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

NOGA ID [ ]

Authorizing legislation	General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

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, January 29, 2024.**

Grant period from	**March 20, 2024-September 30, 2024**

Pre-award costs permitted from	**Not Permitted**

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	Education Service Center- Region 19	CDN	071950	ESC	19	UEI	YWFFUSMU1RC1

Address	6611 Boeing Dr.	City	El Paso	ZIP	79925	Vendor ID	741588856

Primary Contact	Angelica Haro	Email	aharo@esc19.net	Phone	915-780-6505

Secondary Contact	Francisco Nolasco	Email	fjnolasco@esc19.net	Phone	915-780-5324

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	Sonia Eubank	Title	Associate Executive Director

Email	seubank@esc19.net	Phone	915-780-6571

Signature	*Sonia Eubank*	Date	01/16/24

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.

☒ 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

☒ 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Education Service Center Region 19 (ESC R19) in collaboration with its Shared Services Agreement (SSA) member districts would highly benefit from funding for a summer bridge program for middle and high school students known as iCalc El Paso Summer Program. ESC R19 and its, SSA rural districts, plan on collaborating with larger urban districts such as Socorro ISD, Ysleta ISD, and Tornillo ISD to share resources and create opportunities for students throughout the entire region. As per TEA district classifications, three of our four SSA member districts are classified as rural: Anthony ISD, Ft. Hancock ISD, and Sierra Blanca ISD. None of these three SSA rural districts have been able to offer Information Technology CTE programs of study for students without the funding from this grant. Additionally, the STEM-related programs of study offerings are limited in the areas of cybersecurity and programming and software development as the focus has been on engineering. Through this strategic partnership that includes ESC R19, districts, community partners, and Institutions of Higher Education (IHE) partners, we can ensure increased opportunities for students. The iCalc El Paso Summer Program is based on the latest Workforce Solutions Borderplex 2023 Target Occupations List. Computer information system is a "Hot Jobs" area. Over 6 occupations have been identified for growth and high-wage. They include Software Developers, Computer Systems Analysts, Network and Computer Systems Administrators, Computer Network Support Specialists, Operations Research Analysts, Computer User Support Specialists, and various other employment sectors where information technology and cybersecurity can prove to be a rewarding field of study for students seeking lucrative career prospects in the hometown. The cohort of high school students will take a course at EPCC ITCC 1314 CCNA 1: Introduction to Networks, a workforce course for dual credit leading to several Associate of Applied Science areas to include a certificate in Computer Support Technician A+. Middle school students will be taking Principles of Information Technology Course. Offering these courses during the summer enables us to adhere to the Tri-Agency Priorities outlined by the Texas Workforce Commission of Pathways, Support, and Infrastructure. It is crucial for students interested in this pathway to be introduced to these concepts early in their learning journey. This early exposure facilitates skill development, provides necessary support, and imparts an understanding of the industry's infrastructure through work-based learning opportunities supported by the industry.

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 overall mission of the iCalc El Paso Summer Program is to create exploration opportunities for middle school students and meaningful hands-on opportunities for high school students during the summer term in the area of information technology via partnerships with other school districts, El Paso Community College (EPCC), and industry partnerships such as Makios Technology and Spectrum Technologies. A cohort of seventh and eight grade students will be invited to participate in an internship at computer and technology support companies. CompTIA training and apprenticeships will be provided by ESL International Language Acquisition Research Foundation for high school students. The 2024 iCalc El Paso Summer Program will help make connections for students within information technology and cybersecurity occupations about to the importance of industry-based certifications and degrees leading to post-secondary studies in Computer Science, Networking, and software development. The iCalc El Paso Summer program intends to increase access and opportunity for all students to participate in career awareness and exploration activities for the cohort of middle school students that we will be working with. Through high-quality capstone WBL experiences aligned with regional IT and STEM labor market conditions. Students of both the middle school and high school iCalc El Paso Summer Program will develop and demonstrate employability skills. The Program will provide opportunities for students to apply academic and technical knowledge and skills learned in the classroom in a real-word, WBL setting. Students will engage with industry professionals, explore and experience potential career options. Through the Program, ESCR19 will facilitate engagement with local workforce development board and employers, providing WBL opportunities aligned to regional labor market information and openings. To ensure effective monitoring and measurement of student progress in WBL experiences, the program will employ systems, tools, and processes for continuous improvement. Dedicated staffing at ESC R19 supports the WBL learning efforts of the grant, creating valuable opportunities for students that would not be readily available at their districts.

