



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 12, 2024

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, February 12, 2024**.

Grant period from

Pre-award costs permitted from

Application stamp-in date and time

Required Attachments

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

Focus Area 1: Career and Technical Education Course

Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

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

Overall Mission: Evolution Academy Charter School CTE Summer Academy Program will focus on three pathways: Education and Training, Healthcare Therapeutic, and Entrepreneurship/ Small Business. This program aims to provide accelerated courses leading to students earning an Industry-Based Certification (IBC) at the end of the session. The CTE Summer Academy Program will span a period of 8 weeks, targeting students who are at risk of dropping out or have previously dropped out of traditional high schools. The program will be structured around three main CTE pathways:

Education and Training Pathway: This pathway will equip students with the necessary skills and knowledge to pursue careers in the field of education, including early childhood education, teaching assistant roles, and tutoring positions.

Healthcare Therapeutic Pathway: Focused on addressing the growing need for healthcare professionals at the community level, this pathway will provide students with foundational knowledge in healthcare practices, communication skills, and community outreach.

Entrepreneurship Pathway: This pathway will empower students with the entrepreneurial mindset and skills needed to start and manage their own businesses. Topics covered will include business planning, marketing strategies, financial management, and innovation.

Program Components:

Accelerated Coursework: Each pathway will consist of intensive, accelerated courses designed to cover the TEKS based concepts and skills within the designated time frame.

Industry-Based Certification (IBC): Upon successful completion of the program, students will earn an Industry-Based Certification (IBC) relevant to their chosen pathway. These credentials will enhance their employability and readiness for further education or training.

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.

Overall Mission: Students will learn about career opportunities and post-secondary education related to the Lodging and Resort Management program of study and experience the lodging environment.

Students will attend and participate in a Texas Hotel and Lodging (THLA) 3-day summer internship for high school students to learn about Lodging and Resort Management career paths and related postsecondary education. The hotel industry offers an unparalleled setting to meet people from all walks of life and to experience new adventures every day. The hotel industry provides many exciting professional opportunities to explore, all with competitive pay and potential for career growth.

The hotel industry career pathways include occupations within a variety of hotel departments, often with the same employer. The most common hotel departments include Accounting, Executive Office, Food and Beverage, Human Resources, Lobby and Guest Services, Rooms, Sales and Marketing, Security, Engineering, and Maintenance.

During this intensive, fun, and interactive camp, students will stay at a hotel and experience the following in a fully immersive environment:

- Hotel Industry Overview and Career Options session

During this intensive, fun, and interactive camp, students will stay at a hotel and experience:

- Hotel Industry Overview and Career Options
- Texas Friendly Customer Service
- Effective Communication Techniques
- SMART Goal Setting
- Tours of Hotel Properties
- Business Etiquette for Career Success

Students will be accompanied by a charter school district staff member. Each staff member will register up to six students. 5 staff members and 25 students will attend the summer internship.

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
Director of Career and Technical Education, EACS who oversees CTE programming (Existing Position)	Teacher certification with a minimum of 7 years of relevant work experience, Mid-Management educational certification.
CTE Teacher (Existing Position)- Provides students with learning activities and experiences & deliver TEKS related instruction, etc.	Appropriate qualifications per TEA & EACS Human Resources including relevant industry experience, Texas Teachers certificate, Alternative Certification Program approval, etc.

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
EACS Hospitality facilitator to prepare students for the summer camp experience and to chaperone students.	Knowledge of the Hospitality Industry who can provide guidance and instruction to students on expected behavior and attire before and during the summer camp.

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 goals of the CTE Summer Academy Program are:

Academic Empowerment: Provide dropout recovery high school students with intensive, hands-on learning experiences in targeted career pathways to enhance their academic skills and knowledge.

Career Readiness: Equip students with industry-relevant skills that prepare them for meaningful employment opportunities or further education in their chosen fields.

Incentive Participation: Motivate and support student participation and success through the provision of stipends for problem completion and achievement of program milestones.

Personal Growth: Foster a supportive learning environment that promotes personal growth, academic achievement, and the development of critical life skills necessary for success in both career and life endeavors.

Community Impact: Empower students to become active contributors to their communities by providing them with the tools and resources needed to pursue fulfilling careers and make positive contributions to society.

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?

