



**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.

Application stamp-in date and time

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**

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 CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

OVERVIEW OF THE PROGRAM: If awarded the 2023-2024 Summer CTE program under Focus Area 1, our district will implement a 4-week long Summer Bridge Program aimed at incoming 8th – 9th grade students designed to familiarize students with various CTE programs of study (i.e. Architecture and Construction, Business, Marketing and Finance, Education and Training and Health Science).

SPECIFIC NEEDS: In light of our district's status as a small, rural school (5 priority points) facing financial constraints, these offerings become crucial. The impact of these constraints on our community and children is evident through compelling statistics: our Median Household income is below the state average at \$63,063 (Woodson) compared to \$72,284 (state); only 20.1% of individuals hold a Bachelor's Degree; the workforce participation rate is significantly lower at 54.2% (county) versus 64.6% (state); ALL our students are Title 1 labeled, with 52.5% also classified as economically disadvantaged. Additionally, a mere 13% of our teachers possess a master's degree, a significant decrease from the state percentage of 25.0%. Note: All information was sourced using the following databases: 2020 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: In pursuit of our mission, which states that we are "committed to the belief that all children can learn and achieve mastery of basic skills, regardless of their previous academic performance, family background, or socioeconomic status.", our district is dedicated to addressing challenges through strategic initiatives. With a focus on high fidelity implementation, the district will enact Focus Area 1. This targeted effort aims to empower students with the essential tools, experiences, and qualifications necessary to embark on meaningful career and educational trajectories post high school. By prioritizing this initiative, we aim to alleviate the economic, and career challenges prevalent in our community, fostering a holistic approach that engages students, administrators, teachers, parents, and the broader community in achieving our educational mission. This grant proposal seeks support for the effective implementation of Focus Area 1 to make a lasting impact on the academic and vocational success of our students.

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.

OVERVIEW OF THE PROGRAM: If awarded the 2023-2024 Summer CTE program under Focus Area 2, our district will target ALL 11th and 12th grade students to participate in a 6-week long Work-based Learning Program. Students will receive pay for participating in an internship on campus alongside the district's Maintenance Department (Letter of Support attached: 1 priority point) who will teach them relevant trade skills construction (i.e. painting, carpentry, etc.). Students will also participate in a paid job shadowing program at Mark Ellis Construction and with Esteban Rosales Construction (Letter of Support attached: 1 priority point). While interning, students will receive real-world work experience by conducting activities such as: Installing and repairing electrical wiring (Electrical); Maintaining and repairing fixtures (Electrical); Installing pipes and fixtures (Plumbing/Pipefitting); Inspecting and testing pipe systems (Plumbing/Pipefitting); and maintaining and repairing plumbing systems (Plumbing/Pipefitting).

SPECIFIC NEEDS: In light of our district's status as a small, rural school (5 priority points) facing financial constraints, these offerings become crucial. The impact of these constraints on our community and children is evident through compelling statistics: our Median Household income is below the state average at \$63,063 (Woodson) compared to \$72,284 (state); only 20.1% of individuals hold a Bachelor's Degree; the workforce participation rate is significantly lower at 54.2% (county) versus 64.6% (state); ALL our students are Title 1 labeled, with 52.5% also classified as economically disadvantaged. Additionally, a mere 13% of our teachers possess a master's degree, a far cry from the state percentage of 25.0%. These stark figures, extracted from reputable sources such as the 2020 United States Census Bureau and the 2022-2023 Texas Academic Performance Report, underscore the pressing need for targeted grant support to uplift our educational community and address these challenges head-on. Note: All information was sourced using the following databases: 2020 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: Just like for Focus Area 1, in pursuit of our mission, which states that we are "committed to the belief that all children can learn and achieve mastery of basic skills, regardless of their previous academic performance, family background, or socioeconomic status.", our district is dedicated to addressing challenges through strategic initiatives. With a focus on high fidelity implementation, the district will enact Focus Area 2. This targeted effort aims to empower students with the essential tools, experiences, and qualifications necessary to embark on meaningful career and educational trajectories post high school. Prioritizing this initiative aims to alleviate the economic, and career challenges prevalent in our community, fostering a holistic approach that engages students, administrators, teachers, parents, and the broader community in achieving our educational mission. This grant proposal seeks support for the effective implementation of Focus Area 2 to make a lasting impact on the academic and vocational success of our students.

