



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024

NOGA ID

Authorizing legislation

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, January 29, 2024**.Grant period from **March 20, 2024-September 30, 2024**Pre-award costs permitted from **Not Permitted**

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):

N/A

Applicant Information

Organization Alice ISD CDN 125-901 ESC 02 UEI NLMLE3VS6V71

Address #2 Coyote Trail City Alice ZIP 78332 Vendor ID 746000007

Primary Contact Dr. Alma Garcia Email dralmagarcia@aliceisd.net Phone 361-664-0981

Secondary Contact Dr. Anysia Trevino Email dranysiar.trevino@aliceisd.net Phone 361-664-0981

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 Dr. Anysia Trevino

Title Superintendent

Email dranysiar.trevino@aliceisd.net

Phone 361-664-0981

Signature

DocuSigned by:

Dr. Anysia Trevino

Date

1/25/2024

RFA # 701-24-121

S # 473-24

2023-2024 Summer Career and Technical Education Grant

Page 1 of 10

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.

Alice ISD’s Mission Statement: “Provide a quality educational experience and comprehensive support system that focuses on rigor, relevance and relationships to promote high levels of success for all students.” Alice ISD’s Specific Needs: In order to thrust Alice ISD towards meeting its mission, it is crucial to attend to both district and community needs. These needs, which were meticulously identified through a thorough analysis of the 2022-2023 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau, include but are not limited to: 1. Only 31.4% of Alice ISD’s students successfully graduate prepared for College, Career, and/or the Military, a figure that is less than half the state's average of 70%. 2. Only 15.7% of Alice ISD’s economically disadvantaged students manage to graduate with Dual Course Credits, a percentage notably lower than the regional average of 25.9%. 3. Only 3.1% of the students graduate with an approved industry-based certification. This is 9 times less than the state average of 28%. 4. Only 13.4% of the population in Alice has a bachelor’s degree. This is less than half the state’s average of 32.3%.

Overview of the Grant Program: If awarded the 2023-2024 Summer CTE program under Focus Area 1, Alice ISD intends to collaborate with Coastal Bend College (CBC) to deliver an extensive four-week program. This program encompasses a Summer Bridge Program designed for both incoming 9th graders and 12th graders transitioning to post-secondary education. Additionally, the initiative includes Accelerated CTE Coursework tailored for up to 15 students. In these programs, students will have the opportunity to receive instruction in a range of classes falling within one of the following Programs of Study (POS): Applied Agricultural Welding, Nursing Science, and Welding. How District’s Mission and Needs Are Met: These courses will play a pivotal role in Alice ISD addressing the needs in the following manner: 1. The integration of Advanced Career and Technical Education (CTE) coursework will increase the percentage of students graduating ready for College, Career, and/or the Military. 2. Through a strategic collaboration with Coastal Bend College (CBC) to provide Advanced CTE courses, the district anticipates a rise in the number of students who graduate with Dual Course Credits. 3. The courses offered in Health Science will lead students to eventually acquire a Certified Nursing Assistant (CNA) certification, which will increase the number of students who graduate with an industry-based certification. 4. By promoting CTE and Dual Credit courses, Alice ISD will increase the likelihood of post-secondary persistence. This, in turn, will increase the low number of associate and bachelor’s degree individuals.

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.

Alice ISD’s Mission Statement: “Provide a quality educational experience and comprehensive support system that focuses on rigor, relevance and relationships to promote high levels of success for all students.”

Alice ISD’s Specific Needs: To thrust Alice ISD towards meeting its mission, it is crucial to attend to both district and community needs. These needs, which were meticulously identified through a thorough analysis of the 2022-2023 Texas Academic Performance Report (TAPR) and the 2022 United States Census Bureau, include but are not limited to:

- 83.1% of the students at Alice ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.1%.
- 27.7% of the people living in Alice, Texas, suffer from poverty. This is significantly higher than the state’s average of 17.1%.
- The average median household income is only \$43,017, which is significantly lower than the state average of \$73,035.
- Only 54% of the surrounding population is currently employed. This is less than the state average of 64.6%.

Overview of the Grant Program: If awarded the 2023-2024 Summer CTE program under Focus Area 2, Alice ISD will target a total of 15 students to participate in a 5-week long Work-Based Learning (WBL) Program that targets HVAC and Sheet Metal (1 priority point), Nursing Science, and Applied Agricultural Welding. To ensure students receive hands-on WBL experiences in these areas, the district will partner with Rescue Heat and Air Conditioning and Alice ISD Maintenance Department (two of which have provided signed letters of support – 2 priority points).