Goal: To provide students with hands-on, work-based learning experience in the Hospitality and Tourism Industry, encouraging immediate employment or enrollment in higher education in related fields.

Objectives:

Bridge High School Coursework to Industry Experience:

Objective: Bridge completed high school coursework in hospitality and tourism to firsthand, hands-on, diverse knowledge of the industry.

Strategy: Implement targeted recruitment of students who have successfully completed the CTE Hospitality and Tourism Program of Study or enrolled in related courses such as Entrepreneurship and Business Management.

Activity: Identify and prioritize students with declared programs of study in Hospitality and Tourism on their Personal Graduation Plan (PGP).

Activities: Provide training sessions to enhance students' understanding of industry practices and skills relevant to hospitality and tourism. Translate Summer Camp Training to Real-World Experience:

Objective: Bridge Hotel Summer Camp training to real-world experience in hotels, resorts, etc., especially targeting students lacking relevant industry experience.

Strategy: Develop partnerships with businesses and industry partners to offer work-based learning experiences.

Activities: Conduct THLA Summer Hotel Camp training to provide students with practical skills and knowledge;

Facilitate pre-planning sessions for CTE teachers to connect with students and parents, ensuring participation and engagement; Administer recognition of skills for each student, utilizing teacher/ student surveys and charter observations.

Evaluation Measures:

Track the number of students participating in THLA Summer Hotel Camp training. Collect demographic data of the program participants. Document industry partnerships and the scope of work-based learning experiences offered to students.

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 performance measures identified for this program are directly related to student outcomes and are aligned with the purpose of the program, which is to enhance student success in Career and Technical Education (CTE) pathways. The following tools will be used to measure the processes for ensuring effectiveness:

*Number and Demographics of Students Entering and Completing the Summer CTE Academy Program:
 Performance Measure: Tracking the enrollment and completion rates of students participating in the program.
 Tools Used: Student intake forms, enrollment records, completion certificates. Process for Effectiveness: Regularly monitoring enrollment numbers and completion rates to assess program participation and success. Analyzing demographic data to ensure equity in program access.

*Participation in CTE Courses and Preparedness for Statewide Programs of Study:
 Performance Measure: Monitoring the number of CTE courses attended by students and their readiness for statewide programs of study.
 Tools Used: Attendance sheets, progress reports, readiness assessments.
 Process for Effectiveness: Reviewing attendance records and progress reports to gauge student engagement and performance in CTE courses. Conducting readiness assessments to ensure students are adequately prepared for further CTE studies.

*Receipt of Credits and Plans for Post-Secondary Education:
 performance Measure: Tracking the number of credits earned by students and their post-secondary education plans.
 Tools Used: Grade reports, credit transcripts, post-program surveys.
 Process for Effectiveness: Analyzing grade reports to determine students' academic achievements and credit accumulation. Conducting post-program surveys to gather feedback on students' post-secondary plans and aspirations.

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.

Performance Measures: Number of Students Participating: Measure: Count the total number of students participating in the THLA Summer Hotel Camp training. Tool: Attendance records.
 Process: Regularly update and maintain accurate records of student attendance to track participation throughout the program duration.

Demographic Data Collection: Measure: Collect student information for demographic analysis.
 Tool: Student information forms or surveys. Process: Gather demographic data including but not limited to race, gender, ethnicity, socioeconomic status, and special needs status. Ensure confidentiality and privacy of student information.

Industry Partner Engagement: Measure: Document information on business and industry partners offering work-based learning experiences. Tool: Partnership agreements, communication logs. Process: Maintain records of partnerships established with businesses and industry partners. Document the scope of work-based learning opportunities provided to students by each partner.

Student Work Hours: Measure: Record the total and average hours worked by students during the Hotel Summer Camp Program. Tool: Time tracking sheets or online platforms. Process: Monitor and track students' work hours accurately to ensure compliance with program requirements. Compile data to calculate total and average hours worked by students.

Teacher Work Hours: Measure: Document the total and average hours worked by CTE teachers during the Hotel Summer Camp Program. Tool: Time tracking sheets or logs. Process: Monitor and record CTE teachers' work hours, including both direct instructional time and pre-planning hours. Ensure adequate time allocation for connecting with students and parents during the summer.

