



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 16, 2022

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, November 16, 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 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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 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.

The mission of all Premier High Schools is to offer a personalized academic program to match each student's unique abilities. The mastery-based learning model supports all students, especially those who have struggled in the traditional educational system. Premier High Schools serve a student population that is primarily overaged, behind in credits, and at risk of dropping out of school permanently. By aligning our academic model and PTECH program elements, students will experience core CTE skills, career pathways, and streamlined, rigorous academics daily. These systems keep students engaged and enrolled, leading to positive outcomes for all students. Leaders at Premier High Schools across Texas are implementing a diploma-plus model through the expansion of PTECH and CTE certification offerings to support students in preparing for post-secondary academics and careers. In addition, we are requesting funds for extra time during the calendar year to provide the academic support and internships necessary to complete a PTECH program or earn a CTE certification.

Adding the summer component will help at-risk Premier students stay engaged in their educational pursuits and avoid learning loss. In addition, providing students the extra time to earn credits will decrease course requirement deficits. Engagement throughout the summer supports continuous enrollment and helps students earn a high school diploma and an industry-based certification upon graduation.

The summer programs would be housed at two of our Premier High Schools. The Premier H S - Houston Gallery North site is in a planning year grant for PTECH designation and houses carpentry and welding programs. Premier High Schools Edinburg Career & Technical (PHS Edinburg CTE) will apply for PTECH designation this year and houses two main programs: Health Science and Welding. Both programs lead to industry-based certification, and a job interview as each student completes the pathway requirements.

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.

The mission of all Premier High Schools is to offer a personalized academic program to match each student's unique abilities. Our mastery-based learning model supports all students, especially those who have struggled in the traditional educational system. Premier High Schools serve a population who are primarily overaged, behind in credits, and at risk of dropping out of school permanently. By aligning our academic model and PTECH program elements, students will experience core CTE skills, career pathways, and streamlined, rigorous academics daily. These systems keep students engaged and enrolled, leading to positive outcomes for all students. Leaders at Premier High Schools across Texas are implementing a diploma-plus model through the expansion of PTECH and CTE certification offerings to support students in preparing for post-secondary academics and careers. In addition, we are requesting funds for extra time during the calendar year to provide the academic support and internships necessary to complete a PTECH program or earn a CTE certification.

Grant funding will allow students to earn credits and gain critical work experiences by attending school and participating in internships throughout the summer. Adding the summer component will help at-risk Premier students stay engaged in their educational pursuits and avoid learning loss. Engagement throughout the summer supports continuous enrollment and helps students earn a high school diploma and an industry-based certification upon graduation. In addition, providing students with internships over the summer months will immerse them in their chosen field of study.

The summer programs would be housed at two of our Premier High Schools. PHS Houston Gallery North is in a planning year grant for PTECH designation and houses carpentry and welding programs. PHS Edinburg CTE will apply for PTECH designation this year and houses two main programs: Health Science and Welding. All programs lead to an industry-based certification, and a job interview as each student completes the pathway requirements.

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
Mr. Jason Bernal, Superintendent of Premier High Schools	Over 20 years of experience in education. He served as the Houston Independent School District Chief Transformation Officer. He was the CEO of YES Prep Public Schools,
Dr. Craig Shapiro, Director of CTE	He opened 17 PTECH programs while he served as the Associate Superintendent of High Schools. He is now working on expanding PTECH programming throughout the Premier High School network.
Mr. Carlos Cavazos	14 yrs in implementing Vocational training in High School Settings (IBC) and is well versed in all phases of implementing successful IBC programs. In addition, he currently serves as a CTE Coordinator and will oversee the daily operations of the summer program
Ms. Kimberly Clayton	14 years in education. She served as a teacher for 12 and is now a CTE Coordinator. Her responsibilities align with the day-to-day operations of the summer program. She will be one of the overseers of the program.

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
Mr. Jason Bernal, Superintendent of Premier High Schools	Over 20 years of experience in education. He served as the Houston Independent School District Chief Transformation Officer. He was the CEO of YES Prep Public Schools,
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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?

Premier High Schools offer a mastery-based, blended-learning, postsecondary-preparatory program with an emphasis on credit recovery, credit acceleration, and career and technical education (CTE).