How District’s Mission and Needs Are Met: An integral facet of Alice ISD’s mission is to "promote high levels of success" for their students. These Work-Based Learning (WBL) experiences play a pivotal role in meeting this mission, not only by fostering success for students’ post-high school graduation but also by directly addressing community needs. By enhancing the likelihood of employability, these WBL experiences will also contribute to the reduction of poverty rates, the elevation of the average median household income, and an increase in the percentage of individuals actively employed.

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 Program Manager (Proposed) - Oversee grant execution, oversee grant staff, conduct data collection, & provide support in program evaluation.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Two (2) years of experience in overseeing grants and data collection.
Superintendent (Existing) – Oversee personnel engaged in the grant program and ensure grant data is submitted to TEA.	Required Qualifications: Master's degree in education or related field and a Superintendent Certification. Required Experience: Two (2) years of experience serving as a District Superintendent.
Counselor (Proposed) – Advocate for the grant program and assist in facilitating course enrollment for students.	Required Qualifications: Master's degree in school counseling or related field. Required Experience: Two (2) years of experience in assisting students in selecting career pathways.
IHE/CTE Staff (Proposed) – Provide accelerated CTE coursework, the summer bridge program, and encourage post-secondary persistence.	Required Qualifications: Bachelor's degree in education or related field; and be certified to offer CTE courses at the partnering IHE. Required Experience: Two (2) years of experience teaching; and one (1) year teaching CTE-related courses.

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 Program Manager (Proposed) - Ensure the grant is implemented correctly and collect information as needed.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Two (2) years of experience in overseeing grants and data collection.
Superintendent (Existing) – Supervise the people working on the grant program and make sure all the necessary information is sent to TEA.	Required Qualifications: Master's degree in education or related field and a Superintendent Certification. Required Experience: Two (2) years of experience serving as a District Superintendent.
Counselor (Existing) – Promote the grant program and help students sign up for Work-Based Learning experiences.	Required Qualifications: Master's degree in school counseling or related field. Required Experience: Two (2) years of experience in assisting students in selecting career pathways.
Business Partner (Proposed) – Supervise students as they engage in WBL activities.	Required Qualifications: Proficiency and expertise in delivering specific CTE-related training and supervision. Required Experience: Four (4) years of experience in the targeted POS.
CTE Staff (Existing) – Keep an eye on students when they're out in the field and take care of any issues brought up by the businesses they're working with.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Three (3) years of experience in CTE.

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?

Alice ISD's Goals/Objectives: Alice ISD's Focus Area 1 objective is to offer 15 students a Summer Bridge and/or Accelerated Learning CTE Program. This will, in turn, assist in meeting Alice ISD's goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

Alice ISD's Activities and Strategies: To ensure Alice ISD meets its goal/objective, the following activities will be conducted as part of the Bridge Program: Give 8th-grade students a tour of the high school so they feel confident on their first day; Take 12th-grade students on a tour of Coastal Bend College (CBC) to help them feel ready for what comes after high school; Offer orientation to incoming 9th-grade students and/or their parents about the different CTE Programs at the high school; and Schedule a meeting for students to talk with the Campus/College Counselor and figure out which Program of Study (POS) suits their interests and goals.

Additionally, for the Accelerated CTE Program, the following activities will be conducted: Schedule a meeting for students to talk with the Campus/College Counselor and figure out which Program of Study (POS) suits their interests and goals; Provide students with course sequences that help them gain the knowledge and skills necessary for success in their chosen career; Provide students with technology and materials needed to complete the CTE coursework; and Ensure only highly-qualified teachers who are well-versed in the subject matter offer the coursework.

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?

Alice ISD's Goals/Objectives: Alice ISD's Focus Area 2 objective is to offer 15 students Work-Based Learning (WBL) opportunities. This will, in turn, assist Alice ISD in meeting its goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

Alice ISD's Activities and Strategies: To achieve Alice ISD's goal, the WBL program will undertake the following activities: Collaborate with business partners to create a learning schedule accommodating both students and businesses; Compensate students for their participation in the program; and Offer transportation to and from the business sites, if required.

