



2024-2025 Summer Career and Technical Education Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC 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, April 9, 2025**.

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 IDC 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 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 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 the Fall PEIMS Collection Process.
- 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.

Gruver ISD is a small, rural school district located in the northern most county of the Texas Panhandle. Our 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. In an effort to meet the specific needs of our student body, the district will provide a summer program that supports student growth and expansion of knowledge in the fields of agriculture. The community of Gruver is steeped in its farming and ranching heritage. Gruver ISD operates its own school farm which is cultivated by local farmers volunteering their time and equipment so that the profit of the crop can be reinvested in the graduating class through its Farm Scholarship program. The program is geared to help students pay for post-secondary education.

Students currently enrolled in CTE programs show a robust interest in the field of agriculture. With over 60% of the student body participating in the Ag Department's FFA Programs, student interest in the Agricultural Technology and Mechanical Systems and Animal Science programs of study continue to drive LEA decisions in course offerings. Fifty percent of the student body is under an Ag Program of Study. The community is highly supportive of the school district and the aim is to expose students to a variety of programs of study and CTE courses but to emphasize agriculture career opportunities in hopes to reinvest in the community.

Grant funds would be utilized to provide a CTE summer bridge program for incoming 9th-12th grade students to experience real-world work-based learning opportunities. Through a partnership with local business partners, students would travel locally to learn about future career opportunities and then have the chance to apply the skills learned and gain employability skills.

Gruver ISD's vision to work collaboratively with its community members has paved the path to build educational excellence for its students and future generations. Through offering a summer bridge program for the Agricultural Sciences, it is our goal to prepare students for career opportunities not only in our area but throughout Texas.

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.

Gruver ISD is a small, rural school district located in the northern most county of the Texas Panhandle. Our 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. In an effort to meet the specific needs of our student body, the district will provide a summer program that supports student growth and expansion of knowledge in the fields of agriculture. The community of Gruver is steeped in its farming and ranching heritage. Gruver ISD operates its own school farm which is cultivated by local farmers volunteering their time and equipment so that the profit of the crop can be reinvested in the graduating class through its Farm Scholarship program. The program is geared to help students pay for post-secondary education.

During the Summer Bridge program, Gruver ISD would facilitate pre-apprenticeship training on the campus through both certified CTE teachers and local businesses. With the focus stemming in agriculture experiences, the program would provide work-based learning opportunities to increase career pathways to highly-skilled , in-demand industries for students. These would be implemented through both on-campus and off-site experiences with community based business partners. Grant funding would be utilized for student projects and field experiences to diversify their knowledge in the agricultural work-force.

With 38% of the 8th grade students selecting an Ag Program of study for high school, and 50% of current 9th-12th grade students currently studying either Animal Science or Agricultural Technology & Mechanical Systems Programs of Study, the district would utilize grant funds to foster the established interest of the students. Due to the rurality of the community, student employment opportunities are difficult and very competitive. Gruver ISD's diverse student population is comprised of 40.62 % Economically Disadvantaged, 41.33 % At-risk, 14.96 % English Language Learners, 13.77% Special Education, and 6.6% served through 504, the district seeks to offer an equal opportunity for students. A student survey was sent to incoming 8th-12th grade students aimed at collecting student interest in the program. The district and its business partners would serve to increase accessibility to experiences and increase work-place readiness and community engagement for all students.

Gruver ISD's vision to work collaboratively with its community members has paved the path to build educational excellence for its students and future generations. Through offering a summer bridge program for the Agricultural Sciences, it is our goal to prepare students for career opportunities not only in our area but throughout Texas.

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 Organization, Implementation, Reporting, and Supervision of Grant-Related Services	Bachelor's Degree Required. Must have experience with managing personnel, grants, and budgets.
Business Office Manager Responsible for payroll services, application processing, and overseeing execution of the budget	Bachelor's Degree Required. Experience in accounting, technology, finance, and operations in business education, or governmental agencies.
District Staff-Including IT Director, will incorporate hands-on experience within the school district and community	School and state minimum required certifications
CTE Teachers-Work directly with the students in both the summer Bridge Program and Work-based learning programs	Bachelor's degree and must be a state certified classroom teacher.
Business Partner(s)-Provide students a site for corresponding learning experiences.	Must be able to provide safe work conditions that improve our students employability skills and knowledge in our CTE area fields.