The proposed program will provide a summer program supporting students in the Rio Grande Valley and the North Houston area. The Edinburg CTE center and the Houston Gallery Furniture site will allow students to take up to two CTE courses over the summer semester

The goal is to serve up to 40 students. Each PHS site will have 20 students enrolled. In addition, this program aims to positively impact continuous enrollment, total academic credits earned, certifications earned, and graduation rates.

The goals and objectives for the program include
 90% student attendance throughout the program
 Successful completion of at least one CTE course
 Student retention in school and in CTE course of study

Strategies to Meet Student Performance Outcome Targets
 Orientation at beginning of the program for students and their caregivers
 Daily attendance reporting and calls to any student who is absent
 Provide coaching for students struggling with attendance
 Daily monitoring of student progress in coursework

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?

Premier High Schools offer a mastery-based, blended-learning, postsecondary-preparatory program with an emphasis on credit recovery, credit acceleration, and career and technical education (CTE).

The proposed program will provide a summer program supporting students in the Rio Grande Valley and the North Houston area. The Edinburg CTE center and the Houston Gallery Furniture site will allow students to experience an industry-specific internship. These offerings will encourage students to continue engaging and pursue industry certification. The goal is to serve up to 40 students. Each PHS site will have 20 students enrolled. In addition, this program aims to positively impact continuous enrollment, total academic credits earned, certifications earned, and graduation rates. Providing an internship opportunity with a vetted industry partner will inspire and prepare students for potential careers. Internships will be paid positions and provide high-quality workforce experience for each student. In addition, surveys will be used to measure program implementation and quality of experience for both employers and students.

The goals and objectives for the program include
 90% student attendance throughout the program
 Successful completion of a summer internship
 Measurement of learned and improved workplace skills
 Student retention in school and in CTE course of study
 Strategies to Meet Student Performance Outcome Targets
 Orientation at beginning of the program for students and their caregivers
 Daily attendance reporting and calls to any student who is absent
 Provide coaching for students struggling with attendance
 Weekly monitoring of student experiences in the workplace
 A weekly reflection on skill learning on the job
 Completion of a self-reflection skills survey before and after workplace experience

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.

The primary purpose of the summer program is to maintain student engagement, mitigate summer learning loss, earn credits towards a CTE endorsement, obtain a high school diploma and experience the workplace through a paid internship. The summer program's success will be measured by student enrollment, attendance, retention throughout the summer program, and total credits earned.

Reports for daily attendance, enrollment and course progress will be reported through the ResponsiveEd student information system. The curriculum platform allows educators to measure course progress in real-time. Students need to keep pace and will receive immediate interventions when necessary. Student graduation rates or re-enrollment status will be collected to measure success.

Performance and Evaluation Measures (Focus Area 2)

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The goal is to serve up to 40 students. Each PHS site will have 20 students enrolled. In addition, this program aims to positively impact continuous enrollment, total academic credits earned, certifications earned, and graduation rates.

Providing an internship opportunity with a vetted industry partner will inspire and prepare students for potential careers. Internships will be paid positions and provide high-quality workforce experience for each student. In addition, surveys will be used to measure program implementation and quality of experience for both employers and students.

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 proposed budget supports two main areas of need to support this program: personnel costs for instructors and student transportation.

Personnel Costs: Securing instructional personnel for academic courses and monitoring worksites is necessary for the program. Each teacher will support students in earning credits towards certification and their diploma and guide them through a critical phase of the students' early careers. This data will also inform the Premier High School curriculum committee of needed adjustments.

Transportation: To ensure it does not deter internship participation, we will provide transportation for students to and from school. Previous feedback from students and parents listed this as a specific barrier to attending school during the summer months.

As a district, Premier High School programming focuses on CTE programs during the school year. With the success of this program, we expect to budget specifically for a summer component in future years.

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.

The proposed budget supports three main areas of need to support this program: Paid internship opportunities, student transportation, and internship monitoring.

Paid Internships: Budget funds in this area will support securing internship opportunities and an allotment of funds for each student in those intern positions. Paying students over the summer for industry-specific internships is a critical part of the program. Students are more likely to participate if they do not have outside employment to receive compensation. Additionally, industry partners are more willing to support internship opportunities they do not have to fund directly and provide more partnership options.

