



**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](mailto: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

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.

N/A

**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.

**PROJECT OVERVIEW:** Runge Independent School District seeks funding for the 2023-2024 Summer CTE program within Focus Area 2. The primary goal is to involve 10 students in impactful Work-Based Learning (WBL) opportunities aligned with the Architecture and Construction Program of Study (POS).

**BUSINESS PARTNER:** Mid Coast Construction Academy (MCA), the designated business partner for the Work-Based Learning opportunities, pledges support (attached: Letter of Support, contributing 1 priority point). These hands-on experiences will occur off-site at the MCA campus, with transportation provided ensuring accessibility for ALL participating students. The transformative activities include: 1. Material Selection: Discerning suitable materials for table and bench construction, factoring in durability, weather resistance, and aesthetics. 2. Design Planning: Crafting a comprehensive design plan for picnic tables, encompassing dimensions, seating capacity, and additional features. 3. Cutting Materials: Precisely measuring and cutting lumber or other materials based on design specifications. 4. Assembly: Meticulously assembling tables and benches in adherence to the design, guaranteeing proper alignment and stability. ALL participating students will also be receiving training and certification in OSHA-10 and Fire Safety with Fire Extinguisher.

**SPECIFIC NEEDS:** It is imperative to extend these work-based opportunities to district students, given limited access within Runge Independent School District (RISD). The district's SMALL, RURAL classification by TEA grants 5 priority points. Noteworthy demographics include:

- 100% Title I students
- 74.5% At-Risk students
- 86.1% Economically Disadvantaged (ED) students
- 89.9% Minority student enrollment
- 15.0% Teachers holding a master's degree or higher
- Median household income: \$39,600

(Source: TAPR 2022-2023 and 2022 American Community 5-Year Estimates).

**ADDRESSING NEEDS:** To address these challenges and uphold our mission of ensuring active involvement in delivering meaningful education, the district must implement the program. Rigorous tracking of performance measures will validate its success. Successful execution of Focus Area 2 will equip students with vital employment skills, preparing them for high-demand, well-paying careers. This initiative will also address economic and post-secondary needs prevalent within the district and community, aligning with RISD's overarching goals.

**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
N/A	N/A

**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
GRANT PROGRAM DIRECTOR – Will supervise grant implementation, manage data collection, and assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
PARTNERING BUSINESS LIAISON – Will be responsible for overseeing students as they receive work-based learning opportunities. (Proposed)	QUALIFICATIONS: Ability/knowledge to offer the targeted CTE trainings and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.
CAMPUS TEACHER/STAFF – Will be responsible for supervising students in the field and responding to any concerns from the business partners. (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field partnering IHE. EXPERIENCE: 3 years of experience in providing CTE education.

**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?

N/A

**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?

GRANT GOALS/OBJECTIVES: In pursuit of enhancing post-secondary success, specifically within the Architecture and Construction career Program of Study, Runge ISD's Focus Area 2 aims to deliver impactful work-based learning experiences for ten students. This initiative aligns seamlessly with the overarching district objective of strategically preparing students for their post-education journey, whether it involves pursuing higher education or entering the workforce. GRANT ACTIVITIES/STRATEGIES: To facilitate the achievement of the district's objectives, a critical element involves fostering collaboration with key Construction partners, including Mid Coast Construction Academy and Runge ISD. The goal is to establish a flexible learning schedule that accommodates both student and district needs. Once finalized, the program will encompass the following ACTIVITIES: •Material Selection: Choose suitable materials, considering durability, weather resistance, and aesthetics for the construction of tables and benches. •Design Planning: Develop a comprehensive plan for picnic table design, specifying dimensions, seating capacity, and any additional features. •Cutting Materials: Accurately measure and cut lumber or designated materials according to the specified design. • Assembly: Assemble tables and benches, ensuring adherence to the design and achieving optimal alignment and stability. •Joinery: Utilize appropriate joinery techniques, such as screws, bolts, or dowels, to securely connect various components. •Sanding and Smoothing: Enhance comfort by meticulously sanding surfaces to eliminate rough edges on the picnic tables. •Finishing: Apply protective finishes like paint, stain, or sealant to augment the visual appeal and safeguard tables from environmental elements. •Quality Check: Scrutinize the completed picnic tables to guarantee compliance with quality standards and safety requirements. •Transportation: If construction occurs off-site, coordinate transportation logistics to convey the picnic tables to their final destination. As a strategic incentive to boost student involvement, the district will implement STRATEGIES such as to compensate participating students, further promoting attendance and active engagement in the program. By implementing such a program, Runge ISD aims to cultivate employability skills in authentic workplace settings, facilitate a seamless transition from education to the workforce, and ultimately enhance post-secondary outcomes.

**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.

N/A

**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 METRICS MONITORING:** Aligned with guidelines from the Texas Education Agency (TEA), the district commits to vigilant tracking of the following indicators to assess performance: 1. Student Demographics: Analyzing student information to delineate the demographic composition of those served. 2. Internship Participation: Quantifying the number of students engaged in internships or pre-apprenticeship training within the program. 3. Business Engagement: Enumerating businesses and industry partners actively providing work-based learning opportunities to program-affiliated students. 4. Work Hours Completion: Calculating both total and average hours invested by students in program-related activities. 5. Hourly Earnings: Evaluating both total and average hourly earnings of students participating in the program. 6. Training Plan Documentation: Compiling evidence of individualized training plans for each student within the program. 7. Partnership Confirmations: Documenting tangible evidence of partnership agreements. 8. Assessment and Recognition: Archiving proof of culminating assessments or skill recognition for each participating student. 9. Course Data Collection: Aggregating data pertinent to courses completed, as captured in the Public Education Information Management System (PEIMS).

