



**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](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.

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 Mission of Gruver ISD is to provide exceptional educational opportunities to every child in a safe and nurturing environment that will produce responsible, productive, and successful citizens. In alignment with our district's mission, Gruver ISD is applying for both Focus Area 1 and 2 of the Summer Career and Technical Education Grant to promote and expand career and workforce opportunities for our students. Incoming freshmen will be given the opportunity to explore Health Science, Human Services, Finance, IT, Science Technology Engineering and Math (STEM), Ag Mechanics, Ag Management, and Animal Science programs of study. Whereas upperclassmen will be able to extend their working knowledge of the fields and apply classroom knowledge in a work-based learning environment with local partners within the community.

The students served through the Summer Bridge Program will include incoming freshmen to seniors. We will use PEIMS data to select a diversified group of students to participate in the program who would most greatly benefit from this experiential and accelerated Bridge Program. The primary goal would be to provide equitable access and opportunities to students with potential barriers to success.

One hundred percent of our students are served through Title I programs compared to the state's 64.3%. Eight percent of the student population has been diagnosed with dyslexia, compared to the State's estimated average of 5%. Our migrant and immigrant population is also higher than the state average: 0.5% of our students are migrant, while the state is 0.3%; our immigrant population is 2.4%, compared to the state average of 2%. The district also serves 20.9% of its student body through Emergent Bilingual/English Learner programs. In all, Gruver ISD is comprised of an array of students with unique needs. This summer CTE program, through providing enriched opportunities, enhances our district's mission to lead all of our students toward becoming responsible and productive citizens. Our students' limitations (be they economic or otherwise) need not be a barrier to them because our district can provide programs like this to further prepare them for post-secondary success.

**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.

A specific need within our district is providing opportunities for our students to explore CTE fields and gain hands-on experience. Our work-based program will establish internship opportunities within our school district that utilizes local employers. Priority will be given to students who apply and meet one of our " high need" areas, such as those labeled at-Arisk, impoverished, migrant, or single parent household. Our district records show 39% are economically disadvantaged, and our program aims to utilize the skills of students who fall into one or more of these subgroups. Skills we intend to sharpen include welding, digital communication, software and hardware installation/repair, budgeting, animal care, CPR, as well as soft skills necessary for communication success in any workplace environment.

When surveyed, 64% of our high school population are enrolled in a direct pathway to a career in a CTE related field. Many of our students will utilize the program offered through this grant to receive real-work experience to be used for future employment. Our district boasts a 100% graduation rate, with 100% meeting the qualifications for College, Career, and Military Readiness. Our mission is to arm those graduates with all the tools needed to be successful post-high school. We are proud to have 56% of students enrolled in dual-credit courses.

**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
Summer Program Director (Existing) Organization, reporting and supervision of grant-related services.	Bachelor's Degree Required. Must have experience with managing personnel, grants, and budgets.
CTE Teachers (Existing)- Work directly with students in both the Bridge and Work-based programs	Bachelor's degree and must be state certified classroom teacher.
District Staff – including IT Director Will incorporate hands on experience within the school district	School and state minimum and required qualifications.
Business Partner (s) (Existing) – Provide students sites for corresponding work.	Must be appropriately certified and be able to provide safe working conditions that improve our students skills and knowledge in our CTE area fields.
Business Manager (Existing) – Responsible for payroll services, application processing, and oversees execution of the budget.	Experience in accounting, technology, finance, and operations in business, education, or governmental agencies.

**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
Summer Program Director (Existing) Organization, reporting and supervision of grant-related services.	Bachelor's degree required. Must have experience managing personnel, grants and budgets.
CTE Teachers (Existing)-Work directly with students in both the Bridge and Work-based learning programs.	Bachelor's degree and must be a state certified classroom teacher.
District Staff-Including IT Director, will incorporate hands-on experience within the school district and community	School and state minimum and required qualifications.
Business Partner(s) (Existing)-Provide students sites for corresponding work.	Must be appropriately certified and be able to provide safe work conditions that improve our students skills and knowledge in our CTE area fields.
Business Manger (Existing)-Responsible for payroll services, application processing, and oversees execution of the budget.	Experience in accounting, technology, finance, and operations in business, education, or governmental agencies.

