



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

NOGA ID

Authorizing legislation

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, November 16, 2022**.

Grant period from **March 1, 2023-September 30, 2023**

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 Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

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

Austin Independent School District's (Austin ISD's) mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. Austin ISD partners with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare students for college, career and life. Career and Technical Education (CTE) provides students with the academic knowledge and technical skills they need to gain entry to high-skill, high-wage, and high-demand industries. CTE enables greater access to courses that prepare students for college and develops an understanding of industry-specific opportunities.

Austin ISD aims to add a one-credit Principles of Health Science course to its existing summer bridge program at LBJ Early College High School (ECHS). The Principles of Health Science summer bridge program will provide rising 9th graders from multiple Austin ISD campuses an accelerated learning experience that ensures they are aware of Health Science educational and career opportunities. The Principles of Health Science summer bridge program will allow students to focus on foundational Health Science concepts, increasing their success rate in other core and CTE classes and programs during the traditional academic school year. This offering will prepare students for future studies in programs including P-TECH and other Health Science Career Cluster certification programs.

An existing Austin ISD Health Science teacher at LBJ ECHS and a fellow co-teacher will instruct the summer Principles of Health Science curriculum at LBJ ECHS, which will grant participating students access to the campus's advanced laboratory with optimal space for the intended 15-student class size. These teachers will utilize the planning period to convert the curriculum to a shorter time frame of three weeks, so that students can attend during Austin ISD's summer school session, which is scheduled to be held June 5-22, 2023 on Monday-Thursday, from 9:30 AM to 1:30 PM, and earn a credit hour. The course will focus on the Texas Essential Knowledge and Skills (TEKS) for Career Development and Career and Technical Education content, as it pertains to Section 127.403, Principles of Health Science, which is recommended for 9th and 10th graders, giving students the advantage of deep-diving into one section of TEKS. The analytical and reading comprehension skills built into TEKS Section 127.403 will also support students with preparing for their Texas Success Initiative Assessment (TSIA).

The course instructors will facilitate and supervise a field trip to a Region XIII education Health Science trailer to augment a dynamic, hands-on learning experience. This grant will also support the purchase of related supplies, including materials to facilitate self-study experiences, hands-on laboratory dissections, and electrocardiogram (ECG) certification. 3D interactive experiences will help students understand health science concepts more deeply and strengthen their engagement with the curriculum, field, and potential career path.

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.

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
<p>Principles of Health Science Teacher -Will direct program planning, course instruction, and evaluation; will facilitate and supervises field trips</p>	<p>Existing Position: High School Health Sciences teacher from LBJ Early College High School, Certified Teacher with 15+ years experience teaching Health Science curriculum</p>
<p>Co-Teacher - Will assist primary teacher with directing program planning, course instruction, and evaluation; will help facilitate and supervise field trips</p>	<p>Existing Position: Certified Austin ISD Teacher, healthcare industry experience</p>
<p>Administrative Supervisor/Grant Manager - Will provide oversight and manages the grant, including ensuring best practices for grant management and that all grant requirements, expectations and deadlines are met.</p>	<p>Existing Position: 11+ years working with CTE, thorough knowledge of CTE programming, experience managing grants</p>
<p>Work-Based Learning and CTE Specialist/Grant Manager - Will support admin supervisor with grant management, including through data collection and reporting, maintaining good financial and programmatic records, and more.</p>	<p>Existing Position: 10+ years of healthcare industry experience, CTE Health Science teaching experience, thorough knowledge of Health Science CTE programming</p>
<p>CTE Budget Analyst - Will track grant budget, work with Austin ISD to enter grant budget into its finance system, and engage in other bookkeeping duties related directly to this grant.</p>	<p>Existing Position: 12+ years of budget experience, thorough knowledge of Austin ISD bookkeeping/accounting policies and procedures</p>

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

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 existing summer bridge program at LBJ ECHS serves rising freshman who will be introduced to college access programs, AVID, and TSI curriculum and program requirements for earning an Associate of Science degree or completing a P-TECH program. Completing summer bridge coursework ensures a strong foundation for the upcoming school year and helps prepare students for future CTE coursework.