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 Organization, Implementation, Reporting, and Supervision of Grant-Related Services	Bachelor's Degree Required. Must have experience with managing personnel, grants, and budgets.
Business Office Manager Responsible for payroll services, application processing, and overseeing execution of the budget	Bachelor's Degree Required. Experience in accounting, technology, finance, and operations in business education, or governmental agencies.
District Staff-Including IT Director, will incorporate hands-on experience within the school district and community	School and state minimum required certifications
CTE Teachers-Work directly with the students in both the summer Bridge Program and Work-based learning programs	Bachelor's degree and must be a state certified classroom teacher.
Business Partner(s)-Provide students a site for corresponding learning experiences.	Must be able to provide safe work conditions that improve our students employability skills and knowledge in our CTE area fields.

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?

Gruver ISD's goals and objectives for the summer bridge program are to increase and enhance real-world, work-based opportunities in agriculture within the students' community. The specific objectives include introductory curriculum and hands-on learning experiences for the Agricultural Technology and Mechanical Systems programs. This program consists of ag mechanics and metal technology, designs and fabrication, and welding coursework. The summer bridge program goals would be:

1. To provide students with the opportunity to experience project-based learning in foundational courses through the utilization of experienced teachers and business partners. Students would enhance and expand their knowledge and retention of future coursework through project and experienced-based learning. The district utilized previous grant funding to enrich agricultural technology experiences for our students. One of the summer objectives would be for students to utilize ag technology programs to design a metal project, fabricate it, and install it.
2. Career and post-secondary readiness opportunities within the community to engage students and school partners. Through on-site experiences, students would learn from industry professionals about career opportunities both in the area as well as regional opportunities. Collaboration with local businesses to expose students to not only the production aspect of agriculture but to the technology and business side of the profession. With practices implementing drones, highly-specific yield technology and equipment, and marketing, students would have a greater depth and understanding of career opportunities in agriculture throughout the region.
3. School counselors would provide counseling and guidance to help students plan their future coursework at the end of the program. Students would also help share program information and career opportunities with middle school students.

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?

The primary goals and objectives of Gruver ISD's summer program align with the district's mission to prepare students to be responsible, productive, successful citizens. As part of producing workforce-ready students, the program aims to achieve pre-apprenticeship relationships, employability skills, agriculture-based skill enhancement, and supervised work experience.

1. Gruver ISD works collaboratively with local business partners to pair high school students in practicums. The summer program would provide opportunities for the district to transport students to on-site locations and begin building future relationships with practicum site managers and future employers. Through establishing and extending collaborative experiences between students and local community partners, the students could serve in their local community.
2. As the district seeks to produce 21st-century learners, it is our responsibility to also equip them with employability skills. GISD would culminate both on-campus and on-site experiences, teaching students the necessary characteristics that employers are looking for when applying for internships and jobs.
3. Through the guidance of both CTE teachers and industry professionals, Gruver ISD's summer program would aim to extend instruction of the curriculum provided to students within the school year and enrich it with practical work-based projects and experiences.
4. Application of skills is essential in a safe, monitored environment. Another goal of the district is that each student complete a minimum of 100 hours of supervised work.

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.

The program director will utilize a variety of performance measures to monitor the effectiveness of the summer program. During Focus Area 1, the district will implement both formal and informal assessment performance measures to monitor and evaluate the effectiveness of the summer program. The project director will measure the following:

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

Tools used to measure performance will include information gathered throughout the program from all stakeholders through surveys. This information will provide consistent and timely feedback to be utilized by teachers, the program director, administrators, and business partners. Upon the completion of Focus Area 1, student attendance and feedback will be provided to the high school counselor to assist in student scheduling.

Comprehensive reporting of all data and feedback will be utilized to evaluate the effectiveness of the program and plan for future programs. This system played a key role in the decision to focus on Agricultural Programs of Study for this year's summer bridge program. Upon completion of last year's summer program, 72% of the students indicated the desire to take additional coursework in an agriculture-based curriculum.

