



**2020-2021 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 26, 2021**

NOGA ID [Redacted]

Authorizing legislation **General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)**

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, March 26, 2021**.

Grant period from **May 1, 2021-August 31, 2021**

Pre-award costs permitted from **Award Announcement Date**

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): [Redacted]

Applicant Information

Organization **Gruver ISD** CDN **098901** Campus [Redacted] ESC **16** DUNS **018924530**

Address **601 Garret Street** City **Gruver** ZIP **79040** Vendor ID **756001717**

Primary Contact **Wade Callaway** Email **wade.callaway@gruverisd.net** Phone **(806) 733-2001**

Secondary Contact **Kimberly Conyers** Email **kimberly.conyers@gruverisd.net** Phone **(806) 733-5416**

Certification and Incorporation

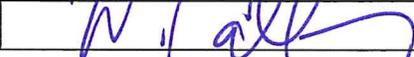
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized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

Email **wade.callaway@gruverisd.net** Phone **(806) 733-5416**

Signature  Date **03/24/2021**

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 2020-2021 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 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 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.
- 7. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

Summary of Program

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Overview of the Program: Gruver Independent School District is going to implement both a Focus Area 1 Bridge Program and a Focus Area 2 Work-based Learning Program for students. Students will be incoming Freshmen (9th Grade) plus Juniors (11th Grade) and Seniors (12th Grade). Students showing more need indicators such as: at risk, single parent household, academic need, and unemployed family member (s) will be given priority.

Mission: The district’s mission is to provide exceptional educational opportunities to every child in a safe and nurturing environment that will produce responsible, productive, and successful citizens. Their mission aligns with this Summer CTE Program by providing quality instructional opportunities to every student in a safe setting where students can gain academic and hands-on experience, paving their way to becoming dedicated learners in their professions after high school.

Specific Needs: Gruver ISD is a rural district and has a high concentration of ESL and immigrant students as well as students with learning disabilities and behavioral issues. The district’s student population is comprised of 21.6% English Learners, compared to the state’s 20.3%. They have a rate of 5.1% students with Dyslexia, compared to the state’s 4.1%. Gruver’s immigrant student population is 5.1% compared to Texas’ 2.3%. 100% of its students are considered Title I compared to the state’s 65.1%. Gruver ISD has 41% of its students with Behavioral Disabilities compared to the state’s 20.8% (2020-2021 TAPR). The district’s demographics indicate a need for a Summer CTE Program, as immigrant and English Learning students would benefit greatly from a program that focuses on their career pathways to better prepare them for life after high school. Students with learning disabilities and behavioral issues could also benefit from the program as a simulated work environment would provide the structure and discipline they need where they can channel their physical energy into manual activities.

Mission/Needs: Based on our school district’s mission of producing responsible, productive, successful citizens, and the students’ behavioral, linguistic, and economic needs, this program aligns well in helping us address our district’s mission for our valued students.

Qualifications and Experience for Key Personnel

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

Title and Responsibilities of Position	Required Qualifications and Experience
CTE Director (Existing) Management and Oversight to Grant related services.	School and state minimum and required qualifications.
CTE Teacher (Existing)-Bridge and Work-based Learning course oversight and data collection.	School and state minimum and required qualifications.
IHE Partner (Existing) – Articulated Agreement for Program of Study.	Texas Higher College Board of Education required certification and education for CTE faculty and administration.
Business Partner (s) (Existing) – Work-based worksite for services.	Industry certified and work-based experience qualifications to offer valued skills and knowledge to students.
Workforce Solutions (Existing)-Job and career fields searches and information on careers of chosen Program of Study.	Minimum education qualifications and work experience in the chosen career fields and knowledge in data system for students to do career searches and research careers of choice.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Focus Area 1: Major Goals/Objectives of The Proposed Program:
 The district’s goal is to offer students a Summer Bridge Program to gain greater access to career opportunities that focus on preparing every student for success in college, career, or military service.
 Activities/Strategies: The result will be week-long foundation courses that serve as introductions to CTE programs. For example, incoming 9th graders will be able to take crash courses on different CTE programs every day, such as Drone Technology, Animal/Plant Science, Welding, Culinary Arts, Business Information Management, and/or Medical Terminology. Each day, students will be introduced to said programs, which will help them decide which career pathway interests them the most for their future professional endeavors.