The goals of adding Principles of Health Science to the LBJ ECHS summer bridge program are: (1) Augment the current objectives for rising 9th graders throughout Austin ISD by helping them access fundamental Health Science curriculum; (2) Offer students the academic knowledge and technical skills they need to gain entry to high-skill, high-wage, and high-demand industries, as well as prepare them for college; (3) Expose a greater number of students to Health Science opportunities; (4) Make Principles of Health Science available to students whose home campus does not offer the course; (5) Provide more focus time during the traditional academic school year for students who are struggling with other core classes; (6) Increase the overall completion rate for the CTE Health Science program; (7) Help students working toward an Associate of Science or other CTE certification get a jump start on their program of study; (8) Offer more support for healthcare reading and math skills that transfer to high-skill, high-wage, and high-demand careers; and (9) Prepare students for the TSIA.

The program will meet milestones and critical success factors including the following: (1) At least 15 students will enroll in the summer CTE Principles of Health Science course that will be offered; (2) The course will be three weeks in duration, in alignment with Austin ISD's summer school curriculum; and (3) Students will receive one elective credit hour for completing the course. The program will meet the following measurable objectives: (1) 100% of students enrolled in the course will pass the course; (2) 100% of students will demonstrate enhanced knowledge and/or skills based on pre- and post-tests; and (3) at least 70% of students will go on to complete additional CTE Health Sciences curriculum the following school year and become CTE completers.

The Principles of Health Science summer bridge program at LBJ ECHS will allow 15 rising 9th graders to spend three weeks in an accelerated learning environment supervised by teachers with over 15 years experience teaching Health Science. Participating students will benefit from strategies including hands-on access to an advanced laboratory with state-of-the-art supplies and materials that simulate real-life experiences they can expect to encounter in Health Science careers. For example, students will get hands-on simulated practice with inserting a multi-venous IV via a training arm kit and using an electrocardiogram (ECG). The program will also engage students in deeper implementation of course content through other simulations and a field trip to the Region XIII education Health Science trailer. All supplies will be strongly tied to economic development needs in the healthcare field in Central Texas.

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?

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 evaluation protocol for the LBJ ECHS Principles of Health Science summer bridge program will be designed to assess how students absorb and benefit from course content, instruction, and field trip learning objectives that support the Austin ISD CTE mission: to enable students to have the knowledge and resources they need to gain entry to high-skill, high-wage, and high-demand industries, as well as prepare for college. Key personnel will conduct pre- and post-learning assessments and examinations of course content and field trip learning experiences.

The performance of the program will be evaluated based on the following performance and evaluation measures, which include milestones, critical success factors, and objectives addressed in the "Goals, Objectives, and Strategies" section above:

- (1) At least 15 students will enroll in the summer CTE Principles of Health Science course that will be offered.
- (2) The course will be three weeks in duration, in alignment with Austin ISD's summer school curriculum.
- (3) 100% of students enrolled in the course will pass the course.
- (4) Students will receive one elective credit hour for completing the course.
- (5) 100% of students will demonstrate enhanced knowledge and/or skills based on pre- and post-tests.
- (6) At least 70% of students will go on to complete additional CTE Health Sciences curriculum the following school year and become CTE completers.

Additionally, Austin ISD will collect data and report on the following mandatory performance measures:

- (1) Student information as a part of the fall PEIMS collection. This will determine the demographics of the students served.
- (2) Number of students enrolled in the summer program.
- (3) Number of students completing the summer program.
- (4) Report all data related to PEIMS (In the Fall PEIMS submission).

Austin ISD also tracks outcomes for its larger CTE program, including: (a) program alignment, (b) quality of instruction, and (c) access and equity. Program outcomes provide information about program effectiveness and help to facilitate decisions about program implementation and improvement. Austin ISD works to ensure that its CTE programming contain the following elements of High Quality Programs:

- 1. District and Standards Aligned Curriculum
- 2. High Quality Instruction
- 3. Prepared and Effective Program Staff
- 4. Coherent Sequences

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.

Budget Narrative (Focus Area 1)

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

The proposed budget will cover the cost of two highly qualified teachers who will co-teach the proposed summer CTE Principles of Health Science course, as well as state-of-the-art supplies and equipment that will facilitate self-study experiences, hands-on laboratory dissections, and 3D interactive experiences to help students understand health science concepts more deeply and strengthen their engagement with the curriculum, field, and potential career path. The budget also includes the cost of a field trip to the Region XIII Health Science trailer, which will augment a dynamic learning experience for students.