Budget Narrative (Focus Area 1)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget allocation for Focus Area 1 reflects resources to support the successful implementation of our student-focused initiative. Budget category and its intended use: Payroll (\$17,500): This portion of the budget is dedicated to compensating program staff, including program coordinators, instructors, academic advisors, and administrative personnel. Their expertise and commitment are essential for delivering high-quality educational experiences, providing mentorship, and ensuring the smooth operation of the program.

Professional and Contracted Services (\$4,274): Professional and contracted services encompass expenses associated with engaging external partners or consultants to enhance program offerings. These services may include guest speakers, industry mentors, educational consultants, or specialized training sessions. By leveraging external expertise, we aim to enrich the learning experiences of our students and provide them with valuable insights into real-world applications of their studies.

Supplies and Materials (\$6,000): Funding allocated to supplies and materials enables us to procure resources necessary for delivering hands-on learning experiences and supporting instructional activities. This includes textbooks, lab equipment, software licenses, and other materials required for CTE courses and program activities. Access to quality resources enhances the effectiveness of our educational programming and fosters student engagement and success.

Other Operating Costs (\$2,000): Other operating costs cover miscellaneous expenses associated with program administration and logistics. This includes, marketing materials, and any unforeseen expenses that may arise during program implementation.

Student Stipend (\$18,000): A portion of the budget is allocated to provide stipends to 60 students participating in the program. This stipend serves as a form of financial support to incentivize student participation, recognize their efforts, and alleviate any financial barriers they may face in accessing educational opportunities.

An additional \$2,226 is allocated for indirect costs, covering administrative expenses associated with program management, oversight, and evaluation. The total Focus 1 budget is \$50,000.

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 budget allocation for Focus Area 2 will cover program costs associated with providing immersive work-based learning experiences to students through the THLA Hotel Summer Camp. Funds will support various components of the program, ensuring its successful implementation and impact on student learning and career exploration.

Payroll: We have allocated \$11,500 for teacher stipends to compensate them for their time and expertise in facilitating the THLA Hotel Summer Camp. This includes stipends for five teachers at \$1,500 each, along with funds for a Data Clerk (\$2,000) and Bookkeeper (\$2,000) to support administrative tasks.

Contracted Services: \$1,524 is budgeted for printing costs, covering materials necessary for program promotion, instructional materials, and administrative documentation.

Supplies and Materials: To ensure students' comfort and engagement during the program, \$2,500 is allocated for student refreshments, including snacks and beverages.

Other Operating Costs: Student registration costs are estimated at \$11,500, covering the registration fees for 25 students. This cost includes transportation from the University of Houston Hotel to other resorts, removing barriers to participation and facilitating career exploration. Additionally, \$2,750 is allocated for teacher registration costs, ensuring their active participation and engagement in the program.

Student Stipend: A total of \$7,500 is allocated for student stipends, providing financial support to 25 students (\$300 each) participating in the THLA Hotel Summer Camp.

Other Operating Costs: Transportation expenses are crucial for ensuring students' access to the program. Therefore, \$10,500 is allocated for transportation, covering the cost of three buses (\$3,500 per bus, per trip each campus) for drop-off and pick-up from various locations. Budget allocations will apply, covering the expenses necessary to provide students with work-based learning experiences through the THLA Hotel Summer Camp.

Indirect Costs: An additional \$2,226 is allocated for indirect costs, covering administrative expenses associated with program management, oversight, and evaluation. The total Focus 2 budget is \$50,000.

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.)

Evolution Academy has identified several specific areas of need that hinder the completion of courses within programs of study. These challenges are critical to address to ensure the successful implementation of our educational initiatives. The following are key areas of concern:

Scheduling Conflicts: Many students face scheduling conflicts that make it challenging to enroll in required courses within their chosen programs of study. These conflicts may arise due to overlapping course schedules, full-time employment obligations. As a result, students may struggle to access essential courses needed to progress in their academic pathways.

Limited Program of Study Teacher Availability: The availability of qualified teachers within specific programs of study is another significant concern. In some cases, there may be a shortage of instructors with expertise in specialized areas, leading to limited course offerings or increased class sizes. This shortage can impede students' access to critical instruction and support needed to succeed in their chosen fields.

Resource Constraints: Resource constraints, including limited funding for instructional materials, technology, and equipment, pose additional challenges for students completing courses within programs of study. Insufficient resources may hinder hands-on learning experiences, limit access to up-to-date curriculum materials, and impede the delivery of high-quality instruction.