Transportation: To ensure it does not deter internship participation, we will provide transportation for students to and from school and workplace experiences. Previous feedback from students and parents listed this as a specific barrier to entry for internships or other industry workplace opportunities.

Personnel Costs: Worksite monitors and teachers will collaborate to provide feedback to students and employers to support program implementation and success. Monitors will help develop and administer surveys to students and employers that measure growth in specific workforce skills, assisting the students in monitoring their progress and identifying areas for improvement. This data will also inform the Premier High School curriculum committee for any needed adjustments.

As a district, Premier High School programming focuses on CTE programs during the school year. With the success of this program, the administration would expect to budget specifically for a summer component in future years.

Program Requirements

1a. Needs Assessment (Focus Area 1)

When students enroll in Premier High School, approximately 50% need to be in sync with their 4-year graduation cohort. On average, they are at least one semester, or four credits, behind in meeting the 4-year graduation requirement threshold. In addition, approximately 38% of Premier students enrolled in the spring do not return in the fall. The summer program aims to address the attrition in enrollment between spring and fall semesters by providing an educational option that includes workplace experiences. Scheduling workplace experiences and academic classes during the traditional school year can be problematic due to credit deficits. This program will help mitigate that issue. In addition, funding summer opportunities will allow students additional time to catch up on credits and experience the internships simultaneously.

The summer programs that will be offered include:

At PHS Houston Gallery North
Architecture and Construction
Carpentry -10 Students
Manufacturing
Welding - 10 Students

At PHS Edinburg CTE
Health Science
Certified Medical Assistant -10 Students
Manufacturing
Welding - 10 Students

1b. Needs Assessment (Focus Area 2)

When students enroll in Premier High School, approximately 50% need to be in sync with their 4-year graduation cohort. On average, they are at least one semester, or four credits, behind in meeting the 4-year graduation requirement threshold. In addition, approximately 38% of Premier students enrolled in the spring do not return in the fall. The summer program aims to address the attrition in enrollment between spring and fall semesters by providing an educational option that includes workplace experiences. Scheduling workplace experiences and academic classes during the traditional school year can be problematic due to credit deficits. This program will help mitigate that issue. In addition, funding summer opportunities will allow students additional time to catch up on credits and experience the internships simultaneously.

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At PHS Edinburg CTE
Health Science
Certified Medical Assistant -10 Students
Manufacturing
Welding - 10 Students

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.

The summer programs that will be offered include:

At PHS Houston Gallery North

Architecture and Construction

Carpentry -10 Students

Manufacturing

Welding - 10 Students

At PHS Edinburg CTE

Health Science

Certified Medical Assistant -10 Students

Manufacturing

Welding - 10 Students

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.

PHS - Houston Gallery North DeMontrond RV Sales and Repair 5 students, Gallery Furniture 10 students, MOGAS 5 students. PHS- Edinburg CTE , GIS 10 students, South Texas Hospital System 10 students. The summer program will follow the Best Practices for Learning Success criteria. Students will be immersed in their chosen field directly related to their chosen CTE pathway. Pathways choices were based on a regional assessment of the current and future job market from regional data and consulting with industry partners. Before Workplace Experience Campus and district administration will work with industry partners to develop a set of job descriptions that align with student interests and business needs. In addition, students will meet with school counselors to review available job opportunities and select an appropriate experience. All students must attend an orientation before starting their work experience to cover expectations and behaviors with each internship position. Before the start of their internship, students will complete a skill self-assessment. The assessment will review employability skills and measure each area's perceived level of expertise. During Workplace Experience Students will complete a journal recording of their daily experience at the work site to support active learning during the internship. The students will reflect on and monitor their growth based on the results of their skills self-assessment. Each week a Premier High School CTE teacher will visit with the student on-site, review the skills self-assessment and discuss their experience and work progress. The teacher will also review student performance with the employer to garner feedback and address any issues that arise during the week. After Workplace Experience During the last week of the program, students will retake the skill self-assessment and complete a feedback survey about their workplace experience. Identified growth in areas will be documented and discussed with students. In addition, the district will use any feedback to support improvements to the overall program. In addition, a final survey will be sent to employers to provide feedback on student performance and progress. In addition, students and employers will attend a final celebration at the end of the program.

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