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
Angelica Haro, Director Oversee iCalc El Paso Summer Program to include budget and project personnel	Experience writing and managing GEAR UP Grant and Perkins Reserve Grants. Over 15 years of experience in an educational setting to include work in an Early College High School, post-secondary institutions, and the ESC.
Oscar Carrera, Professional Development Consultant iCalc El Paso Summer Program Coordinator Oversee student activities	Experience coordinating student summer projects such as the ESC R19 Summer TSIA Bootcamp for Migrant students; experience coordinating teacher Microsoft and G-Suite Certification projects; ESC R19 testing lab coordinator
Francisco Nolasco, STEM Professional Development Consultant Teach middle and high school summer courses	Experience with Geometry in Construction curriculum; teaching computer science, computer maintenance, robotics, secondary mathematics, and Technology Student Association (TSA) regional coordinator
Dr. Myshie Pagel, Instructional Dean for Career & Technical Education Coordinate course availability and EPCC instructors	Experience working with several Region 19 school districts in CTE and workforce related dual credit opportunities through involvement in various committees; expert in high skill, high-wage, and high-demand occupations.
Barron White, Chief Executive Officer Language Acquisition Research Foundation CompTIA Training and Apprenticeship Programs	Over 30 years experience in education coordinating WBL programs and Comp TIA certifications for the community. Manages the only apprenticeship program in El Paso, TX in the area of information technology and networking.

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
Angelica Haro, Director Oversee iCalc El Paso Summer Program to include budget and project personnel	Experience writing and managing GEAR UP Grant and Perkins Reserve Grants. Over 15 years of experience in an educational setting to include work in an Early College High School, post-secondary institutions, and the ESC.
Oscar Carrera, Professional Development Consultant iCalc El Paso Summer Program Coordinator Oversee student activities	Experience coordinating student summer projects such as the ESC R19 Summer TSIA Bootcamp for Migrant students; experience coordinating teacher Microsoft and G-Suite Certification projects; ESC R19 testing lab coordinator
Francisco Nolasco, STEM Professional Development Consultant Teach middle and high school summer courses	Experience with Geometry in Construction curriculum; teaching computer science, computer maintenance, robotics, secondary mathematics, and Technology Student Association (TSA) regional coordinator
Dr. Myshie Pagel, Instructional Dean for Career & Technical Education Coordinate course availability and EPCC instructors	Experience working with several Region 19 school districts in CTE and workforce related dual credit opportunities through involvement in various committees; expert in high skill, high-wage, and high-demand occupations.
Barron White, Chief Executive Officer Language Acquisition Research Foundation CompTIA Training and Apprenticeship Programs	Over 30 years experience in education coordinating WBL programs and Comp TIA certifications for the community. Manages the only apprenticeship program in El Paso, TX in the area of information technology and networking.

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?