Transportation Barriers: Transportation barriers present obstacles for students, particularly those from underserved communities, in accessing educational opportunities. Lack of reliable transportation options may prevent students from attending classes, or accessing off-campus learning experiences essential for their academic and career development.

Support Services and Academic Advising: Limited access to support services and academic advising can hinder students' ability to navigate their programs of study effectively. EACS will provide guidance in course selection, academic planning, and career exploration to make informed decisions about their educational pathways. Insufficient support services may result in students feeling overwhelmed or uncertain about their academic progress.

Drop Recovery Program Challenges: As a drop recovery programs supporting students who have previously dropped out or fallen behind in their coursework, EACS students often require targeted interventions.

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.)

In Focus Area 2, our Local Education Agency (LEA) recognizes the importance of offering work-based learning opportunities within the Hospitality and Tourism industry to our students. To effectively address the needs and challenges associated with implementing such opportunities, we have conducted a needs assessment to identify specific areas that require attention and improvement.

Transportation Limitations:

Many of our students face transportation challenges, particularly when accessing off-campus work-based learning opportunities. Limited public transportation options and geographical distances between school campuses and industry partners may pose barriers to student participation.

Scheduling Conflicts:

Students often encounter conflicts between their academic schedules and the availability of work-based learning opportunities. Balancing coursework, extracurricular activities, and family responsibilities can limit students' flexibility to participate in work-based learning activities, especially if these opportunities are offered during regular school hours.

Availability of Program of Study (POS) Teachers:

Ensuring the availability of qualified POS teachers who can oversee and support work-based learning experiences is essential. However, scheduling constraints, limited staffing resources, and competing responsibilities may impact the availability of teachers to supervise students during their work-based learning placements.

Equity and Accessibility:

Addressing equity and accessibility concerns is critical to ensure that all students have equitable access to work-based learning opportunities. Students with disabilities, English language learners, and those from underserved communities may require additional support or accommodations to participate fully and benefit from these experiences.

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 CTE Summer Academy Program aligns with three pathways: Education and Training, Healthcare Therapeutic, and Entrepreneurship/ Small Business. The program is designed to support up to 60 participants.

The program will be structured around three main CTE pathways:

Education and Training Pathway: This pathway will equip students with the necessary skills and knowledge to pursue careers in the field of education, including early childhood education, teaching assistant roles, and tutoring positions.

Healthcare Therapeutic Pathway: Focused on addressing the growing need for healthcare professionals at the community level, this pathway will provide students with foundational knowledge in healthcare practices, communication skills, and community outreach.

Entrepreneurship Pathway: This pathway will empower students with the entrepreneurial mindset and skills needed to start and manage their own businesses. Topics covered will include business planning, marketing strategies, financial management, and innovation.

Industry-Based Certification (IBC): Upon successful completion of the program, students will earn an Industry-Based Certification (IBC) relevant to their chosen pathway. These credentials will enhance their employability and readiness for further education or training.

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.

Evolution Academy Charter School will partner with the Texas Hotel and Lodging Association (THLA) to provide students with the opportunity to participate in a Hotel Summer Camp at the Hilton University of Houston Hotel. Work-based learning models which will be used include the following: on the job training, job shadow, industry leader panels, tours, and hands-on-experiences. Evolution Academy Charter School will provide opportunities for four students to attend the Hotel Summer Camp. Students will be accompanied by a charter school district staff member. Each staff member will register up to six students. 5 staff members and 25 students will attend the summer camp internship.

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

ATTACHMENTS

Focus Area 2:
Letters of Support



January 25, 2024

Marcette Kilgore
Statewide Career and Technical Education Director
Texas Education Agency
1701 17th Street, Austin, TX, 78701

Dear Marcette,

I am writing to express my enthusiastic support for the Hotel Summer Camp program, which aims to introduce students to the vibrant world of the hospitality industry. As the Education Outreach & Foundation Director at the Texas Hotel & Lodging Association (THLA), I am deeply committed to fostering educational opportunities and promoting careers in hospitality.

The hotel industry offers an unparalleled setting where individuals can connect with people from all walks of life and embark on new adventures every day. It serves as a dynamic platform for personal and professional growth, providing countless avenues for individuals to achieve their goals.