**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?

Our goal for Focus Area 1 is to provide students with condensed learning sessions that expose them to a variety of career fields. Our intent is to highlight our district staff's strengths in the areas of public service, business and industry, and STEM. Our local staff is equipped with both life and work experience in these particular fields, giving students the ability to learn candidly and organically. We would use funds to hire these staff members, and equip them with high-quality materials to match the high-quality instruction they already provide.

Activities planned for students would be curated to help students strive for mastery in foundational courses, such as Business Information Management, Culinary Arts, Computer Science, Small Animal Care and Management, Ag Mechanics, Anatomy and Physiology, Greenhouse Operations, and Health. All lessons would include experiences from the abovementioned fields. Within the realm of public service, students would have opportunities to build skills in culinary arts, time-management, decision making, teamwork, organization, sanitation, and other employable soft skills. Within business and industry minicourses, students would learn spreadsheet building, infographic creation, data presentation, and understanding and evaluating various computer operating systems. From STEM, the district would focus primarily on: care and management of domesticated animals; use of hand tools and welding techniques; planning, control, and maintenance of a greenhouse; CPR certification; visits to the local medical clinic, phlebotomy lab, and hospital; as well as tour the local veterinary clinic and local agricultural sites. Students will then synthesize and present their knowledge in a Gruver High School course-offering fair to recruit middle school students into these programs of study.

**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?

Our goal for Focus Area 2 is to take what students learn in Focus Area 1 and put it into action. We seek to integrate the two together to help students reach ultimate success. Focus area 2 will put students and mentors together to harness workforce skills that are applicable no matter what field they choose. Students will participate in activities related to the programs of study of their interest. We will utilize experience and knowledge of our staff and local business partners to increase each student's marketability in their chosen future workplace. By focusing our selection of students from those who experience some type of economic disadvantage, we are providing work opportunities and competitive wages to help support their families. Our goal is to employ approximately 30 students— summer jobs are extremely difficult for students to find in a limited pool due to our rural location and the size of our community. By selecting a roughly 25% of the high school student body, we are able to promote real world experiences that cannot always be integrated into a large group setting.

Activities available for these students would include metal fabrication under the tutelage of our instructors on livestock pens as well as completion, planning and startup of a district greenhouse. Our District Chief Technology Office will provide opportunities for students to learn and apply proper inventory strategies, networking, and software skills. Students will practice culinary skills such as plan for and prepare healthy foods for the district summer employees and administrators.

**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.

Performance Measures: During Focus Area 1, the district will implement both formal and informal assessment of performance measures to monitor and evaluate the effectiveness of the Summer Bridge Program. The project director will measure the following:

1. The number of students served
2. Attendance rates
3. Completion rates
4. Feedback from both students, teachers and local business partners.

Tools Used to Measure Performance: Information will be gathered throughout the program from all stakeholders through surveys. This information will provide feedback to be utilized by teachers, admin, and the project manager. Daily attendance records will be kept to closely monitor student engagement and the completion rate of the program. Upon completion of Focus Area 1, students attendance and feedback will be provided to the high school counselor to assist in student scheduling.

**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.

In order to evaluate performance in Focus Area 2, our district will measure the following:

1. The number of interns employed
2. A compilation of hours worked for each student
3. An internship performance rubric with weekly production reports for each student
4. Feedback from local businesses on the program and our workers
5. All data related to PEIMS

Tools Used to Measure Performance and to Ensure Effectiveness of Objectives/Strategies:

Hourly clock in/out documentation, and end of the summer evaluations for each worker will demonstrate performance. Our Summer Project director will also provide workers surveys and follow-up questions in order to improve the program in the future. At the conclusion of the program, all parties involved will be able to provide feedback on both focus areas. Students involved will be monitored for performance in their respective CTE classes as well.

**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.

After outlining the goals and needs of our Summer program, Gruver ISD developed the following budget containing direct costs only. The direct costs will provide students quality instruction, safe working materials, software, and equipment needed to learn and perform skills.

Payroll: \$16,125

Payroll costs for teachers that will provide course instruction

Cost for Summer Program director and coordinator to oversee instruction, material procurement, and documentation

2. Contracted services: \$500

Cost for networking vendor to install new data lines for computers used in the B&I mini-courses

3. Supplies and materials: \$33,375

Grant funds will be operated to aid each of our CTE programs in their efforts to educate this Summer. Materials in Focus Area 1 will include welding materials, culinary supplies, metals for fabrication, software for business/graphic design, greenhouse supplies, medical supplies, technological hardware, CPR training certification, reading materials, crafts, and incentives to increase student participation and engagement in the program.