During students' WBL program, students will be able to conduct real-world work activities in various Programs of Study (POS). Experiences that students could partake in include but are not limited to:

- HVAC and Sheet Metal: Monitoring air conditioning systems to determine the need for maintenance (i.e., additional freon); Checking water heater pressure and temperature; Installing ductwork throughout the district; and replacing air filters.
- Nursing Science: Checking and monitoring blood pressure/glucose levels, taking temperatures, bandaging wounds, and carrying out other routine healthcare procedures.
- Applied Agricultural Welding: Joining metals using a variety of techniques and processes; Cutting and trimming metal objects to needed dimensions; and Maintaining, fabricating, brazing, and cutting metal components to assemble structural forms.

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.

Alice ISD will collect data on a weekly basis for both the proposed summer bridge program and accelerated CTE program offerings that will be provided as part of Focus Area 1. This constant collection process will ensure student outcomes are evaluated consistently throughout the program period.

Alice ISD’s Performance Measures: To assess performance, the following quantitative measures will be tracked: Demographic of students served; Number of students enrolled in the summer program; Number of students completing the summer program; and All PEIMS-related data.

Alice ISD’s Tools Used to Measure Performance: To properly track this information, Alice ISD staff will utilize the following: student intake forms, questionnaires, progress reports, grades, attendance sheets; and meetings with CTE teachers.

How Alice ISD will Ensure Effectiveness: The gathered data will play a crucial role in enabling the district to assess whether students in this program are achieving the set goals and objectives. Additionally, it will provide valuable insights into the effectiveness of the strategies employed as part of the Summer CTE Grant Program.

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.

Alice ISD will collect data on a weekly basis for the WBL experiences offered as part of Focus Area 2. This constant collection process will ensure student outcomes are evaluated consistently throughout the program period.

Alice ISD’s Performance Measures: To assess performance, the following quantitative measures will be tracked: Student demographics; Number of students participating in internships; Number of businesses and industry partners offering WBL experiences to students; Total and average number of hours worked by students; Students’ total and average hourly earnings in the program; Training plans created for each student; Partnership agreements; Assessments or recognition of skills for each student in the program; and All CTE PEIMS-related data.

Alice ISD’s Tools Used to Measure Performance: To properly track this information, Alice ISD staff will utilize the following: student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and engage in meetings with business partner liaisons. This comprehensive approach will ensure the district has access to a diverse set of information that measures both program and student performance.

How Alice ISD will Ensure Effectiveness: The gathered data will play a crucial role in enabling the district to assess whether students in this program are achieving the set goals and objectives. Additionally, it will provide valuable insights into the effectiveness of the strategies employed as part of the Summer CTE Grant Program.

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.

How Budget Meets Goals and Needs: To develop the proposed budget, Alice ISD outlined needs, goals, and milestones for student development and success in Focus Area 1. It also researched the cost of the staffing, supplies and materials, and curriculum needed to reach those goals. Based on the courses that will be available and program needs, the following budget was developed: 1) Payroll (\$15,625) – Funds will be used so that teachers can provide instruction in the identified CTE courses, a stipend can be provided to a Grant Program Manager who will help oversee the program activities, and employee benefits for all staff can be covered; 2) Professional and Contracted Services (\$4,722) – Grant funds will be used to fund data collection and analyses of course completion; 3) Supplies and Materials (\$9,075) - Grant funds will be utilized to purchase instructional supplies and resources needed for the Summer Bridge program, as well as, the Accelerated CTE course program (i.e. laptops); 4) Other Operating Costs (\$2,500) - Funds will be used to cover costs associated with transporting students to and from the campus. 5) Indirect Cost (\$1,228) - The district will cover cost associated with the overhead fees of running the program. Snapshot of Funds: Due to budget constraints, the provision of Accelerated CTE course offerings and a Summer Bridge Program at this time from district funds is not feasible. Nevertheless, Alice ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, TDA allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant. How Alice ISD will Make Adjustments: In the event of necessary adjustments, stakeholders will actively engage in collaborative discussions to identify the requisite changes crucial for the program's success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be deemed essential, letters of intent to modify the program will be disseminated to all stakeholders (i.e. students, parents, board members, etc.). Any necessary alterations will adhere to TEA rules for amendments, ensuring a systematic and effective modification of the program.