The major goals and objectives of the proposed program is to increase student interest and participation in information technology and STEM-related courses and programs of study available to students at school districts where such courses are lacking. The 2024 iCalc El Paso Summer Program is expected to be able to fund a cohort of 40-45 middle school and 40-45 high school students with expanding opportunities and cohorts as the program moves forward. Being able to engage young women in information technology and STEM is of special importance with a goal of having equal participation of about 50% female and 50% male in the Summer opportunity. Nationwide, gender inequity persists in information technology and STEM careers, particularly after graduation. According to recent news, female and minority IT professionals earn lower salaries than their peers and are less likely to hold positions of leadership; mothers in particular lose out on career and salary advancements; and firms have been slow to follow best practices regarding equity and worker well-being. Women are underrepresented in information technology and STEM not only at the top of the field, but at all levels of practice. In recent years, only 31% of full-time faculty members in information technology and STEM are women. Even as women participation increases, they've mostly done so at lower rungs of both academia and the profession. We have a lot of work to do in educating young girls for both interest and empowerment. It is our goal, that young women aspire and pursue longevity and leadership in this field. As part of the latest data, women hold just 26.7% of tech-related jobs. The total number of women in tech-related positions decreased by 2.1% from 2020 to 2021. The current average salary for software engineers is $86,157, with female software engineers making 0.93 cents per every dollar earned by male coworkers. Middle school students will begin their exposure to IT and STEM-related programs of study by completing Principles of Information Technology. High School students will articulate a course to EPCC- ITCC 1314 CCNA 1: Introduction to Networks cross-walked to Internet Working Technologies I, continue by taking computer maintenance / lab, and Comp TIA certification training where students who proceed through program will have the opportunity for apprenticeship.

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?

The major goals and objectives of the proposed program is to increase work-based learning opportunities in information technology and STEM fields for students at school districts where such programs are lacking. The 2024 iCalc El Paso Summer Program is expected to be able to fund a cohort of 40-45 middle school and 40-45 high school students with expanding opportunities and cohorts as the program moves forward. Being able to engage young women in information technology and STEM is of special importance with a goal of having equal participation of female and males students in the Summer opportunity. Nationwide, gender inequity persists in information technology and STEM careers, particularly after graduation. According to recent news, female and minority IT professionals earn lower salaries than their peers and are less likely to hold positions of leadership; mothers in particular lose out on career and salary advancements; and firms have been slow to follow best practices regarding equity and worker well-being. Women are underrepresented in information technology and STEM not only at the top of the field, but at all levels of practice. In recent years, only 31% of full-time faculty members in information technology and STEM are women. Even as women participation increases, they've mostly done so at lower rungs of both academia and the profession. We have a lot of work to do in educating young girls for both interest and empowerment to aspire and pursue longevity and leadership in this field. As part of the latest data, women hold just 26.7% of tech-related jobs. The total number of women in tech-related positions decreased by 2.1% from 2020 to 2021. The current average salary for software engineers is $86,157, with female software engineers making 0.93 cents per every dollar earned by male coworkers. As per the Texas Work-Based Learning Framework (WBL) and Continuum, middle school students will participate in industry and career exploration with relevant information and activities provided onsite at workshop in addition to presentations during the camp. Students will also be exploring careers in the POS mentioned above through software such as Xello, Nepris, Texas OnCourse, and other resources provided by the Texas Workforce Commission (TWC). High school students will be engaging in hands-on experiences working towards CompTIA certification.

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 iCalc El Paso Summer Program will deploy different activities and objectives for middle school and high school students according to their trajectory through the Work-Based Learning Framework (WBL) and continuum. The pillars for WBL success and performance measures will be addressed and tied to student outcomes as per the following: Engagement with local development board and employers; Local Development Board (WSB) was consulted for advise and data regarding industry and employer alignment for this project; WSB supports by continuing to inform program improvement and deployment of relevant regional career information for both educators and students; Spectrum Technologies and Makios Technology engage as key industry partners for the iCalc El Paso Summer Bridge Program. WBL opportunities aligned to regional labor market information and opportunities; iCalc El Paso Summer Bridge Program aligned to 2023 Target Occupations List; Local Development Board (WSB) provides continuous reports to include the 2023 Target Occupations List used to examine and determine the selection of information technology and STEM as areas of need for a summer bridge program and increased CTE opportunities for students. Systems/Tools/Processes to monitor & measure student progress in WBL experiences and inform continuous improvement; CTE workforce dual credit program aligned with EPCC focuses on articulated credit for students; Comp TIA certifications found in the most updated list of approved industry-based certifications as well as support for the information technology and STEM-related career clusters. Student selection and enrollment in information technology and STEM-related programs of study will be monitored and tracked. Participating districts commit to availability of the above mentioned programs of study for students of districts where such programs are unavailable. Short evaluations for students, educators, and participating employers to evaluate what worked and did not work for program improvement. Monitor and tracking of student cohorts into post-secondary education for success in information technology and STEM-related programs. We have a regional data sharing agreement in place for all ISDs, IHEs in Region 19, and ESCR19 that will facilitate and expedite performance and evaluation measures and processes.