**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.

1. Supplies and Materials: \$7,880

Funds will be used to purchase safety equipment, training materials, software licenses, tools, plants, fertilizers and miscellaneous supplies needed to complete projects within internships

2. Other operating costs: \$42,120

This includes student worker stipends and responsible spending for student employment

3. Our district has agreed to cover all transportation costs for the Summer Program this year. Both Focus Areas will require travel costs to neighboring cities or outlying areas. District funds are also currently covering the cost of facility maintenance, bus maintenance, hardware and software used in the program, classrooms, and district summer operating costs.

**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.)

During the planning stages of Focus Area 1 activities and instruction, the district sent out surveys to all stakeholders addressing CTE teacher needs and feedback. This information was taken into account for planning summer bridge activities. In a small rural district that often shares staff between the elementary and secondary campuses, there are staffing schedule limitations to class offerings during the school year. The district's scheduling committee meets each year to build the high school schedule around student needs. Even with great effort and consideration, teacher availability in high interest CTE areas poses a difficulty. Furthered extension classes cannot be offered due to the lack of staff.

To enhance our students' exposure and knowledge to post-secondary fields, the summer program could offer continued extensions through CTE class experiences. The district would utilize the time and teacher availability to extend the knowledge learned through the school year and expose students to careers and real-world experiences.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

In planning of program needs for Focus Area 2, the district will utilize stakeholder feedback from needs assessment summaries, surveys sent to the CTE classroom teachers, and input received from local community business partners. In our rural area community of less than 1,200 people, student jobs and business internship opportunities are limited. The school has worked to extend the opportunities for students to partner and gain real-world, work-based learning. The district serves as the bridge to create opportunities for these at-risk students. Local businesses are limited to the number of students they can hire during the summer. By creating partnerships through CTE summer internships, students who would typically not have the opportunity to gain real-world experience in the CTE fields due to limited availability, could be paired with local businesses.



**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.

Gruver ISD will continue to offer courses in Animal & Plant Science, Business Information Management, Welding, Medical Terminology, and Culinary Arts. We will expand Focus Area 1 this year to offer courses in Anatomy, Graphic Design, Computer Science, Agricultural Design & Fabrication, Web Tech, Greenhouse Management, and Small Animal Care and Management. All incoming freshmen through seniors will be eligible for Focus Area 1 participation. This will allow educational opportunities to those who may be considering a program change. The courses will be offered in 3 to 4-day segments throughout June and July. Eight teachers will be used to teach in their appropriate courses and may offer multiple opportunities to learn their subject over the course of these two months.

Students participating in our Summer Bridge Program discover new interests, stay more engaged with the school, develop better relationships with their teachers, and are more likely to seek opportunities to learn in the future. Incoming freshmen were more comfortable with the high school after completing our program.

We anticipate serving at least 30 students over the course of our Summer Bridge Program. Many of the incoming freshmen will be strongly encouraged to participate and incentives will be provided so that participation is increased from last year. However, our high school counselor will also encourage students who may be exploring new tracks to participate in our courses as well.

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.

Gruver ISD will continue to work within its IT Department to initiate computer science skills in our workers, which will include hardware repairs, software proficiency, computer maintenance, networking, and internet safety techniques. The district will also continue using its agricultural department to maintain and improve the district's greenhouse. This program allows us to utilize the greenhouse at a time of year we are not normally in school. New planting techniques, resources, and insights will be demonstrated and performed by our workers.

Local businesses have also agreed to voluntarily host our students in an effort to provide hands-on instruction and work opportunities relative to our CTE areas. Our district will work with partners like Western Bank, Hansford County Medical District, Ag Partners, Gruver Ford, Hansford County Veterinary Hospital, and local restaurants to provide our students these opportunities. Our local business will expand our teaching capabilities to now instruct students in areas beyond what our school CTE courses can offer.

**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**

**IMPORTANT NOTICE: Application Part 2 (these budget pages) is not compatible with Google Docs.**

**Complete the supporting budget worksheets first**, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

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**Payroll 6100**

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

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**Professional and Contracted Services 6200**

Complete this worksheet to request professional services, consulting services, and contracted services.

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

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**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

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**Program Budget Summary**

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

*Indirect Costs* - Neither direct nor indirect administrative costs may be charged to this grant program.