One of the most exciting aspects of a career in the hotel industry is the diverse array of pathways it offers within various hotel departments. From Accounting to Sales and Marketing, hotel employees have the opportunity to explore different occupations and gain valuable experience, often within the same organization. The hotel industry encompasses a wide range of departments, including Executive Office, Food and Beverage, Human Resources, Lobby and Guest Services, Rooms, and Security, Engineering, and Maintenance, each offering unique opportunities for growth and advancement.

Furthermore, the hotel industry provides numerous exciting career pathways, all with competitive pay and potential for career growth. Whether individuals are passionate about providing exceptional guest experiences in Rooms management or driving strategic initiatives in Sales and Marketing, the hospitality industry offers limitless opportunities for exploration and development.

The Hotel Summer Camp program serves as an invaluable platform for students to explore the diverse career opportunities available within the hospitality industry. Through hands-on experiences and interactions with industry professionals, participants gain insights into the exciting possibilities that await them in hospitality careers.

I am confident that the Hotel Summer Camp program will inspire participants to pursue careers in the dynamic and rewarding field of hospitality. It is a privilege to support initiatives that empower the next generation of hospitality leaders and provide them with the tools they need to succeed.

Please do not hesitate to reach out if there is anything further I can do to support the Hotel Summer Camp program. I am dedicated to ensuring its success and helping students discover the exciting career pathways available to them in the hospitality industry.

Thank you for your dedication to promoting educational opportunities and preparing students for successful careers.

Warm regards,

A handwritten signature in black ink, appearing to read "Debbie Wieland". The signature is fluid and cursive, with the first name "Debbie" being more prominent than the last name "Wieland".

Debbie Wieland

Education Outreach & Foundation Director

Texas Hotel & Lodging Association (THLA)

THE SAN LUIS *Resort*

SPA & CONFERENCE CENTER 

February 3, 2024

Marcette Kilgore
Career and Technical Education Director
Texas Education Agency
1701 17th Street, Austin, Texas 78701

Dear Marcette and CTE Staff Members,

I am writing to express my wholehearted support for the upcoming Texas Hotel & Lodging Association (THLA) High School Hotel Summer Camps. As the Landry's, Inc. Vice President of Hospitality, I believe in the transformative power of the hospitality industry and the invaluable experiences it offers to young individuals.

The hotel industry, in its essence, provides an unparalleled setting for individuals to connect with people from all walks of life and to embark on new adventures each day. It is a dynamic field where diversity thrives, and where personal and professional growth intertwine seamlessly.

One of the most remarkable aspects of a career in the hotel industry is the multitude of pathways it offers for personal and professional development. From the vibrant atmosphere of the Food & Beverage department to the meticulous workings of Accounting, from the warm reception of Lobby and Guest Services to the strategic initiatives of Sales & Marketing, the hotel industry encompasses a vast array of departments and roles.

Through exposure to various departments, hotel employees gain a comprehensive understanding of hospitality operations while discovering their individual passions and strengths. Whether one finds fulfillment in ensuring guest satisfaction in Rooms management or in spearheading innovative marketing campaigns, the hotel industry provides endless opportunities for exploration and growth.

Moreover, the hotel industry boasts competitive pay structures and abundant prospects for career advancement. As individuals hone their skills and demonstrate dedication to their craft, they find themselves on trajectories marked by achievement and fulfillment.

THE SAN LUIS *Resort*

SPA & CONFERENCE CENTER

The THLA High School Hotel Summer Camp serves as a gateway for young minds to explore the myriad possibilities within the hospitality industry. It is a platform where students can immerse themselves in the vibrant tapestry of hotel operations, gain invaluable insights from seasoned professionals, and envision the boundless potential of a career in hospitality.

I am confident that the THLA High School Hotel Summer Camp will inspire participants to embrace the diverse opportunities that the hotel industry has to offer. It is a privilege to support initiatives that empower the next generation of hospitality leaders, and I commend the organizers for their commitment to nurturing talent and fostering innovation.

Please do not hesitate to reach out if there is anything further I can contribute to ensure the success of the THLA High School Hotel Summer Camp. I am wholeheartedly invested in the growth and prosperity of aspiring hospitality professionals, and I look forward to witnessing the impact of this transformative experience.

Always at your service,



Paul Schultz
Vice President of Hospitality
Landry's, Inc.