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 the performance of Focus Area 2, our district will measure the following:

1. The number of students participating in the program
2. A compilation of hours worked for each student with a minimum goal of 100 hours per student
3. A completion rate of project-based learning activities
4. Feedback from local business partners
5. All data related to PEIMS

The district will use tools to measure performance and ensure the effectiveness of the goals and objectives. Students will be required to clock in/out to monitor attendance, and end of summer evaluations for each student performed by the CTE teacher to ensure the student demonstrated adequate growth and performance for the project-based learning activities. The summer project director will also provide surveys that access the stakeholder feedback in order to monitor current programs and guide future planning. The school counselor can utilize feedback from business partners to seek opportunities to extend partnerships and create future opportunities for students based on student interests and needs.

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.

The proposed budget is for direct expenses as we elected to not have indirects costs calculated into our budget for this grant. This budget was created to address the needs and goals of the district's programs including the fair compensation of CTE teachers and staff, supplies and materials, and extra duty pay for the grant manager/bookkeeper. For the payroll cost category, the district allocated \$23,700. The remainder of the grant funds, \$25,050, will be allocated to the Supplies & Materials category. These materials will include welding materials, supplies for metal fabrication, and other agricultural project-based materials necessary for the student projects and on-campus learning opportunities.

Within Focus Area 1, the district did not anticipate any contracted services, capital outlay, or other operating costs.

Gruver ISD will make any adjustments necessary in a timely manner in accordance with grant guidelines as we actively monitor the summer program. Decisions will be based on the evolving needs of the program and any unplanned expenses.

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.

Gruver ISD's proposed budget for Focus Area 2 Summer Bridge program works to address the district's goals to place students in real-world workplace settings. The budget allocates \$27,950 in the supplies and materials category. Funds will be used to purchase materials needed to complete projects within the pre-apprenticeship learning partnerships between CTE teachers and students and business partners. The budget also allows \$20,800 for other operating costs to provide stipends and responsible spending for student employment. The student employment will be monitored, reflecting the districts' mission to produce responsible, productive citizens as they work to reach their goal of employment hours.

Within Focus Area 2, the district did not foresee additional expenditures from the remaining categories. These decisions stemmed from previous and current budget assessments. There were no indirect expenses indicated for the summer program.

The budget does allow for the district to monitor and assess the program and make informed decisions based upon ongoing needs reported by staff, students, and stakeholders. In the event modifications must be requested for the budget, the district would proactively request an amendment in a timely manner.

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.)

Upon completion of last year's summer program, an assessment survey was sent out which has guided planning for the district's summer program. Students reported a high interest level in enrollment in agricultural-based courses. The district has worked to mitigate these requests through the addition of a second agriculture educator; however, with the growing enrollment in the program, there continues to be limited teacher availability in the master schedule. Another aspect that complicates the course offerings is that staff is shared between the Jr. High and High School campuses. Through shared course offerings, the middle school was able to expand its CTE course offerings with 61% of the 8th grade class electing to take Principles of Ag, Food and Natural Resources this year. With middle school students taking a Tier 1 course, it allows them to expand their coursework and build in practicums at the secondary level.

The high school scheduling committee works to build the master schedule around not only required courses but also student interests. Students are encouraged to be engaged through participating in numerous extra-curricular activities in which they are rewarded for participation and excellence upon graduation through Gruver's innovative Farm Scholarship program. Students' participation is translated into financial support for post-secondary studies whether it be vocational training, associates or bachelors degree. The scholarship program supports up to eight semesters of post-secondary studies which has provided numerous students to continue their academic pursuits, many being first-generation students. The Farm Scholarship is funded by the school district's farm, which is farmed completely on a voluntary basis by local farmers, and inputs are contributed through community donations. With more students becoming involved in Focus Area 1, the district could meet the needs of students by expanding the partnerships and potential future employment opportunities for its students. All of these decisions work to continue to support the school and community's shared vision.

Through the utilization of reported needs coupled with stakeholder and community feedback, the summer program would allow students who are otherwise engaged during the school year in extra-curricular activities to participate and extend the work-base learning opportunities and gain employability skills while deepening their working knowledge of agriculture.

