



**2023-2024 Summer Career and Technical Education Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 12, 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, February 12, 2024**.

Grant period from **April 3, 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):

**Applicant Information**

Organization  CDN  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

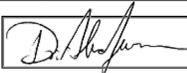
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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.

Rapoport Academy Public School (RAPS) and Triple Win Waco have partnered to enhance impact and build capacity of Career and Technical Education offerings in Out-of-School-Time (OST), bridging the gap between middle school and high school for the summer 2024. These hands-on learning programs in entrepreneurship and digital communications will allow students to experience the design and problem solving processes that will provide great value and impact to students as they dive deeper into their self-selected program of study. Each student will gain the necessary skills to be better equipped for their upcoming high school CTE experience and the ever changing workforce. Basic employability skills and career exploration are foundational to all students as they begin developing future educational plans. Incoming eighth and ninth grade students will take part in week-long 'makers 'camps 'where they will work side by side with local entrepreneurs to learn marketable and technical skills such as woodworking, metal working, Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), graphic design, A/V Production, etc. Additionally, students will have the opportunity to market their merchandise and sell any of the custom products they have created throughout the course of the summer. This will provide students with a wide range of hard/soft skills leading into our Digital Communications and Entrepreneurship programs of study. These informal classroom experiences through the industry partnerships at Triple Win Waco will address the program's mission by facilitating and monitoring up to 50 students per week, distributed over the various makers 'camps throughout the Summer of 2024. Students completing multiple courses will have the opportunity to earn credit in Entrepreneurship (Service ID 13034400) or Digital Media (Service ID 13027800).

**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.

Rapoport Academy Public School, Triple Win Waco, SturdiSteel Company, Creative Waco, and Startup Waco have partnered to enhance impact and build capacity of Career and Technical Education offerings in Out-of-School-Time (OST) and informal work-based learning experiences (WBL) for Summer 2024. The mission of the program is to provide real-world hands-on learning programs in Business, Digital Communications, and Advanced Manufacturing that allows students to deeply experience the day-to-day life of working professionals of in-demand industries of Central Texas. Each student will gain valuable skills to be better equipped for the modern and ever changing workforce. In addition to workforce skill development, students will develop executive functioning skills through entrepreneurial experiences, which are proven indicators of successful workforce development across many of these in-demand careers. Rapoport Academy Public School students will take part in two four-week rotations at one of several locations for work-based learning experiences as a part of Focus Area 2. Students will choose rotations from: manufacturing and fabrication through SturdiSteel Company, computer aided design (CAD) and graphic design through SturdiSteel Company, small business incubator through StartUp Waco, and Artprenticeship through Creative Waco. These WBL experiences through the various internship opportunities will address the program's mission by facilitating and monitoring up to 12 students with paid internships throughout the greater Waco area for 10 to 20 hours a week for the Summer 2024. Available to level III and level IV program of study students in Business, Engineering, and Digital Communications, the internships will provide the opportunity for students to earn Practicum in Entrepreneurship (Service ID N1303425), Practicum of Science, Technology, Engineering, and Math (Service ID 13037400) or Practicum of Digital Communication (Service ID 13008700) as a well as leadership professional development. By partnering with Triple Win Waco, Rapoport Academy will have the opportunity to work with diverse student populations from several area high schools also participating in summer WBL programs.

**Qualifications and Experience for Key Personnel (Focus Area 1)**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Grant Manager - proposed	Experience in TEA regulations, school finance, and PEIMS reporting systems; capable of coordinating multiple organizations, schedules, and timelines to meet deadlines and ensure program success.
Campus Coordinator - proposed	Experience with Rapoport Academy and its CTE program; able to help recruit, enroll, and retain students into applicable summer sessions.
Student Recruiting/Marketing - proposed	Experience with marketing, graphic design, and project management; skills in student enrollment, management, and success tracking for students and partner organizations
Internship Instructor(s) - proposed	Experience in industry manufacturing/fabrication and student management; knowledge of industry safety practices; skills in maintaining a safe and individualized learning environment. Note: the grant will maintain a 8 to 1 student/instructor ratio

