benefits from the close proximity to the Generation Park development and its ability to provide work-based learning facilities, services, and resources. STEM students get real-world experience from having representatives from Generation Park visit the school and assist students and teachers with developing and participating in real-world, industry-based STEM projects.

If Sheldon ISD is awarded the grant, McCord Development and Generation Park agrees to review its current Memorandum of Understanding with the Sheldon T-STEM Academy to ensure that it meets the Lone Star STEM requirements. In addition, Generation Park will continue to serve on the Sheldon ISD T-STEM Academy Advisory Council in-person and/or virtually with leaders from the district, institution of higher education, business/industry, and informal STEM providers who have decision-making authority.

With the assistance of the Lone Star STEM Academy Project, our partnership will have a direct impact on the number of students with the academic, technical, and employability skills to enter a career field that supports the economy of the Sheldon community and surrounding areas.

Sincerely,

Richard Yarbrough
Director of Land Development and Governmental Affairs

C-STEM

Office: (713) 443-4521 • Fax: (713) 748-7454 • info@cstem.org • www.cstem.org
Houston Headquarters: 3226 Alabama Street, Houston, TX 77004

8/17/2020

RE: Letter of Commitment

Dear Sir/Madam:

This letter of commitment is written in support of the collaborative partnership of the Sheldon Independent School District and San Jacinto Community College District (SJCCD) as they pursue opportunities to increase high-quality STEM education opportunities and outcomes for high-need students, with a particular focus on implementing programs of study that help students gain the skills, postsecondary credentials, and experience necessary to embark on highly profitable careers in STEM fields.

The college and career goals of Sheldon ISD are aligned to the purpose of the Lone Star STEM Grant, which supports the expansion of College and Career Readiness School Models (CCRSMs) that comprises an engineering pathway.

If Sheldon ISD is awarded the Lone Star STEM Academy Grant, C-STEM would support the Sheldon ISD STEM program through in-person guest speakers, presentations, career information, job shadowing, internships, externships, and/or apprenticeships. C-STEM is also committed to supporting students through career mentoring, capstone work-based learning opportunities, and program monitoring. Our organization will support all grade levels and ages through the after-school clubs and the District Challenge Day Competition. Participating students will practice and compete in the areas of innovation, computer programming, robotics, mural and sculpture to provide extended learning beyond classrooms to promote STEM skills with students of all ages.

If Sheldon ISD is awarded the grant, C-STEM agrees to develop a Memorandum of Understanding with the Sheldon T-STEM Academy to ensure that it meets the Lone Star STEM requirements. In addition, C-STEM will join the Sheldon ISD T-STEM Academy Advisory Council in-person and/or virtually with leaders from the district, institution of higher education, business/industry, and informal STEM providers who have decision-making authority.

With the assistance of the Lone Star STEM Academy Project, our continued partnership with Sheldon ISD will continue to develop the academic, technical, and employability skills of students so that they are prepared to enter a career field that supports the economy of the Sheldon community and surrounding areas.

Yours in the Journey of Education,

Reagan Flowers, PhD,
President and CEO