[Maximum Indirect Cost Workbook link.](#)

*Shared Services Arrangement* - If applicable, enter amount of payments to member districts on line 9.

*Administrative Cost Calculation* - Indirect administrative costs may be charged to this grant program.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#).

County District Number or Vendor ID:		Amendment # (for amendments only):				
Payroll Costs (6100)						
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Focus Area 1	Focus Area 2	Grant Amount Budgeted	
1 Teacher		5	\$ 9,125	\$ -	\$ 9,125	
2 Educational Aide			\$ -	\$ -	\$ -	
3 Tutor			\$ -	\$ -	\$ -	
<b>Program Management and Administration</b>						
4 Project Director		1	\$ 3,500	\$ -	\$ 3,500	
5 Project Coordinator		1	\$ 3,500	\$ -	\$ 3,500	
6 Teacher Facilitator			\$ -	\$ -	\$ -	
7 Teacher Supervisor		1	\$ -	\$ -	\$ -	
8 Secretary/Admin Assistant			\$ -	\$ -	\$ -	
9 Data Entry Clerk			\$ -	\$ -	\$ -	
10 Grant Accountant/Bookkeeper		1	\$ -	\$ -	\$ -	
11 Evaluator/Evaluation Specialist			\$ -	\$ -	\$ -	
<b>Auxiliary</b>						
12 Counselor			\$ -	\$ -	\$ -	
13 Social Worker			\$ -	\$ -	\$ -	
14 Community Liaison/Parent Coordinator			\$ -	\$ -	\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15 ESC Specialist/Consultant			\$ -	\$ -	\$ -	
16 ESC Coordinator/Manager/Supervisor			\$ -	\$ -	\$ -	
17 ESC Support Staff			\$ -	\$ -	\$ -	
18 ESC Other: (Enter position title here)			\$ -	\$ -	\$ -	
19 ESC Other: (Enter position title here)			\$ -	\$ -	\$ -	
20 ESC Other: (Enter position title here)			\$ -	\$ -	\$ -	
<b>Other Employee Positions</b>						
21 (Enter position title here)			\$ -	\$ -	\$ -	
22 (Enter position title here)			\$ -	\$ -	\$ -	
23	<b>Subtotal Employee Costs:</b>		\$ 16,125	\$ -	\$ 16,125	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
24 6112 - Substitute Pay			\$ -	\$ -	\$ -	
25 6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -	\$ -	
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -	\$ -	
27 6140 - Employee Benefits			\$ -	\$ -	\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -	\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ -	\$ -	\$ -	
30	<b>Total Program Costs:</b>		\$ 16,125	\$ -	\$ 16,125	

[For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.](#)

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

County District Number or Vendor ID:		Amendment #:		
Professional and Contracted Services (6200)				
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.				
Description of Service and Purpose		Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	<del>6269 Rental or lease of buildings, space in buildings, or land</del>	\$ -	\$ -	\$ -
2	Service: Network Installation Specify purpose: required for machines needed for student proj	\$ 500	\$ -	\$ 500
3	Service: Specify purpose:	\$ -	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 500</b>	<b>\$ -</b>	<b>\$ 500</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -	\$ -
11	<b>Total Program Costs:</b>	<b>\$ 500</b>	<b>\$ -</b>	<b>\$ 500</b>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County District Number or Vendor ID:		Amendment #:		
<b>Supplies and Materials (6300)</b>				
Expense Item Description		Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	<b>6300 - Supplies and materials that do not require specific approval:</b>	\$ 33,375	\$ 7,880	\$ 41,255
2	<b>Total Program Costs:</b>	<b>\$ 33,375</b>	<b>\$ 7,880</b>	<b>\$ 41,255</b>

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Via telephone/fax/email (circle as appropriate):	By TEA staff person:

County District Number or Vendor ID:		Amendment #:		
Other Operating Costs (6400)				
Expense Item Description		Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$ -	\$ -	\$ -
	Specify name and purpose of conference:	\$ -	\$ -	
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ 42,120	\$ 42,120
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations.	\$ -	\$ -	
8	64XX - Hosting conferences for non-employees.	\$ -	\$ -	\$ -
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$ -	\$ 42,120	\$ 42,120
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -	\$ -
11	<b>Total Program Costs:</b>	\$ -	\$ 42,120	\$ 42,120