Focus Area 2: Major Goals/Objectives of The Proposed Program: The district will help students of all ages and abilities acquire and improve academic, technical, and employability skills. The objective is to have students pursue the agriculture and computer career pathway that is aligned with state identified high skill, high-wage, in-demand occupations.
 Activities/Strategies: Students will be provided activities to increase learning and develop employability skills in actual workplaces, gain a smoother transition from education into the workforce, and improve post-school outcomes. The district will partner with its IT department to provide students instruction on computer maintenance and general computer skills. Students will also work with agriculture staff on the school districts’ greenhouse, where they can learn to plant different varieties of flora under the guidance of a horticulture instructor.

Performance and Evaluation Measures

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Focus Area 1 Performance Measures: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students enrolled in the summer program. 3. Program Completion: Number of students completing the summer program. 4. Course (s) Completed: Collection of data related to PEIMS.
 Tools Used to Measure Performance and to Ensure Effectiveness of Objectives/Strategies: Student/Stakeholder Surveys, Program Application, Attendance Records, and PEIMS data. Future indicators of success will the number of students interested and a review of increased enrollment numbers in CTE classes.

Focus Area 2 Performance Measures: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of business and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Total and average hourly earnings of students in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements for each business and industry partner involved in the program. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.
 Tools Used to Measure Performance and to Ensure Effectiveness of Objectives/Strategies: Student/Stakeholder Surveys, Work-based Application, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as, the number of after school and summer jobs students acquire related to their field of study.

Budget Narrative

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

The proposed program will include direct and indirect costs. The direct costs include personnel, supplies/materials, contracted consultants, non-employee fees, plus travel expenses.

Based on these available courses, the district developed the following budget:

1. Payroll - \$25,990

- Payroll cost for teachers that will provide instruction in the identified CTE courses;
- Costs for Program Director to oversee the Summer Career and Technical Education Program; and
- Benefits for all staff members paid through this grant.

2. Professional and Contracted Services - \$6,344

- Fees associated with the education and training through professional and certified instructor in the industry.

3. Supplies and Materials - \$44,100

- Grant funds will be utilized to purchase supplies and resources that are needed for the building of the project, including Chromebooks for Focus Area 1 students to borrow, specific materials for the rotating courses (Welding, Culinary Arts, etc.), and a supply bag. Materials for Focus Area 2 students include plants, fertilizers, pots, and tech materials like Chromebooks, software, and Microsoft licenses.

4. Transportation Costs - \$19,910

- Provide stipend pay for each student participating in work-based instruction.
- The district will cover the cost for travel for students to be picked-up and dropped off from the program.

Indirect – \$3,656: total based on Gruver ISD’s approved indirect rate.

A high-level snapshot of funds currently allocated to similar programs: There are currently no paid internships nor Summer Bridge Program currently operating at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are currently paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

How adjustments will be made in the future to meet needs: Once the Bridge Program and Summer Internships are in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

Program Requirements

1. **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/approved-cte-programs-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.

Program(s) of study and the CTE course(s) in the program(s) of study that will be offered:

Gruver ISD will be offering a variety of courses for the Summer Bridge Program, including Drone Technology, Animal/Plant Science, Welding, Culinary Arts, Business Information Management, and/or Medical Terminology. Freshmen students will be allowed to take a class on a different course everyday as introductory programs to help them choose a career pathway in their future high school career. These courses will be offered to the students for 4 weeks, Monday through Thursday for 5 hours a day. Four teachers will rotate the group of 15 students; each teacher will only teach one day per week for the four-week program.

Evidence indicates summer bridge programs such as the one proposed should help students stay in school instead of dropping out and to take advanced placement courses later in their high school careers. In addition, summer bridge programs can help students who are nervous to enter high school feel more confident in the transition.

Number of students who be engaged and supported:
The district is going to serve 15 of students in the Summer Bridge Program.

2. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in your 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 partner who will be involved:
The district plans to work with its IT Department in pursuit of a Computer Science Career Pathway. Items that will be taught and discussed include understanding hardware and software products, proper cleaning of computers, downloading computer software programs, installing firewalls, installing or removing operating systems, reviewing software programs, and other general computer skills.
If additional training is required, the district will partner with the local Region 16 Education Service Center.
The district will also work with its agriculture department to hire and instruct students in using the school's greenhouse. Students will be tasked with interior maintenance of the greenhouse and growing plants and testing the unique resources offered by the greenhouse.

The work-based learning model(s):
The district has chosen to establish and monitor an internship program with the ISD's IT Department/Facilities/Maintenance/Agriculture Departments. In addition to making students more educated in the targeted field, these work-based learning experiences will provide students the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. These types of skills will give them a competitive advantage for achieving their career goals.

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