



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

NOGA ID

Authorizing legislation

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

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

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

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):

Applicant Information

Organization CDN Campus ESC DUNS

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 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.**

To better meet the soft and technical skill needs of the next generation workforce, Rapoport Academy Public School, Triple Win Apprenticeships, Maker's Edge Makerspace, and Waco Axe Company 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 2021. These real-world, hands on learning programs in Entrepreneurship will allow students to deeply experience the day to day life of start up businesses and provide great value and impact to each student and partner company.

Focus Area 1: 34 students will engage in an accelerator program for Entrepreneurship through partnership with Maker's Edge Makerspace while earning class credit for Entrepreneurship I (Service ID 13034400) in the Business, Marketing, and Finance career cluster. Students will also work train to pass the Entrepreneurship and Small Business Certification (ESB) from the Industry Based Certification list. Executive Function development in young learners through Entrepreneurial experiences are proven indicators of successful workforce development while promoting confident-problem solving and emotional intelligence. Students in the Entrepreneurial Accelerator program will spend the first part of the summer developing a business plan, legal formation, and seeking capital. Following this, student will operate their business for real profits while continually iterating best practices for their business. A program goal of the OST time accelerator is to propel student businesses to continue operations through the 2021-2022 school year as practicum course. Maker's Edge will provide business co-working space, mentorship, access to tools, and prototyping bays or commissary kitchen to provide a wide-variety of business options for Accelerator students.

Focus Area 2: The informal WBL experience through Waco Axe Company will address the program's mission by facilitating and monitoring 26 student paid internships with partner companies for 10 to 20 hours a week for Summer 2021. Available to level III and level IV program of study students in Entrepreneurship and Engineering, these internships will provide the opportunity for students to earn Practicum in Business Management (Service ID 13012200) or Practicum of Science, Technology, Engineering, and Math (Service ID 13037400) as well as dual-credit from Texas State Technical College. While rotating through business units of Waco Axe Company a and Rogue Capital Investments, LLC, students will experience each functioning part of business including Human Resources, Accounting, Inventory and Warehouse, Engineering, Marketing, and Risk Management. By partnering with Triple Win Apprenticeships, Rapoport students will have the opportunity work with diverse student populations from several area high schools also participating in summer Work-Based Learning programs. Triple Win will provide weekly student leadership development activities.

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
Program Director	BBA in Business, Related Master's Degree, MBA preferred, with 10 years experience in education
Lead Instructor	Bachelor's Degree with Career and Technical Education experience, trade or entrepreneurial qualifications preferred
Instructor	Bachelor's Degree with Career and Technical Education experience
Assistant Instructors	Industry Qualifications required, i.e. OSHA30 certified, ESB certified, Microsoft office certifications
Administrative Assistant	Career and Technical Education administration experience

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.**

Goal: Students will experience Career and Technical Education (CTE) career development in Entrepreneurship (Focus Area 1) and informal Work-Based learning programs (Focus Area 2) during the summer of 2021.

Objective 1(Focus Area 1): 34 incoming 9th,10th,11th grade students will enroll and engage with the Entrepreneurship Accelerator program for a minimum of 6 weeks beginning in June 2021.

Activities/Strategies: Under the leadership and mentorship of highly-qualified industry instructors, students will work through the coursework and training to earn the Entrepreneurship and Small Business (ESB) Industry-Based Certification will preparing a business plan to deploy their business in the second half of the accelerator program.

Activities/Strategies: After completing ESB, students will identify the a personal training plan to ensure successful launch of their business, these plans may include; training for a Food Manager license, Adobe Suite Certifications, and CAD/CAM design for product businesses like embroidery, apparel, or signage.

Objective 2 (Focus Area 2): 26 level III or IV program of study students will engage in informal Work-Based Learning to gain valuable experience not only in Entrepreneurship but in all types of business.

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

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

Activities/Strategies: Students will rotate through 6 major business units within the partner company for 10 to 20 hours a week of a paid time.

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: Entrepreneurial Accelerator students will complete the CTE course as defined by TEKS, including a series of large-group presentations for a business pitch night, investors pitch, and culminating presentations that will reflect the learning outcomes. The success of the student's start up business will not be measured on profitability, but on the effectiveness of communicating learning outcomes through the presentation series.