In-state travel for employees does not require specific approval.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County District Number or Vendor ID:			Amendment #:		
Capital Outlay (6600)					
Description and Purpose	Quantity	Unit Cost	Focus Area 1	Focus Area 2	Grant Amount Budgeted
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1	N/A	N/A	\$ -	\$ -	\$ -
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)	\$ -	\$ -	\$ -	\$ -
3		\$ -	\$ -	\$ -	\$ -
4		\$ -	\$ -	\$ -	\$ -
5		\$ -	\$ -	\$ -	\$ -
6		\$ -	\$ -	\$ -	\$ -
7		\$ -	\$ -	\$ -	\$ -
8		\$ -	\$ -	\$ -	\$ -
9		\$ -	\$ -	\$ -	\$ -
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)	\$ -	\$ -	\$ -	\$ -
11		\$ -	\$ -	\$ -	\$ -
12		\$ -	\$ -	\$ -	\$ -
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)	\$ -	\$ -	\$ -	\$ -
14		\$ -	\$ -	\$ -	\$ -
15		\$ -	\$ -	\$ -	\$ -
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)				
17	<b>Total Program Costs:</b>		\$ -	\$ -	\$ -

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



County District Number or vendor ID:			Amendment #		
Grant Period:		March 20, 2024 - September 30, 2024			Fund Code/Shared Services Arrangement: 429/459
Program Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Focus Area 1	Focus Area 2	Total Budgeted Cost
1	Payroll Costs	6100	\$ 16,125	\$ -	\$ 16,125
2	Professional and Contracted Services	6200	\$ 500	\$ -	\$ 500
3	Supplies and Materials	6300	\$ 33,375	\$ 7,880	\$ 41,255
4	Other Operating Costs	6400	\$ -	\$ 42,120	\$ 42,120
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	<b>Total Direct Costs:</b>		\$ 50,000	\$ 50,000	\$ 100,000
7	Enter Percentage (%) of Indirect		\$ -	\$ -	\$ -
8	<b>Grand Total of Budgeted Costs :</b>		\$ 50,000	\$ 50,000	\$ 100,000
Shared Services Arrangement					
9	6493	Payments to member districts of shared services arrangements		\$ -	\$ -
Administrative Cost Calculation					
10	Total Grant Amount Budgeted:				\$ 100,000
11	Reasonable and necessary administrative costs established for the program:				0.15
12	Maximum amount allowable for administrative costs, including indirect costs:				\$ 15,000

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

HANSFORD COUNTY



February 8, 2024

To Whom This May Concern:

It is my honor to write a letter of support for Gruver Independent School District's Career and Technical Education programming. Gruver ISD is an integral part of Hansford County, and their forethought and educational preparedness of their students' future is unmatched. As a community partner not only do I have the opportunity to work along side Gruver ISD in developing their students, I am also involved with this program as a business owner and as a parent of current elementary students.

Gruver is a small community with strong agricultural roots. Its location leans towards the citizens binding together to achieve success and the Career and Technical Education department recognizes this as a great strength. Unfortunately, in most areas of agriculture the median age of the skilled labor force is climbing to ages that are beyond being the most productive. As an informal educator I can confirm this through the producers I educate. As an agricultural business owner in the community, I see this because we are reaching middle age even though we are considered "young". Gruver Career and Technical Education teaching young people skills that will help make them employable upon graduation is going to be essential in keeping our small town thriving instead of dying. Skill sets taught through traditional based education along with educational experiences gained through internships and hands-on education will give students a great competitive edge upon graduation.

As stated, Gruver is a high agriculturally based community, but we are in need of many skilled and talented young people and those with experience would be an asset. Career development and education is needed in all areas to keep our community stable. Agricultural skills, technical skills such as welding and mechanics, healthcare skills and even financial based bookkeeping and accounting skillsets are all going to be essential moving forward. The forethought of the leaders at Gruver Independent School District is what is going to keep our community strong. Giving youth an opportunity to gain these skills before graduation to assist them in becoming employable upon graduation, hopefully in Gruver or wherever they travel will give them an edge over their peers.

Helping our youth succeed is a prominent goal of every Gruver citizen and business leader. Having a school system that recognizes this need and works to go above and beyond for their students is a blessing. Continuing to expand the Gruver Independent School District's Career and Technical Education program will be a strong force in helping our town to continue to thrive. If you have any other questions concerning my support of this endeavor, please feel free to reach out as preparing our youth to be successful is essential for the future of Gruver and Hansford County.

Thanks,

A handwritten signature in blue ink that reads "Kristy Slough".