**PERFORMANCE MEASUREMENT TOOLS:** To effectively monitor the outlined performance metrics, the district will leverage the following tools: Student/Stakeholder Surveys; Work-Based Application Reviews; Attendance Records Scrutiny; and PEIMS Data Analysis. Future indicators of success will encompass the enrollment numbers in Career and Technical Education (CTE) classes and the count of after-school and summer job placements aligned with students' respective fields of study.

**STRATEGIC PROGRAM EVALUATION PROCESSES:** To fortify the effectiveness of the project's objectives and strategies, the district will implement the following processes: Daily Attendance Record Reviews; Pre and Post-Program Completion Surveys; Weekly Monitoring of Student Work-Based Applications for Ongoing Progress; and Pre and Post-Program PEIMS Data and TAPR Report Analysis. This comprehensive approach to data collection stands as a tool in the continual evaluation of the program's success and its consequential impact on students' achievements.

**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.

N/A

**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 fiscal plan has been intricately crafted to meet the stipulations and objectives of the program, encompassing PERSONNEL, SUPPLIES AND EQUIPMENT, CONTRACTUAL AGREEMENTS, AND TRAVEL EXPENDITURES. The proposed budget is delineated as follows:

1. 6100: Compensation for Professional Staff Extra-Duty Pay is allocated for a Grant Program Director and staff (Bus Driver) responsible for day-to-day oversight. (Focus Area 2 - \$2,800).
2. 6100: Employee Benefits are accounted for. (Focus Area 2 - \$700).
3. 6200: Professional and Contracted Services is to allocate funds will support activities such as facilitating data collection and analyses of work-based learning endeavors and activities for training sponsors from business and industry (Focus Area 2 - \$11,625).
4. 6300: Supplies and Materials essential for work-based activities. Specific materials encompass wood materials, tools, finishing supplies, hardware, etc. (Focus Area 2 - \$26,660).
5. 6400: Other Operating Costs for paying at least 10 students to receive work-based learning. (Focus Area 2 - \$3,840).
6. 6400: Transportation Costs for students to and from worksites. (Focus Area 2 - \$2,000).
7. Indirect costs (\$2,375) – District will use indirect cost for managing the grant.

OVERVIEW Presently, the district does not offer compensated internships. Nonetheless, existing funds are utilized to cover facility expenses, transportation, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, and allocated state funds for summer food, and hardware/software products.

ADAPTATIONS FOR FUTURE REQUIREMENTS: Given the absence of the Work-based Learning Program, we anticipate continuing to apply for additional grant funds, seeking contributions, appealing to the board for sustained services, and review of existing funding streams to align financial purposes with grant objectives.

**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.)

N/A

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.)

SPECIFIC CHALLENGES IMPEDING ACADEMIC ACHIEVEMENT IN THE FIELD OF STUDY: Runge ISD, categorized as a Title 1 School, grapples with distinctive hurdles, chiefly rooted in its identity as a small rural district characterized by a significant Hispanic minority population. The geographical remoteness of the school exacerbates the issue, restricting transportation options beyond standard school hours. Lengthy routes and time-consuming travel make it arduous for parents to facilitate student transportation, particularly during the Summer months. This logistical predicament complicates the scheduling of programs, hindering the implementation of initiatives aimed at enhancing academic experiences. Furthermore, the economic landscape in the vicinity reveals a median household income of \$39,600 (as per the US Census, 2022 American Community 5-Year Estimates) coupled with a 28.9% poverty rate (DATA USA, 2021 Poverty Rate). This economic profile results in diminished tax revenues for the district, limiting its capacity to offer students opportunities such as compensated internships. These socioeconomic factors collectively impede the district's ability to furnish students with valuable paid work-based learning experiences.

ADDRESSING THE CHALLENGES: In response to the aforementioned challenges, the district has formulated an all-encompassing grant budget tailored to address these pressing needs. This strategic allocation of funds aims to surmount transportation obstacles by financing student conveyance to and from the activity site. Simultaneously, financial provisions are earmarked to cover payment for students participating in summer work-based learning opportunities. This strategic allocation of resources ensures that students acquire essential employment skills, paving the way for their integration into the workforce with access to well-paying jobs upon graduation. The grant initiative stands as a proactive measure to overcome the impediments posed by the unique circumstances of the district, fostering an environment conducive to student success and career readiness.



**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.

N/A

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.

**BUSINESS AND INDUSTRY PARTNERSHIP**

**PARTNERSHIP OVERVIEW:**  
In the event of securing funds within Focus Area 2, Runge ISD envisions implementing impactful work-based learning experiences for a cohort of ten (10) students enrolled in the Architecture and Construction career Program of Study. This initiative will be executed in collaboration with our industry partner, Mid Coast Construction Academy (refer to the attached Letter of Support for 1 priority point). All internship activities associated with this program will be conducted off-site at the MCA campus.

**WORK-BASED LEARNING METHODOLOGY: ARCHITECTURE AND CONSTRUCTION PROGRAM OF STUDY:**  
The Carpentry Pathway will serve as the foundation for students to gain practical, real-world work experience. This includes activities such as adeptly selecting suitable materials for projects, utilizing power tools for precise measurement and cutting of materials, assembling projects with the application of appropriate hardware and tools, and conducting thorough inspections of the final projects for both quality and safety.

**SOFT SKILL DEVELOPMENT:**  
Beyond the acquisition of technical skills, these opportunities aim to empower students with essential soft skills across six pivotal domains: communication, enthusiasm, teamwork, networking, problem-solving, critical thinking, and professionalism. The cultivation of these skill sets is integral to endowing students with a competitive edge as they earnestly pursue and achieve their career aspirations.

**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**