



**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)

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.

Application stamp-in date and time

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):

N/A

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

DocuSigned by:

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.

Through the Summer CTE Grant in Focus Area 1, Horizon Montessori Pearland is launching a four-week Summer Bridge Program specially tailored for incoming and current 8th graders. This program will be centered around the Graphic Design and Multimedia Arts Program of Study, aimed at guiding students towards promising careers in high-demand fields, such as Graphic Designers, Multimedia Artists, and Animators. These professions offer significant earning potential, with an average salary of \$56,108, numerous annual job openings (1,618), and a projected growth rate of 18%, as indicated on the TEA Programs of Study page.

As we embark on this program, Horizon Montessori aims to align with our MISSION of providing exceptional education, nurturing critical thinking, and fostering valuable soft skills for each student. Moreover, we are committed to addressing some of the significant challenges currently confronting our charter school. These issues can be seen below:

1. A significant 71.8% of the student population faces economic disadvantages, exceeding the state average of 62.1% (TAPR 2023).
2. All of the charter school's students fall under the Title 1 classification, notably surpassing the state's average of 64.6% (TAPR 2023).
3. Only 66% of our students are approaching the grade level in STAAR for all subjects, this falls short of the state's average of 76%.
Notably, there are significant differences within individual subjects:
 - In math, only 64% reach the grade level, compared to the state's 75%.
 - In science, 52% approach the grade level, whereas the state attains 77%.
4. Approximately 12.7% of our teachers hold Master's degrees, whereas the state average stands at 25%.

ADDRESSING NEEDS: To address these challenges, this program will provide our students with essential knowledge in a high-demand CTE program, accelerating their journey towards postsecondary education and successful careers. The results of this grant will directly enhance our community's economic well-being, create more career opportunities, and enhance preparedness for post-secondary education.

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.

WILL NOT APPLY FOR THIS FOCUS AREA.

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
GRANT PROGRAM MANAGER – Responsible for grant oversight, data management, and program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field, with 2 years of CTE EXPERIENCE and grant knowledge.
ASSISTANT SUPERINTENDENT –Will aid in overseeing expenditures, curriculum delivery, and program outreach. (Existing)	QUALIFICATIONS: Master's Degree in Education or related field, a Superintendent Certification (preferred), with 2 years of supervising staff and administering programs EXPERIENCE.
CAMPUS TEACHERS/STAFF – Responsible for teaching incoming and current 8th graders CTE courses through the bridge program. (Existing)	QUALIFICATIONS: Bachelor's Degree in Education or related field, certified to teach CTE courses, and 1 year of CTE education EXPERIENCE.
CAMPUS PRINCIPAL – Responsible for overseeing daily operations and staff during curriculum delivery. (Existing)	QUALIFICATIONS: Master's Degree in Education or related field, with at least 10 years of EXPERIENCE in education and 2 years in school management.
SUPERINTENDENT – Responsible for supervising personnel involved in the grant program. (Existing)	QUALIFICATIONS: Doctoral Degree in Education, a Superintendent Certification, and four years of experience supervising staff.

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
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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?

Horizon Montessori Pearland Academy's main GOAL in Focus Area 1 is to identify and enroll a maximum of 30 students in a summer bridge program centered on the Graphic Design and Multimedia Art Program of Study (POS). This initiative aims not only to provide students with advanced knowledge in high-demand CTE programs but also to expedite their entry into high-demand careers.

To ensure the achievement of the goals, the following ACTIVITIES will be implemented:

Summer Bridge Program –

- Campus Exploration - Lead incoming and current 8th-grade students on a tour of the surrounding district campuses so that they have an easier transition from the charter to the district campus.
- Orientation Session - Organize an informative orientation session for 8th-grade students and their parents, offering comprehensive information about the Middle School's Graphic Design and Multimedia Art CTE Program of Study (POS).
- Personalized Counseling - Arrange one-on-one sessions for 8th-grade students to meet with the Campus Counselor. These meetings will guide students in understanding how the Graphic Design and Multimedia Art CTE Program of Study aligns with their interests, skills, and future aspirations.
- Introductory Courses - Deliver the TEA-approved introductory courses within the Graphic Design and Multimedia Art CTE Program of Study, allowing 8th-grade students to gain knowledge with the foundational elements of this career path.

In summary, Horizon Montessori Pearland Charter School's primary goal is to enroll 30 students in a summer bridge program focused on the Graphic Design and Multimedia Art Program of Study. Our plan includes activities such as campus exploration, orientation sessions, personalized counseling, and introductory courses to ensure success. This initiative aims to equip students for in-demand careers, positively contribute to our community's growth, and align with our mission.

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?

NOT APPLYING FOR THIS FOCUS AREA.

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 charter will engage in weekly data collection to assess the performance of our proposed summer bridge program. Ensuring consistent data collection is essential for the effective evaluation of STUDENT OUTCOMES throughout the program's duration.

PERFORMANCE MEASURES - To gauge our performance, we will utilize the following quantitative measures:

- Student Diversity: Gathering student demographic data to understand the composition of our participants.
- Enrollment Numbers: Tracking the count of students who enroll in the summer program.
- Program Completion: Measuring the number of students successfully completing the program.
- Course Completion: Collecting data related to course completion using PEIMS records.

TOOLS USED FOR PERFORMANCE MEASUREMENT: Our grant program manager will utilize various data sources, including student intake forms, questionnaires, progress reports, attendance records, and student projects (such as career directories and poster presentations). Additionally, meetings with our CTE teacher will provide valuable insights into program and student performance within this focus area.

ENSURING EFFECTIVENESS: The collected data will serve as a crucial tool for assessing whether our program aligns with its goals and objectives and how effectively our strategies are promoting student success. This approach allows us to make informed decisions and continually enhance the quality of education we provide.

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.

NOT APPLYING FOR THIS FOCUS AREA

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.

BUDGET: Horizon Montessori Pearland Academy has undergone a comprehensive assessment of grant objectives and has developed the subsequent budget to attain the goals of Focus Area 1:

- Fund Code (6100) - Allocated for expenses associated with a grant manager, professional staff extra-duty pay, and employee benefits. (Total: \$7,500)
- Fund Code (6200) - Designated for data collection and analysis related to course completion. (Total: \$4,406)
- Fund Code (6300) - Allocated for the acquisition of instructional supplies and essential resources. (Total: \$16,800)
- Fund Code (6400) – Reserved for student transportation to and from the program. (Total: \$8,500)
- Budget Code (6600) – Reserved to purchase touch screen educational panels that will aid instruction delivery. (\$11,200)
- Indirect Cost Rate – Allocated for expenses related to running the grant. (Total: \$1,594)

SNAPSHOT: Horizon Montessori Pearland remains committed to resource optimization despite financial challenges. While dedicated Summer Bridge program funding is unavailable, our existing resources cover facilities, transportation, cafeteria staffing, software acquisitions, and classroom enhancements, supported by various funding sources.

ADJUSTMENTS: In case program modifications are necessary, we prioritize stakeholder collaboration. We'll convene a meeting for transparent discussions and communicate changes through letters of intent, maintaining our commitment to educational excellence.

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.

NOT APPLYING FOR THIS FOCUS AREA

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.)

NEEDS THAT HINDER COURSE COMPLETION: Horizon Montessori faces an array of challenges that could significantly hinder the achievement of course completion within our program(s) of study. These needs include:

1. Overwhelming Economic Disadvantage: A significant 71.8% of the student population faces economic disadvantages, exceeding the state average of 62.1% (TAPR 2023). This factor intensifies the challenges faced by our students, stemming from the transportation barrier created by their families' financial constraints.
2. Title 1 Students: 100% of our students are considered Title 1 students.
3. Approximately 12.7% of our teachers hold Master's degrees, whereas the state average stands at 25%. This disparity could potentially contribute to variations in student achievement across different areas.

Nevertheless, there are no issues with scheduling conflicts or teacher availability for the implementation of this Summer Bridge Program. Our facilities, staff, and equipment are fully prepared. The only missing piece of the puzzle is securing the necessary funds to offset the previously referenced needs.

Addressing the Challenges: Horizon Montessori's Strategic Approach

In response to the significant challenges we face, Horizon Montessori has taken a proactive stance, crafting a comprehensive plan of action aimed at overcoming these obstacles:

1. Bridging the Transportation Gap

We acknowledge the economic hardships faced by many of our students, often resulting in transportation obstacles that limit their access to educational opportunities, such as our proposed summer program. Therefore, we're committed to providing transportation support to address this challenge.

2. Paving the Way through Summer Programming

We firmly believe that offering our summer program represents a pivotal opportunity for Horizon Montessori's students to achieve a brighter future with greater earning potential (impacting needs).

Through these strategic initiatives, Horizon Montessori is determined in its commitment to dismantling the barriers that obstruct our students' educational journeys.

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.)

NOT APPLYING FOR THIS FOCUS AREA

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.

PROGRAM(S) OF STUDY: With the implementation of this grant, our charter intends to introduce a summer bridge program tailored specifically for incoming and current 8th-grade students. As part of this program, these students will have the opportunity to explore the Graphic Design and Multimedia Art Program of Study.

CTE COURSES THAT WILL BE OFFERED: Within this program, students will engage in the following two courses:
• Digital Media; and
• Video Game Design.

NUMBER OF STUDENTS WHO ARE ENGAGED AND SUPPORTED: The charter school's primary objective is to guide 30 students toward careers in high-demand fields, such as Graphic Designers, Multimedia Artists, and Animators. These professions offer significant earning potential, with an average salary of \$56,108, a notable number of annual job openings (1,618), and a projected growth rate of 18%, as indicated on the TEA Programs of Study page.

The charter intends to host this program at its Pearland Academy campus. Although this campus currently serves students only up to the 8th grade, the charter collaborates with various districts, including Pearland ISD, that offer the same programs of study. This collaboration ensures that students can seamlessly continue on the path toward high-demand and high-paying careers.

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.

NOT APPLYING FOR THIS FOCUS AREA

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