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 – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant compliance is in place. (Existing)	QUALIFICATIONS: Master's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in grant compliance.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
CAMPUS TEACHERS/STAFF – Will introduce incoming 8th - 9th graders to CTE courses through a bridge program. (Existing)	QUALIFICATIONS: Minimum of a Level-3 Educational Aide Certification in the CTE Program of Study EXPERIENCE: 2 years of experience in providing CTE education.
CAMPUS PRINCIPAL – Manage day-to-day activities, oversee staff during curriculum delivery, and assist students in selecting career pathways. (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or a related field. EXPERIENCE: 2 years of experience in managing day-to-day school activities, overseeing faculty/staff, & assisting students in selecting careers.

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 – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Master's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
PARTNERING BUSINESS LIAISON – Will be responsible for overseeing students as they receive work-based learning opportunities. (Proposed)	QUALIFICATIONS: Ability/knowledge to offer the targeted CTE training and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.

Goals, Objectives, and Strategies (Focus Area 1)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

GOAL/OBJECTIVES: In pursuit of our Focus Area 1 objective, we aim to implement a comprehensive Summer Bridge Program, targeting the engagement of 15-20 students. This strategic initiative aligns with our overarching goal of equipping every student within the district with the essential skills and knowledge required for success in higher education, career pathways, and military service. This program serves as a pivotal step towards fulfilling our commitment to fostering academic and professional readiness among the youth in our community. The requested grant will enable the seamless execution of this impactful initiative, contributing significantly to the long-term success of our students.

ACTIVITIES/STRATEGIES: In pursuit of our grant objective, the Bridge Program will strategically execute key activities. Our focus is on delivering impactful experiences to incoming 8th - 9th grade students, introducing them to diverse programs of study such as welding, business, nursing, and education. Through a comprehensive orientation, we aim to inform 8th-grade students and their parents about the array of Career and Technical Education (CTE) Programs of Study available at the high school. Additionally, we will facilitate dedicated time for 8th-grade students to engage with the Campus Counselor, ensuring personalized guidance to align their interests and goals with the most suitable Program of Study (POS). This approach underscores our commitment to fostering informed decision-making and academic success, aligning seamlessly with the objectives of the grant.

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?

GOALS AND OBJECTIVES: Our second Focus Area aims to provide paid work-based learning opportunities for 11th and 12th grade students, aligning with our overarching goal of strategically preparing every district child for post-secondary success with the necessary skills to enter the workforce as skilled laborers. This initiative not only enhances our educational objectives but also contributes to our mission of fostering comprehensive community development. The requested grant will enable us to implement and sustain these impactful programs, fostering a pathway to success for our students.

STRATEGIES: To achieve our goal, the work-based learning program will strategically execute the following key activities. Collaboration with business partners will be initiated to craft a learning schedule tailored to benefit both students and businesses. A key aspect involves compensating students for their participation in the program, reinforcing commitment and engagement. Additionally, provision of transportation to and from the business site will be facilitated, if needed, addressing logistical challenges that students may encounter.

ACTIVITIES: The work-based learning program is designed to provide real-world experiences that will enhance student development of workforce skills. These immersive experiences encompass a spectrum of skills, particularly in PLUMBING/ PIPEFITTING (1 priority point) and ELECTRICAL (1 priority point) pathways. Students will engage in tasks such as installing and repairing electrical wiring, maintaining fixtures, installing pipes and fixtures, inspecting and testing pipe systems, and maintaining and repairing plumbing systems. These hands-on experiences not only amplify student learning but also serve as valuable components for a smooth transition into the workforce. This comprehensive approach ensures the program's effectiveness and aligns with the objectives of our grant application.

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.