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.)

With Gruver's rural location, the student body is faced with limited opportunities for student employment and work-based learning. The school district serves as one of the community's largest employers. Recognizing both needs, the school utilized stakeholder feedback from surveys coupled with administration and school counselor input. There is a growing need with the district's expansion of CTE Programs and practicum partnerships.

Last year, the summer program focused on exploring a variety of CTE programs of study and then the creation of student-driven career readiness programs for middle school students. Students employed through the schools' summer bridge program, developed in conjunction with their Family Consumer Science teacher, a Career Wax Museum. The students organized over 25 professionals from various fields to come and present career information to middle school students. The extreme success was dual fold as not only were students exposed to college and career opportunities, but the high school students involved qualified to present their ideas at the state level of competition. This brings further awareness to the importance of college and career readiness and CTE fields of study.

Through early exposure, the district is planning towards future expansion of CTE courses in both the middle and high school. A valuable aspect of CTE coursework is the addition of a work-based employment opportunity. Focus Area 2 will continue to create opportunities for students to interact with industry professionals and business partners to build future practicum opportunities and gain real-world experience.

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 both Animal Science and Agricultural Technology and Mechanical Systems Programs of Study. With Focus Area 1 primarily looking to extend the agricultural sciences curriculum within the career cluster. There will be a special emphasis on the introduction and exposure to Ag Mechanics and Metal Tech and Ag Structures and Fabrication as they are courses within the program of study.

The district aims to employ 15 students from diverse demographics to extend their knowledge in the field by providing quality learning experiences. Incoming freshman will be highly encouraged to participate. Gruver ISD's summer program is an effort to continue their investment in both student and community growth. We believe that providing quality opportunities with skilled educators and business partners, students knowledge depth and experiences will grow exponentially. In turn, students will be exposed to lucrative post-secondary in-demand jobs within our community and area.

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 utilize CTE-certified teachers to help our students gain work-based experience. Our selected Focus Area 2 work-based learning model will be internships, which allow students to engage in supervised hands-on learning under professionals. All 15 students will intern at Gruver ISD to gain valuable experience working with staff to complete projects to prepare the district for the upcoming school year. This internship will be coupled with experiences from both on-campus and on-site visit(s) to Ag Partners, where students can experience a variety of teaching opportunities to expand learning beyond the classroom walls and students can benefit from interaction with business partners.

The over-reaching goal of Focus Area 2 is for the district to provide an enriching skill development learning opportunity in a variety of high-interest areas in the field of Agriculture. Through an immersive experience, students can apply learning and receive guidance in future planning.

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
<input type="text"/>	

Application Part 2:

**2024-2025 Summer Career and Technical Education Grant
Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)**

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).

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.

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

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.

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](#).

Application Part 2:

**2024-2025 Summer Career and Technical Education Grant
Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)**

County District Number or Vendor ID:		098-901	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	2		\$ 6,400	\$ -	\$ 6,400
2	Educational Aide	3		\$ 9,600	\$ -	\$ 9,600
3	Tutor			\$ -	\$ -	\$ -
Program Management and Administration						
4	Project Director	1		\$ 3,500	\$ -	\$ 3,500
5	Project Coordinator	1		\$ 3,200	\$ -	\$ 3,200
6	Teacher Facilitator			\$ -	\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -	\$ -
10	Grant Accountant/Bookkeeper	1		\$ 1,000	\$ -	\$ 1,000
11	Evaluator/Evaluation Specialist			\$ -	\$ -	\$ -
Auxiliary						
12	Counselor			\$ -	\$ -	\$ -
13	Social Worker			\$ -	\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)						
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)			\$ -	\$ -	\$ -
Other Employee Positions						
21	(Enter position title here)			\$ -	\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -	\$ -
23	Subtotal Employee Costs:			\$ 23,700	\$ -	\$ 23,700
Substitute, Extra-Duty Pay, Benefits Costs						
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	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ -	\$ -	\$ -
30	Total Program Costs:			\$ 23,700	\$ -	\$ 23,700

[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:

Application Part 2:

2024-2025 Summer Career and Technical Education Grant
 Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID: 098-901		Amendment #: 0		
Professional and Contracted Services (6200)				
NOTE: 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	6260 - Rental or lease of buildings, space in buildings, or land	\$ -	\$ -	\$ -
2	Service: Specify purpose:	\$ -	\$ -	\$ -
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	Subtotal of professional and contracted services requiring specific approval:	\$ -	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -	\$ -
11	Total Program Costs:	\$ -	\$ -	\$ -

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:

Application Part 2:

2024-2025 Summer Career and Technical Education Grant
 Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID: 098-901		Amendment #: 0		
Supplies and Materials (6300)				
Expense Item Description		Focus Area 1	Focus Area 2	Grant Amount Budgeted
1	6300 - Supplies and materials that do not require specific approval:	\$ 25,050	\$ 27,950	\$ 53,000
2	Total Program Costs:	\$ 25,050	\$ 27,950	\$ 53,000

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Application Part 2:

2024-2025 Summer Career and Technical Education Grant
 Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID: 098-901		Amendment #: 0		
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.	\$ -	\$ 20,800	\$ 20,800
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	6406 - Cost of membership in civic or community organizations.	\$ -	\$ -	\$ -
8	6413 - Hosting conferences for non-employees.	\$ -	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ 20,800	\$ 20,800
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -	\$ -
11	Total Program Costs:	\$ -	\$ 20,800	\$ 20,800

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

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2024-2025 Summer Career and Technical Education Grant
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County District Number or Vendor ID: 098-901				Amendment #: 0	
Capital Outlay (6600)					
Description and Purpose	Quantity	Unit Cost	Focus Area 1	Focus Area 2	Grant Amount Budgeted
6669 - Library Books and Media (capitalized and controlled by library)					
1	N/A	N/A	\$ -	\$ -	\$ -
66XX - Computing Devices, capitalized					
2 (Enter description and brief purpose)		\$ -	\$ -	\$ -	\$ -
3		\$ -	\$ -	\$ -	\$ -
4		\$ -	\$ -	\$ -	\$ -
5		\$ -	\$ -	\$ -	\$ -
6		\$ -	\$ -	\$ -	\$ -
7		\$ -	\$ -	\$ -	\$ -
8		\$ -	\$ -	\$ -	\$ -
9		\$ -	\$ -	\$ -	\$ -
66XX - Software, capitalized					
10 (Enter description and brief purpose)			\$ -	\$ -	\$ -
11		\$ -	\$ -	\$ -	\$ -
12		\$ -	\$ -	\$ -	\$ -
66XX - Equipment, furniture, or vehicles					
13 (Enter description and brief purpose)		\$ -	\$ -	\$ -	\$ -
14		\$ -	\$ -	\$ -	\$ -
15		\$ -	\$ -	\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16 (Enter description and brief purpose)					
17	Total Program Costs:		\$ -	\$ -	\$ -

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Application Part 2:

2024-2025 Summer Career and Technical Education Grant
 Authorized by: General Appropriations Act, Article IX, Section 18.114(c)(v)

County District Number or vendor ID: 098-901		Amendment #		
Grant Period:	May 29, 2025 - September 30, 2025			Fund Code/Shared Services Arrangement: 429/459
Program Budget Summary				
Description and Purpose	Class/ Object Code	Source of Funds		Total Budgeted Cost
		Focus Area 1	Focus Area 2	
1 Payroll Costs	6100	\$ 23,700	\$ -	\$ 23,700
2 Professional and Contracted Services	6200	\$ -	\$ -	\$ -
3 Supplies and Materials	6300	\$ 25,050	\$ 27,950	\$ 53,000
4 Other Operating Costs	6400	\$ -	\$ 20,800	\$ 20,800
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A	
6	Total Direct Costs:	\$ 48,750	\$ 48,750	\$ 97,500
7	<u>Enter Percentage (%) of Indirect</u>	\$ -	\$ -	\$ -
8	Grand Total of Budgeted Costs :	\$ 48,750	\$ 48,750	\$ 97,500
Shared Services Arrangement				
9	6493	Payments to member districts of shared services arrangements	\$ -	\$ -

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April 2, 2025

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