Performance and Evaluation Measures (Focus Area 2)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The iCalc El Paso Summer Program will deploy different activities and objectives for middle school and high school students according to their trajectory through the Work-Based Learning Framework (WBL) and continuum. The pillars for WBL success and performance measures will be addressed and tied to student outcomes as per the following: Engagement with local development board and employers; Local Development Board (WSB) was consulted for advise and data regarding industry and employer alignment for this project; WSB supports by continuing to inform program improvement and deployment of relevant regional career information for both educators and students; Spectrum Technologies and Makios Technology engage as key industry partners for the iCalc El Paso Summer Bridge Program. WBL opportunities aligned to regional labor market information and opportunities; iCalc El Paso Summer Bridge Program aligned to 2023 Target Occupations List; Local Development Board (WSB) provides continuous reports to include the 2023 Target Occupations List used to examine and determine the selection of information technology and STEM as areas of need for a summer bridge program and increased CTE opportunities for students. Systems/Tools/Processes to monitor & measure student progress in WBL experiences and inform continuous improvement; CTE workforce dual credit program aligned with EPCC focuses on articulated credit for students; Comp TIA certifications found in the most updated list of approved industry-based certifications as well as support for the information technology and STEM-related career clusters. Student selection and enrollment in information technology and STEM programs of study will be monitored and tracked. Participating districts commit to availability of the above mentioned programs of study for students of districts where such programs are unavailable. Short evaluations for students, educators, and participating employers to evaluate what worked and did not work for program improvement. Monitor and tracking of student cohorts into post-secondary education for success in information technology and STEM-related programs. We have a regional data sharing agreement in place for all ISDs, IHEs in Region 19, and ESCR19 that will facilitate and expedite performance and evaluation measures and processes.

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.

ESCR19 has consultants that can deliver both professional development for teachers and other educators as well as teach lessons and deliver coursework for students. With many years of experience in the classroom, ESC R19 consultants have been trained on CompTIA testing requirements, mathematics applicable to networking and other areas related to these career clusters. The proposed budget will allow us to be able to fund their work with supplies for the program and any materials that they may need to deploy program to students. Curriculum and lesson plans from this program will be implemented throughout the iCalc El Paso Summer Bridge Program for middle school students to introduce IT and STEM contextual skills as well as to introduce and reinforce cybersecurity concepts for success in future high school courses. Additionally, we intend to use the proposed budget to help defray the costs of college courses by helping to support payment for an instructor in the summer and open courses to be taught in the summer specifically for this project. We intend to help students with college textbook costs as well as the associated costs of CompTIA training and certification. The budget intends to subsidize costs of student travel through grant funds as well as established relationships. As the fiscal agent for the Head Start program in El Paso, ESC R19 does not use most of its Head Start buses during the summer and would be willing to use the buses for iCalc El Paso Summer Program transportation. This would allow us to keep transportation costs low and be able to serve more students who may be traveling from districts outside of the city limits. It is additionally important for us to be able to help subsidize some of the costs that our business & industry partners may have to incur. We want to ensure that students are not only able to have transportation to their summer courses, but also to their WBL sites. Materials, supplies, and uniforms are also going to be required at their WBL sites, and the budget is intended to be able to help business & industry partners provide this for students.