Our district is committed to robust data collection, conducted weekly, for our proposed summer bridge program (Focus Area 1). This systematic approach ensures a consistent evaluation of STUDENT OUTCOMES throughout the program period.

PERFORMANCE MEASURES - Quantitative assessment will be carried out using key metrics, including the demographics of students served, the number of students enrolled in the summer program, the number of students successfully completing the program, and all pertinent data from PEIMS.

TOOLS UTILIZED FOR PERFORMANCE MEASUREMENT: Our project personnel will gather and assess various data points, such as student intake forms, questionnaires, progress reports, grades, attendance sheets, and student products like career directories and poster presentations. Collaborative meetings with CTE teachers will also provide valuable insights into measuring program and student performance, ensuring quality in Focus Area 1.

ENSURING EFFECTIVENESS: The collected data will serve as a crucial foundation for determining the extent to which students in the program are achieving their goals and objectives, as well as evaluating the overall effectiveness of our strategies for student success. Specifically in Focus Area 1, grades will be analyzed on a weekly basis, reinforcing our commitment to ensuring program effectiveness. This comprehensive approach underscores our dedication to achieving impactful outcomes and meeting the criteria outlined in the grant application.

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.

Our district is committed to rigorous data collection, conducted on a weekly basis, as a cornerstone of our grant program focused on enhancing STUDENT OUTCOMES within Focus Area 2. This continual data gathering process is crucial to maintaining consistent evaluation of student progress throughout the entire program duration.

PERFORMANCE MEASURES will serve as the quantitative and qualitative yardsticks for program evaluation. Key metrics include the number of students engaged in internships or pre-apprenticeship training, student data integrated into the fall PEIMS submission, a roster of business and industry partners facilitating work-based learning experiences, total and average hours worked by students, total and average hourly earnings of students, evidence of individualized training plans, partnership agreements with business and industry stakeholders, and documentation of culminating assessments or recognition of skills for each student.

To execute this evaluation, our project personnel will employ a comprehensive set of TOOLS, ranging from student intake forms and surveys to performance reports, questionnaires, grades, attendance sheets, and engagement metrics derived from meetings with business partner liaisons. This holistic approach ensures access to a diverse array of information, facilitating a nuanced measurement of both program and student performance.

In our pursuit of EFFECTIVENESS, the collected data will serve as a compass guiding us in assessing whether our students are attaining the established goals and objectives, and how successful our strategies for student success are. In Focus Area 2, we will analyze students' daily performance using input from business partners and teacher observations to ensure the continuous effectiveness of project goals and strategies. This commitment to detailed evaluation underscores our dedication to maximizing the impact of our 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.

MEET NEEDS/GOALS: In formulating the Summer CTE Grant budget, our district carefully identified requirements, objectives, and key milestones in Focus Area 1, aligning with our commitment to student development and success. A comprehensive assessment was conducted to ascertain the financial needs for staffing, supplies, materials, curriculum, software, and capital outlay essential for achieving our goals. The resultant budget is structured as follows:
 1. Payroll (\$27,500): Allocation for teacher instruction in designated CTE courses, a stipend for the Grant Program Manager overseeing program activities, and coverage of professional and support staff benefits (extra-duty pay). 2. Contracted Services (\$4,068): Funds are allocated for data collection and analyses of course completion. 3. Supplies and Materials (\$3,415): Utilization of grant funds to procure instructional supplies, including relevant online resources and technology devices for students participating in the Summer Bridge CTE programs. 4. Other Operating Expenses (\$1,500): Grant funds will be allocated to cover costs associated with providing transportation for students participating in the Summer Bridge Program to tour local campus colleges. 5. Capital Outlay (\$11,585): The district will utilize grant funds to purchase a welding machine that are instrumental in the CTE pathways. 6. Indirect Costs (\$1,932): This is based on the approved indirect rate (5.030%) for our district and will be used to cover overhead costs.
HIGH-LEVEL SNAPSHOT: Currently, there is no Summer CTE Program in place. Despite budget constraints, our commitment to providing a Summer Bridge Program remains unwavering. Current funds are allocated to cover facilities, buses, cafeteria personnel, computers/software, and classrooms. Local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment for hardware/software products are utilized. These existing funds will complement the proposed grant, mitigating associated costs.
ADJUSTMENTS: In case of needed program changes, our grant stakeholders will meet to discuss essential modifications for success. If guidance is needed, stakeholders will consult TEA for resolution. All changes will be communicated through intent letters to adhere to TEA rules, ensuring the program aligns with objectives.