**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 Manager - proposed	Experience in TEA regulations, school finance, and PEIMS reporting systems; capable of coordinating multiple organizations, schedules, and timelines to meet deadlines and ensure program success.
Campus Coordinator - proposed	Experience with Rapoport Academy and its CTE program; able to help recruit, enroll, and retain students into applicable internship opportunities.
Industry Liaison - proposed	Possesses an active network with industry partners; able to facilitate positive and mutually beneficial partnerships for all stakeholders; knowledge of workforce success metrics within specific industry partners.
Student Recruiting/Marketing - proposed	Experience with marketing, graphic design, and project management; skills in student enrollment, management, and success tracking for students and partner organizations
Internship Instructor(s) - proposed	Experience in industry manufacturing/fabrication and student management; knowledge of industry safety practices; skills in maintaining a safe and individualized learning environment. Note: the grant will maintain a 6 to 1 student/instructor ratio

**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?

Goal: Students will gain foundational Career and Technical Education (CTE) experiences that will lead to a better understanding and retention in the Entrepreneurship and Graphic Design & Multimedia Arts programs of study, potentially earning course credit.

Objective 1: Students will gain hard-skill development and application of entrepreneurship and design processes. These include, but are not limited to techniques like prototyping, manufacturing, welding, CNC cutting, CAD, budgeting, project management, marketing and audio/video creation and editing.

Activities/Strategies: Up to 50 incoming 8th and 9th grade students will have access to the makerspace training and out-of-school time classes at Triple Win 2024 summer sessions. Students can attend specific sessions to gain foundational skills for future CTE courses, bridging the gap from middle school electives, to high school concentrators/completers.

Activities/Strategies: Under the leadership and mentorship of highly-qualified instructors, students will work through the coursework and a portion of the knowledge and skills (TEKS) from classes while focusing on a specific trade/skill (ie: carpentry, CAD, manufacturing, etc.)

**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?

Goal: Students will experience Career and Technical Education (CTE) and leadership professional development in work-based learning programs during the summer of 2024.

Objective 1: Interns will gain hard-skill development and application of advanced manufacturing techniques like welding, bending, CNC cutting, CAD, budgeting and project management but also soft skill development like communication, problem solving, and emotional intelligence. Activities/Strategies: Students will work alongside industry professionals to build large scale projects to industry specifications while experiencing real-world working environments.

Objective 2: Up to 12 level III or IV program of study students will engage in informal work-based learning to gain valuable experience in both business and manufacturing.

Activities/Strategies: Key personnel will match students with industry partner employees for mentorship.

Activities/Strategies: Triple Win Waco will provide weekly leadership development activities for interns.

Activities/Strategies: Students will customize their internship experience by choosing two major business units within the partner company for 10 to 20 hours a week of paid time over the summer.

**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.

Students will master the required knowledge and skills (TEKS) to earn credit for the corresponding principles course, and marketing the student made products such as embroidery, apparel, and signage. Each summer session will consist of a portion of the necessary TEKS required for course credit. Students who attend a minimum of four summer sessions will be eligible to earn course credit, as well as create their own start-up business. These student businesses will not be measured on profitability, but on the effectiveness of communicating learning outcomes through student interviews and reflections. Additionally, the number of students earning credit for the CTE courses will be another indicator of success.

The process to collect data includes student demographic information, the number of students participating in the various summer sessions; student attendance and retention in the summer sessions; total and average sessions completed by students in the program; evidence of culminating assessment or recognition of skills for each student and any data related to PEIMS. In addition to the required evaluation, quantitative and qualitative outcome components will be used in the evaluation process. Quantitative measures include required scheduled reports, attendance and discipline records, satisfaction surveys, and performance assessment data (grades). Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure that program changes can be made and the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills, as well as maximizing the number of course credits earned.