Kristy Slough, M.S.  
County Extension Agent – AG/NR  
Texas AgriLife Extension Service  
Hansford County

Texas A&M AgriLife Extension Service  
223 Main Street | #23 NW Court | Spearman, Texas 79081

Tel. 806.6549.4130 | <http://hansford.agrilife.org>



Western Bank  
"We Mean Business"

Kyle Irwin  
3 Main Plaza  
Gruver, TX 79040

February 5, 2024

To Whom it May Concern,

Gruver High School, a National **Blue** Ribbon nominee, has produced a plethora of qualified graduates who specialize in the areas of agriculture, **health** care, and finance.

Being in a rural area, we **at** Western Bank are happy to help mentor and train these young minds. Our partnership with the school district goes back years, proving to be a mutually beneficial relationship time and again. Gruver High School does a great job of counseling students into fields in which they can be successful and ultimately come back to our community to serve and assist **others**. I am a product of that method and am proud to give the same opportunity to others.

Internships and work-**based** learning experiences provide our remote students with unique opportunities that large schools may not offer. Bringing qualified employees back to our rural areas is vital to the continuation of our community. Being a small branch of our financial institution, we are able to tutor and mold our student workers in a more personalized manner. **Additionally**, work-based learning provides students with skills to help them excel and stand out among their peers once they reach their post-secondary programs.

It is my pleasure to pledge my support for the Gruver ISD Career and Technical Education program.

Sincerely,

Kyle K. Irwin  
Executive Vice President  
Western Bank

February 9, 2024

To Whom It May Concern:

It is my honor to write this letter of support for Gruver Independent School District's Career and Technical Education Program. In this rural farming community, the school district serves as the hub. Part of the reason for its exceptional success, is the strong partnership the school has with its community members and local business owners.

As a partner of Ag Partners, I have had various opportunities to work with GISD. For several years, our business has mentored students through work-based agricultural learning. This partnership has proven successful and serves as a bridge for students to gain real-world farming and agriculture experiences while in high school CTE classes. The partnership allows students to apply knowledge gained in a course and extend it beyond the classroom walls.

In addition to work-based learning opportunities, GISD has also partnered with Ag Partners and other local businesses to help make post-secondary goals a reality for many students through the Farm Scholarship. The community donates inputs of both funds and labor towards the school corn farm which in turn donates the proceeds towards student's attending both vocational and four year degrees. This exceptional opportunity stresses involvement and excellence and allows many students, who otherwise may not have the opportunity, to attend post secondary schools.

As a City Council Man, I have directly seen the benefit these partnerships have had within the community. Students learn employment skills to prepare them to enter the workforce while also learning to give back to our community. Whether a student intends to return to the community or live elsewhere, Gruver ISD goes above and beyond preparing them to be successful individuals.

An integral part of our youths' success is training and preparing them in the career and technical education fields. Whether it be agriculture, technology, math and science, finance or the health care fields, GISD has acknowledged the relevance of CTE courses and is working diligently to expand opportunities and prepare our high school students. It is my pleasure to pledge my support for the Gruver ISD Career and Technical Education programs.

Sincerely,



John Holland

Partner, Ag Partners

City of Gruver City Council



Blythe Boyd RN BSN CNO  
Hansford County Hospital District  
707 S. Roland  
Spearman, TX 79081  
2/7/2023

To Whom It May Concern:

Gruver ISD has been a partner with our hospital district for a few years now. It has been a great working relationship between our employees and their students in their Career and Technical Education Program. We have had students come work in different aspects of the hospital district including nursing departments. We are thankful for our partnership. Through this partnership I have seen the students expanding their employable skills and getting ready for life as adults. I personally am a hands-on learner. I learn best working directly with my hands in the atmosphere. The students have been able to achieve that through the partnership with HCHD and Gruver ISD through direct hands-on learning in our healthcare facilities. They have been exposed to the equipment utilized in healthcare as well as all the different services and careers available in the healthcare field. We currently have several students working with our nursing department, and they are doing a fantastic job. Working with Gruver ISD has been extremely smooth, and the students have learned so much through this opportunity. As the Chief Nursing Officer at HCHD I as well as my fellow senior leadership team fully support Gruver ISD in pursuing this grant opportunity to further their students and this program.

Sincerely,

Blythe Boyd RN BSN CNO  
Chief Nursing Officer  
Hansford County Hospital District