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.

ESC R19 has experience coordinating, working, and running other summer programs in the past such as the ESC R19 Annual Summer TSIA Bootcamp for Migrant Students now in its fifth year of operation since inception in 2015. Middle school and high school students throughout Region 19 come to the Service Center every summer to engage in a 2-week intense Summer Camp opportunity to prepare for the TSIA exam. A diagnostic tool called Shmoop is used to pre-test and prepare students. They are then grouped grouped by levels and provided with targeted interventions for success. At the end of the Camp, middle school students are tested in Reading, while high school students are tested in all areas. This past summer, only four migrant students did not meet the college readiness benchmarks of the reading exam. This is great news for students who are in need of targeted supports in language and is a testament to the commitment of the Service Center to student success. Enrichment activities are also provided for students, such as forensic science, biology activities, and art classes taught by EPCC instructors. ESC R19 works with both grant funds and district funds to coordinate and host the Camp. ESC R19 is accustomed to making adjustments and accommodations within the budget by being resourceful and using the generous in-kind support from its partners.

ESC R19 intends in growing this Program each summer to offer more EPCC courses for students and provide different WBL opportunities for students. With a growing program, in-kind relationships and adjustments for Program improvement are vital to its sustainability. Aside from the already successful TSIA Bootcamp for Migrant Students, ESC R19 intends on having iCalc El Paso Summer Program as a signature CTE support program for students and the community. Region 19 is committed to supporting this valuable opportunity to meet the needs of a growing job sector of the regional economy. ESC R19 and its partners are further committed to make adjustments to this program based on local labor market demand.

Program Requirements

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

The CTE CLNA (Comprehensive Local Needs Assessment) was used for needs assessment data. Most districts in the ESCR19 El Paso region are doing away with IT programs of study due to the lack of qualified and certified instructors. However, this does not coincide with the labor market data already discussed. About 92% of the districts in our region do not have the necessary resources and support to expand CTE programs in IT and STEM-related programs of study as they relate to networking, cybersecurity, and computer maintenance. As part of the CLNA districts are required to assess whether their CTE programs offer a sufficient number of courses and programs to meet the needs of every student population; there programs need to be broad as well as vertically aligned and linked to the next level of education; provide quality programming to develop student knowledge and skills and prepare them for success. With this in mind and through labor market alignment, which is also an integral part of the CLNA, we concluded that IT and STEM-related programs of study needs regional support in expanding programs of study, equipment, supplies, and the necessary coursework to be able to begin working with IBCs for students in this area. Without highly qualified teachers to meet the demands of this field and limited WBL afforded to students during the school year, this program begins to close the gap in the areas of need as identified through the CLNA. We need an intentional program that provides coursework opportunities such as the iCalc El Paso Summer Program. Our previous experience in providing similar type programs have allowed us to evaluate the reach and scope of the instruction and opportunities provided to student participants. Additionally, we have extensive experience and have fostered relationships with IHE programs to align and articulate offerings across learner levels, including curriculum, instruction, equipment, and career development activities. Policies will be adapted and examined for participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs. Course work and program of study effectiveness will also take place via distribution of a survey to participating district educators. Students will receive a different version of the survey to obtain their feedback on the content of the courses.