**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.

Students will potentially master the required knowledge and skills (TEKS) to earn credit for the practicum course, culminating in a project deliverable that reflects on learning outcomes for their future career. The process to collect data includes student demographic information, the number of students participating in the WBL program, list of business and industry partners offering WBL experiences to students as part of the program; total and average hours worked by students in the program, total and average hourly earning of students in the program, evidence of training plans for each student in the program, evidence of partnership agreements for each business and industry partner involved in the program, evidence of culminating assessment or recognition of skills for each student and any data related to PEIMS. In addition to the required evaluation, quantitative and qualitative outcome components will be used in the evaluation process. Quantitative measures include required scheduled reports, attendance and discipline records, satisfaction surveys, and performance assessment data (grades). Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure that program changes can be made and the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders.

**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.

To meet the goals of creating an impactful learning environment for the summer bridge sessions, the Project Advisory Committee (PAC), led by the Program Director, will seek to place highly-qualified technical teachers from industry partners and local high schools with students to ensure learning outcomes are met. Technical teachers will hold certifications and have applicable work experience in the industry aligned to the TEA approved programs of study. The budget allocated will allow for students to have a three-month membership to the makerspace and co-working space at Triple Win during operating hours to work on student business, planning, or passion projects alongside other summer programs and continuing education classes. The makerspace space is open six days a week, 9am to 10pm, giving students access to a co-working desk and computer as well as wood-shop, metal fabrication tools, art and pottery, embroidery machines, electronics, 3D printing, and vinyl cutting as well as the online and in-person training for each station/tool at the makerspace of Triple Win Waco. FSP Funds are not currently allocated for summer programming or coursework at Rapoport Academy. Budget adjustments will be made through the Project Advisory Committee, which serves as an advisory role. The committee will track progress and prioritize needs such as overall IT forecasting and equipment or consumable material needs.

**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.

To meet the goals of creating an impactful learning environment for summer interns, the Project Advisory Committee (PAC), including the grant manager, campus coordinator(s) and the Director of Triple Win, will seek to place highly-qualified technical teachers from industry partners and local high schools with students to ensure learning outcomes are met. Technical teachers will hold certifications and/or have applicable work experience in the industry in which students are seeking future employment. FSP Funds are not currently allocated for summer internships or coursework in CTE at Rapoport Academy. Budget adjustments will be made through the Project Advisory Committee, which serves as an advisory role. The committee will track progress and prioritize needs such as equipment or consumable material needs.

The budget allocated to the work-based learning internship program allows for students to receive the work attire and PPE required for internship placements. Intern students will receive a stipend for completing the project and paid-work time on the project of value. During the engineering rotation of the internship, Rapoport students will partner with students from several local high schools through Triple Win Waco and SturdiSteel to complete projects of value for a local client, two self-contained artisan market containers. The students and instructors will then budget, fabricate, and market the twenty four foot containers to expand access to retail sales for local small businesses. Students will follow all OSHA related guidelines for warehouse and fabrication work, and the grant will provide OSHA30 training to students who need the certification to complete the assigned tasks. Although Triple Win will provide consumable project materials for the build, the program will supplement consumable materials to account for student errors in the process of learning. The program will also provide funds for each piece of machinery used in the project to have fresh blades, abrasives, etc. as to ensure WBL time is safe and focused on meeting the learning outcomes. Non-consumable equipment will be purchased to supplement current tools allocated for WBL to ensure each student will have access to the tools needed for greater impact without downtime. Triple Win will employ and carry students on workers insurance policies during the internship.