Total payroll costs are \$6,586 for two teachers for the proposed CTE summer program. Payroll costs include extra-duty pay for two teachers at the district rate for summer school of \$34.30 per hour. $\$34.30 \text{ per hour} \times 6 \text{ hrs/day} \times 16 \text{ days} = \$3,292.80 \times 2 \text{ teachers} = \$6,585.60$. 3 wks summer school x 4 days/wk = 12 days + extra 4 days for planning and follow up/reporting = 16 days.

There are not any professional and contract services in the proposed grant budget.

Supply costs total \$23,046 and include but are not limited to the following supplies and materials at less than \$5,000 each: Little Anne manikins, a realistic and lightweight adult CPR trainer with essential features for adult CPR learning; Pocket Nurse education package, including electrocardiogram simulator; Other materials, including anatomy and clay.

Other Operating Costs includes funds to take students on a field trip to the ESC Region XIII Health Sciences trailer. The cost to access the trailer is approximately \$1,000, with another \$200 budgeted for a bus/transportation to get students to and from the field trip.

Equipment costs total \$16,264. This is to purchase two zSpace learning packages. zSpace is a virtual reality learning experience that improves student outcomes and increases student engagement; materials include learning station, software and license, camera and tripod, laptop, and more. Austin ISD proposes to purchase two systems, each at approximately \$8,132 per system.

Indirect is budgeted at Austin ISD's TEA-approved rate of 6.168%, for a total of \$2,904 for indirect expenses.

These proposed expenses come to a total grant request amount of \$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.

Program Requirements

1a. Needs Assessment (Focus Area 1)

Austin ISD resides within a large, diverse, and urbanized city with a population of 250,000 or more. For the 2021-22 academic year, the district served 74,645 students across 113 district-owned facilities. Austin ISD has a strong CTE program that offers articulated credit and Industry Based certifications that engage students to perform well in school. The district's Comprehensive Local Needs Assessment (CLNA) for 2022-2023 reports that CTE Learner performance was higher than non-CTE learner performance in all areas: 4 year graduate rate; academics in math, reading, and science; postsecondary placement; and postsecondary credential. Austin ISD is committed to its focus on maintaining and increasing high performance levels across all student performance accountability indicators, with a specific focus on increasing and maintaining high graduation rates and increasing the number of Industry-Based postsecondary credentials.

This proposed summer CTE program, which will offer a Principles of Health Science course to rising 9th graders, will address critical needs to help Austin ISD meet its CTE goals.

(1) Inconsistent access: Not all middle and high school students are aware of CTE opportunities, and not all of the district's high schools offer CTE Health Science programming. Austin ISD has identified a general lack of student awareness regarding available CTE and Health Science opportunities, leading to a lack of engagement in CTE and Health Science courses, programs, and certification pathways. Austin ISD has observed gaps among student interest and knowledge regarding current high-demand career opportunities, including those in Health Science, as well as district-wide gaps between student choice sheets and inconsistent teacher recruitment. This proposed course will be available to rising 9th graders throughout the district, raising awareness of CTE opportunities among incoming high schoolers and offering access to students regardless of their home high school.

(2) Lack of hands-on experience: Another gap identified by Austin ISD continues to be that the local industry limits student access to gain hands-on experience in the field of healthcare. Budget constraints and transportation challenges present barriers to participation in hands-on experience. The supplies and equipment that will be purchased under this proposed program will give students hands-on experience through virtual reality and other real-world simulations.

(3) Inequities in performance: Austin ISD CTE performance is lower for special subpopulations, including economically disadvantaged students. The small class size and co-teacher model for the proposed summer program will provide the support needed to ensure all participating students are successful. The strong foundation students will get from this Principles of Health Science course will help facilitate their success in future CTE Health Science courses.

(4) Scheduling challenges: Students who struggle to complete core classes may find that the time needed to focus on core curriculum makes it challenging to complete CTE courses. Additionally, all CTE students are encouraged to pursue advanced academic courses, however, dual credit courses often conflict with

1b. Needs Assessment (Focus Area 2)

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 LBJ ECHS Principles of Health Science summer bridge program will offer a one-credit Principles of Health Science Course within the Health Science program of study. 15 students will be engaged in this focus area. The Principles of Health Science course is part of a larger CTE program of study that includes the following courses:
Level 1: Principles of Health Science
Level 2: Medical Terminology
Level 3: Health Science Theory and Anatomy & Physiology
Level 4: Practicum in Health Science

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.

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