Budget Narrative (Focus Area 2)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

How Budget Meets Goals and Needs: To develop the proposed budget for the Summer CTE Grant, Alice ISD outlined needs, goals, and milestones for student development and success in Focus Area 2. The district also researched the cost of the staffing, supplies and materials, and curriculum needed to reach those goals. Based on the experiences that will be available and program needs, Alice ISD staff developed the following budget: 1) Payroll (\$7,900) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional extra-duty pay, and employee benefits. 2) Professional and Contracted Services (\$4,150) - Grant funds will be used to fund data collection and analyses of WBL activities; 3) Supplies and Materials (\$6,600) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 3) Other Operating Costs (\$29,500) - The district will cover travel costs as well as the cost associated with paying at least 15 students to receive work-based training. 4) Indirect Cost (\$1,850) - The district will cover costs associated with the overhead fees of running the program. Snapshot of Alice ISD’s Funds: Unfortunately, due to budget constraints, the provision of paid internships at this time from district funds is not feasible. Nevertheless, Alice ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant. How Alice ISD will Make Adjustments: In the event that adjustments to the program become necessary, Alice ISD’s grant stakeholders will actively engage in collaborative discussions to identify the requisite changes crucial for the program's success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be deemed essential, letters of intent to modify the program will be disseminated to all stakeholders (i.e. students, parents, board members, etc.). Any necessary alterations will adhere to TEA rules for amendments, ensuring a systematic and effective modification of the program.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

During the application process, Alice ISD conducted a comprehensive needs assessment utilizing the 2022-2023 Texas Academic Performance Report (TAPR) and the 2022 United States Census Bureau. The uncovered statistics not only presented alarming figures but also underscored a compelling need for funding through this program. Key indicators highlighting Alice ISD’s need for grant support include:

1. Only 31.4% of Alice ISD’s students successfully graduate prepared for College, Career, and/or the Military, a figure that is less than half the state’s average of 70%.
2. Only 15.7% of economically disadvantaged students manage to graduate with Dual Course Credits, a percentage notably lower than the regional average of 25.9%.
3. Only 3.1% of the students graduate with an approved industry-based certification. This is 9 times less than the state average of 28%.
4. Only 13.4% of the population in Alice has a bachelor’s degree. This is less than half the state’s average of 32.3%.

To address these needs, we will:

1. Integrate Advanced Career and Technical Education (CTE) coursework into programming which will increase the percentage of students graduating ready for College, Career, and/or the Military.
2. Collaborate with Coastal Bend College (CBC) to provide Advanced CTE courses, which will increase the number of students who graduate with Dual Course Credits.
3. Offer Health Science-related courses that lead students to acquire Certified Nursing Assistant (CNA) certification, which will increase the number of students who graduate with an industry-based certification.

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.)

During the application process, Alice ISD conducted a comprehensive needs assessment utilizing the 2022-2023 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau. The uncovered statistics not only presented alarming figures but also underscored a compelling need for funding through this program. Key indicators highlighting Alice ISD’s need for grant support include:

1. 83.1% of the students at Alice ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.1%.
2. 27.7% of the people living in Alice, Texas, suffer from poverty. This is significantly higher than the state’s average of 17.1%.
3. The average median household income is only \$43,017, which is significantly lower than the state average of \$73,035.
4. Only 54% of the population is currently employed. This is less than the state average of 64.6%.

To address these needs, the district will offer paid internships that not only increase the amount of Work Based Learning experiences students graduate with but enhance the likelihood of employability; thereby:

- Contributing to the reduction of poverty rates,
- Elevating the average median household income, and
- Increasing the percentage of individuals actively employed.

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.

The Programs that will be offered by Alice ISD: Within Focus Area 1 Summer CTE Grant Program, Alice ISD will provide CTE courses in the Applied Agricultural Welding, Nursing Science, and Welding Programs of Study (POS).

Courses that will be offered by Alice ISD: As a part of these courses, three classes will be made available. These courses include: Agricultural Welding, Principals of Health Science, and Welding I.

Number of students that will be in the Program: The Focus Area 1 program will be offered to 15 students.

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.

Business and Industry Partners who will be in the Summer CTE Program: To ensure students receive hands-on WBL experiences, the district will partner with Rescue Heat and Air Conditioning and Alice ISD Maintenance Department (two of which have provided signed letters of support – 2 priority points).

Alice ISD’s Work-Based Model: The work-based model is designed to be face-to-face, operating from 8 AM to 3 PM over a span of 5 weeks. This model integrates real-world work activities to ensure students not only receive instruction but also actively apply their learning. Students will engage in diverse activities, including but not limited to: Checking water heater pressure and temperature; Installing ductwork throughout the district; Checking and monitoring blood pressure/glucose levels; Taking temperatures, bandaging wounds, and carrying out other routine healthcare procedures; Joining metals using a variety of techniques and processes; and Maintaining, fabricating, brazing, and cutting metal components to assemble structural forms.

Number of students that will be in the Program: The Focus Area 2 program will be offered to 15 students.

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