**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.)

As Rapoport Academy continues to grow, there has been significant increases in the special populations. Rapoport has higher rates than the state in the areas of students with dyslexia, foster care, homeless, special education, students with intellectual disabilities and students with behavioral disabilities. In order to help facilitate targeted instruction, many of the high need students are receiving additional support and/or time in core content areas. The side effect is that most middle school students do not have the time in their schedule to take CTE courses. Those that do, often take foreign language classes to get a head start on high school credits. This makes it difficult for students to have a firm grasp on which programs of study and CTE courses are available to them. Additionally, as a small school, most teachers have full schedules and are often the sole person overseeing their program of study.

The summer sessions that would be provided through the summer grant and Triple Win would help alleviate these issues. Students would have the opportunity to work with industry standard equipment and qualified professionals to pursue their passions while earning school credit. Any scheduling issues would be nullified because students can choose which summer sessions they attend, and assuming students complete four sessions, they will earn corresponding course credit. All of this together will lead students to matriculate and complete a high school program of study, while giving students positive, lifelong memories in STEAM disciplines.

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.)

Rapoport continues to see the effects of COVID years after schools have reopened. The biggest being an increase in chronic absenteeism and student isolation. While student and family surveys consistently indicate that students have supportive relationships from district employees, there has still been an increasing trend in negative student behaviors, and a decrease in student engagement in any extracurricular activities. Additionally, more and more students are becoming credit deficient, or are avoiding CTE/elective courses altogether, hoping that they can graduate early. This creates scheduling difficulties and limited opportunities for students to complete a program of study, industry based certificates and/or work with industry professionals.

The work-based learning opportunities provided through the CTE summer grant will ideally combat all of these issues. Through the partnerships with Triple Win and other local industry professionals, Rapoport will leverage the strong student relationships to prepare them for their future careers. Students will potentially earn credit for practicum courses and competitive stipends for the work. Scheduling issues will be minimized with the freedom of summer schedules. Additionally, students will be able to work side by side with industry professionals and students from other schools with similar passions and future aspirations. The combination of these things together will give students the confidence they need to move forward into the workforce, and provide additional social/emotional support in the context of their desired industry.

**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.

Students will be able to earn course credit in Entrepreneurship I (Service ID 13034400) as a part of the Entrepreneurship, or Digital Media (Service ID 13027800) as a part of the Graphic Design & Multimedia Arts program of study. Up to 50 students will engage in these collaborative, hands-on experiences, in addition to career exploration and professional communication throughout all of the summer sessions at Triple Win.

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.

Triple Win Waco - Triple Win Waco will serve as the main liaison between area wide schools and local business partners. They will ensure that up to 12 total students are each partnered with a qualified professional. They will provide the necessary PPE, consumable materials, student stipends, etc. for the duration of the grant. Students participating in grant activities will have access to the Triple Win makerspace and individualized training on software, equipment, and engineering/manufacturing processes as needed. Additionally, Triple Win will carry student workers on insurance policies for the internship.

Sturdisteel Company - Sturdisteel Company will provide industry space and expertise in both the CAD/graphic design and manufacturing/fabrication. Up to 6 students will work with trade professionals at Sturdisteel to design, budget, fabricate, and market two self-contained artisan market containers to expand access to retail sales for local small businesses. Upon completion of the containers, SturdiSteel will deliver and install the two containers to an up and coming makers market in downtown Waco.

StartUp Waco - StartUp Waco has agreed to facilitate mentorships for an entrepreneurial incubator. Under this model, up to 3 students will develop business and marketing strategies to launch their own small business. These students will work under the supervision of the mentors and Triple Win staff to do the market research, budgeting, prototyping and delivery of their individualized goods and/or services.

Creative Waco - Creative Waco has agreed to facilitate students to take part in the “ Artprenticeship. ” Area wide art students will work with professional artists and designers to create a mural on the exterior of a business in the heart of downtown Waco. Additionally, students will collaborate with seasoned artists to develop their own artistic point of view, while also considering how to market and sell their work. In the end, students will have developed a personalized portfolio, collaborated on a piece of public art, and have a marketing strategy for selling their work in the future.

**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**