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.

MEET NEEDS/GOALS: In pursuit of the Summer CTE Grant, our district has meticulously crafted a budget tailored to meet the outlined needs, goals, and milestones for student development and success in Focus Area 2. A comprehensive analysis of staffing, supplies, materials, curriculum, and software costs has been conducted to ensure the successful realization of these objectives. The budget, strategically aligned with the target student population and program requirements, is structured as follows: 1. Payroll (\$15,625): This allocation covers essential payroll costs, including a Grant Program Manager stipend, professional and support extra-duty pay, and employee benefits. The budgetary allocation adheres to the stipulated 75% cap of the overall grant request. 2. Contracted Services (\$7,485): Allocated funds will support crucial data collection and analyses related to work-based learning activities, enhancing the overall effectiveness of the program. 3. Supplies and Materials (\$8,055): Grant funds will be utilized to procure instructional supplies and resources necessary for delivering a real-world work experience, contributing directly to student development. 4. Costs for Student Internships (\$16,320): The district is committed to covering expenses associated with providing work-based training to a minimum of 4 students, ensuring a hands-on learning experience. 5. Indirect Costs: (\$2,515): This is based on the approved indirect rate (5.030%) for our district and will be used to cover overhead costs.
HIGH-LEVEL SNAPSHOT: Due to financial limitations, at present we do not offer paid summer internships. Our current funds cover essential aspects such as facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are sustainably funded through a combination of local resources for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment for hardware/software products. By strategically leveraging these existing funds, we aim to offset the costs associated with our proposed grant, ensuring a high-impact initiative despite financial constraints.
ADJUSTMENTS: In the event of necessary program adjustments, our stakeholders will convene, seeking guidance from TEA if needed. Modifications will be communicated through letters of intent, following TEA rules, to ensure ongoing alignment with program objectives.

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.)

In pursuit of funding through this grant program, our comprehensive application process included a rigorous needs assessment covering both our district and county. The obtained statistics not only raised concerns but also underscored the imperative nature of securing funding within this program. Key indicators highlighting our urgent requirement for grant support encompass a Median Household income below the state average at \$63,063 (Woodson), a mere 20.1% of individuals holding a Bachelor’s Degree, and a workforce participation rate significantly lower at 54.2% (county) compared to 64.6% (state). Every student in our district is Title 1 labeled, with 52.5% facing economic disadvantages. Moreover, a meager 13% of our teachers possess a master's degree, significantly below the state average of 25.0%. These compelling statistics, extracted from reputable sources including the 2020 United States Census Bureau and the 2022-2023 Texas Academic Performance Report, underscore the critical need for targeted grant support to uplift our educational community and confront these challenges head-on. All information has been directly sourced from the 2020 United States Census Bureau and the 2022-2023 Texas Academic Performance Report databases.

To address these pressing needs, our proposed initiative involves exposing students to a diverse range of Career and Technical Education (CTE) programs during their 8th to 9th-grade summer bridge program. This strategic intervention aims to provide students with early exposure to various fields of study, facilitated by our experienced and qualified teachers. This initiative aligns with the grant's objectives, aiming to create a transformative impact on our educational community.

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.)

