



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

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

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.

The Level Up program aims to support CTE STEM integration by combining gaming with educational and personal development opportunities which can help foster the growth of the next generation. A key focus for Castleberry ISD CTE is to provide students transitioning from 8th to 9th grade with a surplus of opportunities to develop valuable skills, explore potential career paths, and build a sense of community. This summer program will aim to engage with an estimate of 100 incoming 9th graders in Focus Area 1. Focus Area 1 is structured to serve the CTE/Academic Level Up program by focusing on enriching project-based learning skills, understanding program pathways, learning how to communicate effectively while working as a team, as well as also receiving support through TSI preparation. Students will attend four days a week for four weeks, including Friday field trips that are centered around STEM and Esports opportunities. Students will receive credit in Independent Studies in Evolving and Emerging Technologies. Senior-level mentors will help facilitate stations, assist students with field trips/tours, and help provide further guidance for the students transitioning from 8th grade to 9th grade.

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.

Focus Area 2 is designed to offer various practical real world experiences through paid internships for rising Sophomores and primarily Juniors and Seniors, county management, sports medicine, programming and software, marketing, culinary ,health science, machinist/ welding and business programs of study. Information Technology department intern students will work with the district technology department. Health Science Students will partner with an athletic training office in Fort Worth and Doc Dombroski Sports Medicine Office. Construction/engineering students will be placed in Integrated Machinery Solutions and the City of Fort Worth. Business/marketing students will be placed with members of our advisory board, Bullrose Productions/Texas Wesleyan, Tarrant County District Clerk’s, Tarrant County Family Courts,, Fort Worth Country Memories Venue and Fort Worth Shipping, to obtain experience in marketing, customer service, communication, and project management. In partnership with the local companies and business, 10th-12th students will be transported to and from 2 days a week for 5 weeks for 8 hours a day, to shadow various roles within the participating businesses. Students who already have secured paid internships with local business partners will meet once a week with the WBL Program Coordinator for 5 weeks to review training plans, focused skills, and employer reviews. Students who successfully complete their placement will receive credit for Career Prep 1 (1270130)

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
CTE Summer Bridge Administrator	Administrative Certification; 3 years of experience overseeing programming pathways
CTE Summer Bridge Program Coordinator	Administrative Certification; 3 years of experience overseeing programming pathways
CTE Summer Bridge Teacher	3 years classroom teaching experience; pertinent industry experience and credentials
CTE Summer Bridge Counselor	Certified counselor; experienced in CTE pathway placement, career plans in skyward, and graduation requirements

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
CTE Summer Bridge WBL Administrator	Administrative Certification; 3 years of experience overseeing programming pathways
WBL or Intern/Job Shadowing Coordinator	Certified counselor; experienced in CTE pathway placement, career plans in skyward, and graduation requirements
CTE Teacher	3 years classroom teaching experience; pertinent industry experience and credentials

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?

Enhance students' project-based learning skills and understanding of program pathways. Develop and implement engaging project-based learning modules for all high school CTE pathways, in addition to introducing students to various career pathways within STEM and Esports. Provide hands-on experiences to deepen understanding of academic and technical subjects. Foster effective communication and teamwork skills among students. Design collaborative projects that require teamwork. Conduct workshops on effective communication and interpersonal skills. Encourage students to share ideas and work collectively on projects. Support students in preparing for the Texas Success Initiative (TSI) assessment. Provide targeted TSI preparation sessions. Offer practice exams and resources for skill improvement. Monitor and track students' progress in TSI readiness. Expose CTE students to STEM and Esports opportunities through field trips. Organize Friday field trips focused on STEM and Esports industries. Arrange tours to relevant facilities, organizations, or companies. Connect students with professionals in STEM and Esports for insights and networking. Build a sense of community among incoming 9th graders. Organize team-building activities and icebreaker sessions. Foster a supportive and inclusive learning environment. Encourage mentorship and peer support among students. Ensure students receive credit in Independent Studies in Evolving and Emerging Technologies. Monitor attendance and participation to meet credit requirements. Assess and evaluate individual and group projects for credit eligibility. Provide feedback and guidance to students on their academic progress.

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?

Ensure students have mentors in each internship (mentors will be guided on student expectations, daily check-ins, and periodic feedback) Ensure students are participating in and conducting meaningful work while involved in the internship (project or work efforts for student work will be identified by the coordinator, beginning/mid-point/conclusion data will be collected to ensure work efforts identified are being implemented, data will be collected about the impact student projects have on District initiatives as a whole) Ensure there is a feedback loop for students to allow for growth (coordinator will identify feedback cycle, train participants and collect data; coordinator will use feedback to inform instructional decisions for future programming). Eligible students will be able to earn the Texas Friendly Customer Service Certification, interact in a college and career fair, learn appropriate business etiquette and enhance career growth in the hotel industry through the Texas Lodging Hotel Summer Camp. The hotel industry offers an unparalleled setting to meet people from all walks of life and to experience new adventures every day. There are many exciting avenues available to hotel employees to achieve their personal and professional goals! 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 The hotel industry provides many exciting professional opportunities to explore, all with competitive pay and potential for career growth.

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.

Improvement in project-based learning skills and understanding of program pathways. (Pre-and post-assessments to gauge students' knowledge and skills. Portfolio assessments showcasing project work; include regular feedback sessions with students and mentors to assess project engagement and understanding.)
 Demonstrated improvement in teamwork and communication skills. (Peer evaluations, self-assessment surveys & observations by mentors and program coordinators)
 Increase in TSI readiness levels among participating students. (Pre-and post-TSI practice exams & TSI assessment scores and progress reports. Provide regular TSI preparation sessions with ongoing formative assessments.)
 Number of students engaged in CTE pathways, as well as STEM and Esports opportunities. (Attendance records for Friday field trips & surveys assessing students' interest and insights gained. Allow for post-trip reflections and discussions to gauge the impact of field trips, as well as providing networking events with professionals to measure industry connections made by students.)
 Strengthening of a sense of community among incoming 9th graders. (Surveys assessing students' sense of belonging and community & observations and feedback from mentors and program coordinators.)
 Percentage of students who successfully attain credit in Independent Studies in Evolving and Emerging Technologies. (Attendance records and participation assessments. & regular reviews of student progress and credit eligibility.)

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.

1. Student Diversity: Student Information to determine the demographics of students served
2. Number Served: Number of students participating in internships or job shadowing training as part of the program
3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as part of the program
4. Hours Completed: Total and average hours worked by students
5. Training Plan (s) Developed: Evidence of training plan
6. Partnership Agreements: Evidence of partnership agreements for each business and industry partner
7. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student
8. Course Completion: Collection of data related to PEIMS

Tools Used: Student/Stakeholder surveys, work-based application, attendance records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes and the number of after school and other jobs students acquire related to their field of study.

Students participating in the College and Career Fair will demonstrate knowledge and skills gained in camp seminars by earning their Texas Friendly Certificate. Students will complete a camp survey of their camp experience. The data will be collected and shared with the district administration and school board.

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 includes payroll, transportation, other operating costs, supplies and materials. Payroll: Focus area 1 will include an overall CTE Level Up administrator, a Coordinator, 3 Teachers, and a Counselor. The administrator will receive a 1 time stipend of \$3000. The coordinator will receive a 1 time stipend of \$2500. Teachers will be paid \$45 per hour. Teachers will work 8:00am to 1:00pm Monday through Thursday and 8:00 to 3:00 on Friday. 3 teachers x 27 hours per week x 4 weeks = \$14,580 Transportation will be provided by the Castleberry ISD buses for students in focus area 1 to visit local colleges, trade schools and esport venues (\$3000). Focus area 1 will give stipends to 8 senior level mentor students to assist in transitioning students into high school. 8 mentors x 4 hours per day x 20 days in June x \$15 per hour = \$9,600 Supplies and Materials: Focus Area 1 requires \$18,080 to cover supplies and materials necessary for the Level Up Program. This will enable us to acquire hands-on equipment and educational manipulatives, fostering genuine student engagement. Acquiring various manipulatives, a digital college and career readiness platform, and an esports curriculum will facilitate smaller groups, promoting social-emotional connections through collaborative teamwork. Additionally, it will enable the scaling of rigorous technical and academic learning seamlessly from one experience to the next.

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.

Focus area 2 will include 1 administrator, 1 CTE WBL Coordinators, and 1 CTE Teacher. The administrator will receive a 1 time stipend of \$1500. The coordinator will receive a 1 time stipend of \$2500. The teacher will receive a \$750 stipend. Transportation to and from the job shadowing opportunities and the Hotel Career Camp will be allocated \$2500. Student and teacher registration for Hotel Camp cost will be covered for 5 students at \$5000. 30 students x 100 intern hours x \$12 per hour = \$36000 Focus area 2 requires \$1750 cover supplies and materials associated with the work-based activities.

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.)

Historical data extracted from Perkins indicates that Castleberry High School achieved a 30% CTE completer rate in 2019-2020, which slightly increased to 37% in 2020-2021. It's noteworthy that students who successfully complete CTE pathways tend to experience greater success in their post-secondary pursuits. The summer bridge program has proved to be a beneficial in emphasizing student buy-in and collaborative development of a six-year plan. We anticipate this alignment and pre-planning to have continued positive impact on the district completer rate. Furthermore, among the 2021 graduates, 20% enrolled in 4-year universities, while only 8% pursued 2-year colleges. Castleberry ISD currently collaborates with Tarrant County College and Texas State Technical College in Culinary, Construction, and Cybersecurity programs. To support graduates in completing the dual credit path initiated in high school, there is a need for enhanced preparation. The goal is to elevate the matriculation rate to 2-year colleges to 25% or higher. Additionally, the new Tarrant To and Through (T3) partnership continues to enhance our ability to offer students clear and defined pathways to post-secondary success.

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.)

Texas Labor Market Information for Tarrant County shows a projected increase in Electronic repair and maintenance, Continued care and assisted living facilities, ambulatory health care services, and office administration services. Business and industry connections specific to these industries have been pinpointed for partnership so Castleberry ISD students can prepare for the demand of the workforce upon their graduation. While the unemployment rate Tarrant county is low (3.5%), the need to fill available jobs with a skilled workforce remains high. A (re)design of the district's internship and job shadowing program is necessary to ensure students meet the demands of the labor market. The impact of a comprehensive high school internship program should provide students with opportunities where they can learn, improve, and begin a self-motivated lifelong love of learning. Utilizing the district's College and Career Readiness platform, students can be evaluated for interests in order to determine internship opportunities and/or placement opportunities. Actual historical data of graduating seniors and their impact on the local economy and workforce is lacking. Students placed in job shadowing and internship opportunities supported by local businesses and industries will be tracked to determine program efficacy.

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 programs of study include: Construction, Digital Communications, Marketing Design and Multimedia, Business Management, Accounting and Finance, Marketing and Sales, Culinary Arts, Teaching and Training, Healthcare Therapeutic, Exercise Science and Wellness, Programming and Software Development, and Cybersecurity. The Level Up program establishes a direct connection to the College, Career, and Military Readiness (CCMR) while simultaneously serving as a bridge to the real world through the application of various Texas Essential Knowledge and Skills (TEKS) and approved CTE Programs of Study (POS). This initiative aims to support students in long-term planning and goal setting, allowing them to explore reliable educational and career information to understand their interests better. By utilizing available tools, students can delve into college and career areas of personal interest, facilitating a seamless transition to high school. The integration of gaming with educational and personal development opportunities is designed to nurture the growth of the next generation. The program entails a four-hour daily commitment, four days a week, spanning four consecutive weeks. Fridays are designated for visits to local colleges, trade schools, or esports venues and events. Research suggests that summer bridge programs, such as the one proposed, contribute to higher retention rates, enabling students to leverage courses offering Advanced Placement (AP) or dual credit throughout their high school journey. Additionally, these programs offer support to students experiencing anxiety about transitioning to a new school. The initiative anticipates providing assistance to approximately 100 incoming 9th graders.

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.

Castleberry ISD will take part in providing student intern opportunities to students. The district looks to recruit at least 30 students to be placed in various positions for four weeks in the summer including, but not limited to: Hospitality and Tourism, Education and Training, Information Technology, Health Science, Digital Communications, and Business.

Business and industry partners who will be involved: To offer the planned job shadowing experiences; the district plans on hosting 10 students working within the CISD school district and partnering outside the district for 15 student interns with the City of Fort Worth, JPS Health Network, GM Financial, Bullrose Productions, Texas Wesleyan, Country Network, Integrated Machinery Solutions, NBT Bank, Tarrant County Clerks Office, Doc Dombroski Sports Medicine, Fort Worth Country Memories venue, Tarrant County Tax Assessor office, Tarrant County Family Court and additional health science locations. Students who already have a paid internship with a private business are planned to participate for credit and employability training. The district anticipates 10 students from this group. Approximately 60 10th- 12th grade students are planned to participate in Focus Area 2 summer program.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment



Richard T. Dombroski, DO

01/09/2024

Dear Castleberry ISD and their CTE Department

My name is Dr. Richard T. Dombroski. I have a private integrated solo practice in sports medicine in Fort Worth. It has been a pleasure to partner with Ms. Jackie Auger and the CTE Department these past two years in their summer intern program. This program was sponsored by the Summer Career and Technical Education Grant, and I am writing this letter in support of any future grants to fund this fantastic program.

My staff and I have enjoyed helping to better prepare CISD students for either college or career-ready positions in general medicine and especially in sports medicine. Together with CISD, we pledge our support of this summer internship program in 2024 and beyond. We have seen students become more focused in their transition to college studies or consider seeking a salaried position in support of a medical clinic. This program provided those valuable experiences and in fields not always open to them.

Thank you for the outstanding time and effort put in by Ms. Auger and the great support by Castleberry ISD. I endorse any future funding efforts, and emphasize that this unique program should be offered in other ISD's across Texas.

Sincerely,

R. Todd Dombroski, DO
COL (ret) USA, MC
Sports Medicine



January 12, 2024

Dear Castleberry ISD CTE Department,

The City of Fort Worth Park & Recreation Department is interested in exploring opportunities with the CISD CTE Department to better prepare our students to be college and career-ready. One opportunity the department would like to further explore is the concept of providing students with opportunities to connect classroom learning to real-world experiences particularly in HVAC, plumbing and electrical work.

Summer internship and job shadowing positions for high school students could be available as early as the summer of 2024.

Other possibilities to partner include:

- Park professionals visiting Castleberry High School to talk about career pathways, discuss what employability skills students need to meet labor-market demands, and share how the City of Fort Worth affects the community at-large.
- Student visits to summer programs to learn about professional behaviors students need upon graduation to find employment with the city and learn about career opportunities.
- Park professionals serving on the CISD CTE Advisory Board.
- Provide work-based learning (internships, job shadowing, mentorships) experiences that help prepare our students for in-demand jobs in HVAC, plumbing, electrical, management and more.

We hope to join you in your efforts to ensure Castleberry ISD students have an opportunity to be college- and career-ready.

I look forward to further discussion opportunities.

Sincerely,

Dave Lewis
Deputy Director
Park & Recreation Department
City of Fort Worth