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

The CTE CLNA (Comprehensive Local Needs Assessment) was used for needs assessment data. Most districts in the ESCR19 El Paso region are doing away with IT programs of study due to the lack of qualified and certified instructors. However, this does not coincide with the labor market data already discussed. About 92% of the districts in our region do not have the necessary resources and support to expand CTE programs in IT and STEM-related programs of study as they relate to networking, cybersecurity, and computer maintenance. The iCalc Summer Program is intended to supplement district resources where necessary and jump start these programs of study at districts where they don't currently exist by providing exposure to students who might not otherwise have the opportunity to engage in similar enrichment programs. Within the CLNA processes labor market alignment and other resources where gaged to determine the need for IT and STEM-related programs of study and pathways. For WBL opportunities, we will be following the Texas Work Based Learning Framework and the Pillars for Work-Based Learning Success. There are six pillars of work-based learning success. (1) Engagement with local workforce development board and employers. (2) Work-based learning opportunities aligned to regional labor market information and opportunities. (3) Systems/tools/ processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement. (4) Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison. (5) Dedicated staffing role(s) to support work-based learning efforts. (6) School culture which is supportive of WBL learning with buy-in from teachers and administrators. Upon completion of grant services, a survey will be administered to assess the effectiveness of the grant program in achieving success in these pillars for work-based learning for both middle school and high school students at participating districts.

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 iCalc El Paso Summer Program is intended to focus on the IT and STEM-related career clusters. Within these career clusters, students of both middle school and high school, certainly middle school students in particular, will be exposed to the interconnectedness of the programs of study and regional job opportunities within this career clusters. Middle school students will be taking the Principles of Information Technology course taught by our mathematics consultant who is a certified mathematics, computer science, and technology education teacher with a strong background in engineering from many years of work in the private sector. If we are able to continue the Program into the future, we would like to extend middle school students the opportunity to take additional coursework such as Computer Maintenance / Lab.
High school students will be engaged in EPCC college courses and apprenticeship opportunities. Summer 2024 in addition to any intersession periods are intended for students to take ITCC 1314 CCNA 1: Introduction to Networks of study. In preparation for the Program, ESC R19 will work with EPCC and IT teachers at partnering districts to articulate the content of the Networking / Lab course with EPCC course ITCC 1314 CCNA 1: Introduction to Networks of study and develop course crosswalks to line up EPCC course objectives and high school TEKS so that students are able to obtain both high school and college credit. ESC R19 has experience working in crosswalk alignment having worked on HVAC and sheet metal program of study courses with a local technical college. Summer 2024 and other intersession periods would be geared at expanding further crosswalk articulation and alignment to the networking systems program of study course. The EPCC course discussed are housed under the Associate of Applied Sciences degree providing cutting edge workforce readiness courses, certificates, and degrees, in computer maintenance, IT systems, and networking areas. The application materials include a copy of the Dual Credit Agreement between Anthony ISD and EPCC. A copy of this agreement exists and is employed by all districts applying through this grant application, allowing for a smooth and seamless process when transcribing courses between entities and on student transcripts.

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.

The iCalc El Paso Summer Program is proud to announce crucial partnerships in its inception year with Language Acquisition Research Foundation. The Foundation addresses the need of not enough skilled IT technicians in El Paso. The Foundation has the only approved apprenticeship program from the Department of Labor in the El Paso area. The foundation CEO, Mr. White is willing to work with a cohort model of students to ensure their success in the program and certification exams. Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential. The foundation sustains apprenticeship programs in computer software technician, network support specialist, and cybersecurity support technician. The computer support technician program provides 2,000 hours of on-the-job training, 300 hours of classroom instruction, employability skills along with certifications. Network support specialist program provides 3,032 hours of on-the-job training and 618 hours of classroom instruction, employability skills along with certifications. The cybersecurity support technician program provides 4,000 hours of on-the-job training and 780 hours of classroom instruction, employability skills along with certifications. The Foundation has an average apprentice retention rate of 93%. The iCalc El Paso Summer Program intends to work with 40-45 high school students as a cohort for apprenticeships. The iCalc El Paso Summer Program also intends to work with 40-45 middle school students. Work-Based learning for them will be conducted via presentations and shadowing of experts at the Foundation who have worked in the field. Mr. Barlow, training program coordinator at the Foundation, has over 15 years of experience in IT and is the Director of Technology at the Foundation, committed to engaging middle school students in understanding programs of study in the IT and STEM-related clusters.

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