The ESB test will be used to measure student progress through required learning before the business plan can be funded, with weekly check ins and practice questions. Successfully passing the ESB certification test will not only give students course credit for completing the TEKS, but also a micro-credential to carry on their resume to career.

Focus Area 2: Students will complete the required contact hours 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 to ensure that 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

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.**

To meet the goals of creating an impactful learning environment for the entrepreneurial accelerator and completing internships through business rotations and a project of value for Waco Axe Company, the Project Advisory Committee (PAC), led by the Program Director, will seek to place highly-qualified technical teachers from industry partners and local high school with students to ensure learning outcomes are met. Technical teachers will hold certifications and have applicable work experience in the industry in which students are seeking future employment.

Focus Area #1:

The budget allocated to allow for Accelerator students have three-month memberships to Maker's Edge makerspace to work on student business planning or operations. Maker's Edge is open six days a week, 10am to 10pm, giving students access to a wood-shop, metal fabrication tools, art and pottery, embroidery machines, electronics and 3D printing, and vinyl cutting as well as the online and in-person training for each station or tool at Maker's Edge. The budget also allocates for the Entrepreneurship and Small Business certificate training and internet/technology access for every students during Out-of-School Time (OST). Consumable materials and supplies for students business will be provided through the grant budget. Funds are not currently allocated for students to start their own business 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.

Focus Area #2:

The budget allocated to the Work-Based Learning internship program allow for students to receive the work attire and PPE required for internship placements. The PAC will ensure that every student also has the technology/internet access to complete work assignments and communications with employers. Intern students will receive a stipend for completing the project and paid-work time on the project of value for Waco Axe Company.

During the Engineering rotation of the internship, Rapoport students will partner with students from several local high schools through Triple Win Apprenticeships to complete a project of value for Waco Axe Company. The students, instructor, and Waco Axe Company employees will design, budget, fabricate, and market a new mobile axe throwing trailer to expand the market share for the company. 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 Waco Axe Company 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 funds will also provide funds for each piece of machinery used in the project to have fresh blades, abrasives, lubrication, etc. as to ensure Work-Based Learning time is safe and focused on meeting the learning outcomes and not for downtime to replace a worn out piece of equipment. Non-consumable equipment will be purchased to supplement current tools allocated for Work-Based learning as to ensure each student will have access to the tools needed for greater impact and capacity building without downtime.

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.

Students will complete the Entrepreneurship I course (Service ID 13034400) in the Business, Marketing, and Finance career cluster. These students will also work train to pass the Entrepreneurship and Small Business Certification (ESB) from the Industry Based Certification list. (34) Students will engage in the Entrepreneurial Accelerator as part of Focus Area 1.

Students will demonstrate an understanding of the following Entrepreneurial concepts

- (1) The role of management
- (2) Ethical workplace behavior
- (3) Social responsibility
- (4) Change management
- (5) Types of business
- (6) Forms of ownership
- (7) Balance sheets, income statements, and cash flows
- (8) Supply and demand
- (9) Types of entrepreneurship
- (10) Commercial bank statements
- (11) Types of capital and investments
- (12) Credit terms and debt financing
- (13) Income tax returns

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.

(26) Level III or IV Entrepreneurship or Engineering program of study students will engage into a highly-supportive informal Work-Based Learning internship program. Internship students will experience WBL through rotation tradition business units during their time with Waco Axe Company and parent investment firm, Rogue Capital, LLC. Student will also get hands-on WBL through developing, designing, fabricating, and marketing a project of value for Waco Axe Company. The project of value will conclude with a new mobile axe throwing trailer, but begin with financial trade-off decisions through out the design and budgeting phase that interns will experience first-hand along side company employees. Students will also experience WBL through weekly mentorship, leadership development activities, and career exploration with Triple Win Apprenticeships while also partnering with students from many local high schools through Triple Win.

Maker's Edge makerspace will provide training need for students to be prepared for the engineering rotation while working on the mobile axe throwing trailer, students will be require to earn OSHA30 certifications and have basic fabrication competencies before working in the Waco Axe Company manufacturing division.

TFNB Your bank for life and Extraco Banks have agreed to provide students with commercial banking mentorship in both Focus Area 1 and Focus Area 2.

Startup Waco, an entrepreneurial ecosystem catalyst not-for-profit in Waco, has agreed to host the pitch and presentation events for both Focus Area 1 and Focus Area 2 and provide on-going support for student business in 2021-2022 school year.

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