Our comprehensive application process included a rigorous needs assessment covering both our district and county. The obtained statistics not only raised concerns but also underscored the imperative nature of securing funding within this program. Key indicators highlighting our urgent requirement for grant support encompass a Median Household income below the state average at \$63,063 (Woodson), a mere 20.1% of individuals holding a Bachelor’s Degree, and a workforce participation rate significantly lower at 54.2% (county) compared to 64.6% (state). Every student in our district is Title 1 labeled, with 52.5% facing economic disadvantages. Moreover, a meager 13% of our teachers possess a master's degree, significantly below the state average of 25.0%. These compelling statistics, extracted from reputable sources including the 2020 United States Census Bureau and the 2022-2023 Texas Academic Performance Report, underscore the critical need for targeted grant support to uplift our educational community and confront these challenges head-on. All information has been meticulously sourced from the 2020 United States Census Bureau and the 2022-2023 Texas Academic Performance Report databases. The profound impact of these statistics on Woodson ISD students underscores the urgent need for intervention. Our proposal centers on leveraging internships within the Work-Based Learning Career and Technical Education (CTE) program to directly address the identified community and district needs. This strategic initiative aims to equip students with crucial employability skills in authentic workplace settings, facilitating seamless transitions from education to the workforce. Anticipated outcomes include heightened median annual earnings and increased post-secondary attendance, aligning with key objectives of this grant. Furthermore, these immersive work-based learning experiences serve as a catalyst for expeditious entry into meaningful careers, concurrently empowering students to break the cycle of low educational attainment and poverty. Through the enhancement of academic, technical, and employability skills, our vision is to instigate a lasting positive impact on the future trajectories of these students. This proposal aligns seamlessly with the grant's mission to drive transformative change in educational and economic outcomes.

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.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED: With the support of this grant, our district aims to inaugurate a transformative Summer Bridge Program, specifically designed for 15-20 incoming 8th - 9th grade students. This initiative will provide a comprehensive introduction to key Career and Technical Education (CTE) courses within various Programs of Study (POS), encompassing Architecture and Construction, Business, Marketing and Finance, Education and Training and Health Science. Education and Training (Principles of Education and Training): Students will gain proficiency in teaching, instruction, and the creation of instructional and enrichment materials. They will have exposure to diverse student groups and their unique needs. Additionally, students will acquire familiarity with curriculum development processes, coordination of educational content, and coaching both groups and individuals. Nursing Science (Principles of Nursing): Students will acquire knowledge and hands-on experience in patient care, including routine tasks like monitoring vital signs, creating, and executing care plans, managing medical records, and addressing disease or pain. Business Management (Principles of Business, Marketing and Finance): Students will master the planning, supervision, and coordination of an organization's administrative services and operations. Plumbing and Pipefitting (Introduction to Welding): Students will acquire the skills to alter components for the creation or restoration of machine tools, as well as the ability to upkeep individual machines. The program is strategically crafted to empower students, allowing them to explore and select a POS aligned with their individual interests and aspirations. Through designed introductory courses, students will gain insights into professions currently in high demand. Utilizing Texas Career Check data, potential career paths include Registered Nurses, Licensed Practical and Licensed Vocational Nurses, Elementary School Teachers, Electricians, Construction Managers, and Welders, Cutters, Solderers, and Brazers. **NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED:** Anticipating active participation, the district plans to engage up to 20 students in these courses. The program structure involves 4 hours of coursework per day, 4 days a week, over a span of 4 consecutive weeks. This approach ensures that students receive meaningful exposure and support as they navigate their journey towards a rewarding profession.

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 PARTNERSHIP:
Securing funds through Focus Area 2 will enable us to compensate students for their participation in internships with Mark Ellis Construction and Esteban Rosales Construction, earning 2 priority points as indicated in the attached Letters of Support. Furthermore, collaboration with district department heads, including the Maintenance Department, will facilitate on-campus internships, specifically targeting skill development in Carpentry (supported by attached Letter of Support).
WORK-BASED LEARNING MODELS:
Internship activities will immerse students in practical, real-world experiences, encompassing tasks such as Electrical wiring installation and repair, fixture maintenance and repair (Electrical), pipe and fixture installation, pipe system inspection and testing, and plumbing system maintenance and repair (Plumbing/Pipefitting). Beyond fostering employability, this initiative strategically focuses on fortifying six key soft skills: communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These skills will provide students with a distinct competitive advantage in achieving their career goals.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment