



**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

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

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 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 - Dilley Independent School District will implement a 3-week Summer Career and Technical Education (CTE) Bridge program offered to 20 students (8th and 9th graders) 4 days per week from 8 a.m. to noon during the month of June. Students will have the opportunity to learn about a variety of CTE programs offered at Dilley in three (3) specific Programs of Study (POS). Those programs will be Agriculture, Food & Natural Resources (Welding and Ag Mechanics and Metal Technologies); Architecture and Construction (Construction technology); and Business, Marketing, and Finance (business information and business management). Students will attend 1 week of each POS to obtain a "taste" of the possibilities they can pursue in high school.

MISSION and NEEDS - While small (897 students) and remote (located 72 miles from San Antonio and 84 miles to Laredo) Dilley ISD is an Early College High School and has applied for a P-TECH designation. Career and college preparedness is a priority in the district. The district's goals are focused on college, career, or military readiness (CCMR). Dilley has cited one of its 4 existing district academic goals such as increasing the high school's CCMR percentage to 75% by the end of the school year in 2025. Based on Texas Academic Performance Reports (TAPR) in 2021-2022 Dilley had 63.8% of its graduates receive industry certifications, and 72% of high school students were in a CTE program. A summer bridge program is expected to help steer students toward CTE focused careers immediately upon entering the school. Starting the CTE coursework earlier is intended to improve the ability for students to obtain industry certification at a higher percentage and obtain quality employment upon graduation.

ADDRESSING MISSION AND NEEDS - Through this Summer Bridge, Dilley ISD will offer students the opportunity to experience each Program of Study (POS) for 1 week. The bridge program is expected to increase student interest, increase family knowledge and understanding of each POS, with the goal to increase enrollment in the programs during the summer. The district expects the end result of this summer bridge "head start" to lead to improved student interest in careers offered at Dilley. The intent is to increase students graduating with industry certifications. This bridge program is expected to create early interest for these 3 specific high-demand inspired POS so students can select their pathways earlier in their high school career to help them complete all coursework. The end result of the bridge is to continue Dilley's growth as it relates to students graduating from an approved CTE program and receive industry certifications that will assist students in obtaining high quality/paid employment.

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 - Dilley Independent School District and its high school are seeking grant funds to implement a Summer CTE grant funded paid internship program that follows the guidelines for this TEA opportunity. The paid internship program for up to 12 students in grades 11 and 12 will operate for 6 weeks, Monday through Thursday from 8 a.m. to 4 p.m. As part of the program, students will be paid to participate in internships at Dilley ISD, Frio Chevrolet, and Alexander Insurance for business experiences. Students will also participate in paid internships at a local veterinary clinic, local ranches, and Dilley Feed for Agriculture, Food & Natural Resources Program of Study. In addition, some students will also be able to intern at Frio Regional if they are interested in the medical fields. Students will receive real-world work experience through these opportunities they wouldn't have if not for this grant program.

MISSION and NEEDS - Dilley ISD is a small city with limited job opportunities for high school students. Pearsall, a larger city than Dilley with more opportunities, is a 15-minute drive away. District leadership team members are annually approached by juniors and seniors in high school asking about potential employment opportunities in the area for their summer. In addition to the need for employment opportunities, 81.5% of Dilley students are economically disadvantaged and 68% are at-risk. Frio County, where Diley is located, has a high poverty rate (24.6%) almost twice that of the state of Texas. In the county, the median household income is 25% lower than the state. Educational attainment also is lacking with 70% of people 25 and older having a high school diploma (compared to 85% statewide) and only 8.5% of people 25 or older have bachelor's degree or higher (4 times less than the state). The poverty rates and educational attainment numbers in Frio County substantiate the need for additional opportunities for students to gain these experiences so they can break the cycle of poverty. The district's mission states, "Dilley ISD is a family working together to provide an education of excellence where all students strive to be productive and successful citizens."

ADDRESSING MISSION AND NEEDS - This paid internship program made possible by this grant funding will allow 12 students greater access to meaningful career and real-world experience. Work-Based Learning (WBL) opportunities such as these offered here in several industries, will be used by students to transition directly into the workforce or can be used as building blocks toward post-secondary education. The idea is for these paid internships/professional real-world experiences to motivate students and show them what they can achieve through opportunities in career options they have an interest in.

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

Federal/State Programs Director - Oversee Summer Bridge Program and assist with management regarding TEA grant requirements and application.

Minimum of a Bachelor's Degree in Education or a related field. Experience: At least 3 years of experience being a Federal Programs Director and involved in programs such as this, including CTE programming. Existing position.

High School Principal - Responsible for managing day-to-day activities, overseeing faculty and staff and assisting students in selecting pathways

Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers. Existing

CTE Director - Responsible for overseeing program staff, aligning curriculum and ensuring performance measures as cited are met.

Minimum of a Bachelor's Degree in Counseling or a related field. Experience overseeing programs, grants, personnel, and budgets. Proposed in grant budget, but will be handled by existing staff through stipend.

CTE teachers/staff - Will teach, support, and communicate the targeted CTE Programs of Study for the bridge courses.

Ability to offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught. Existing positions will be paid for summer program through grant funds.

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

Federal/State Programs Director - Oversee Summer Bridge Program and assist with management regarding TEA grant requirements and application.

Minimum of a Bachelor's Degree in Education or a related field. Experience: At least 3 years of experience being a Federal Programs Director and involved in programs such as this, including CTE programming. Existing position.

High School Principal - Responsible for managing day-to-day activities, overseeing faculty and staff and assisting students in internship selections.

Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers. Existing

CTE Director - Responsible for overseeing program students, aligning internships, and ensuring performance measures as cited are met.

Minimum of a Bachelor's Degree in Counseling or a related field. Experience overseeing programs, grants, personnel, and budgets. Proposed in grant budget, but will be handled by existing staff through stipend.

Partner Business liaison(s) - Will provide work-based experiences for students and will work with the CTE Director to ensure program quality.

Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. Must have at least 4 years of proven knowledge of business and work-based learning programs. Not a grant funded position.

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?

GOALS/OBJECTIVES - Dilley's bridge program objective is to introduce 20 students in 8th and 9th grades to various career opportunities, all of which are part of the district's existing CTE program offerings. The goal is to introduce potential career pathways during this 3-week summer opportunity. These 20 students will be better prepared to select their pathway as freshmen or at the latest as sophomores. When students start their career pathways as freshmen or early in their sophomore year, Dilley CTE staff has noted the students are more likely to complete the required coursework. As a result, a higher percentage of students will receive industry certifications. By completing all coursework in a chosen pathway, the students are ready to join the workforce. The bridge also will provide an opportunity for students going into 9th grade to become more familiar with the high school facilities in order to make their transition smoother. Another goal of the bridge is to inform and educate more parents and families about the quality Programs of Study available at Dilley ISD.

ACTIVITIES/STRATEGIES - The following activities and strategies will be implemented to meet the goals and objectives set forth in this bridge program.

1. Students in the bridge program will receive a tour of the high school campus and the CTE Programs of Study classrooms and equipment to ensure they are prepared for their first day of school.
2. Students and/or their parents will receive an orientation that details the benefits of pursuing the three POS programs included in this summer bridge.
3. Provide students with college and career activities such as exploration and interest surveys. These efforts will help inform students about career potentials and also gauge their skills/interests to help them make pathway decisions.
4. Offer introductory coursework in TEA-approved CTE Programs of Study that are offered at Dilley ISD.
5. Provide students with potential field trips/site visits to businesses in the surrounding areas for additional experiences.
6. Incorporate career-focused project-based learning and group collaboration.

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/OBJECTIVES - The primary objective of Dilley ISD's paid internship work-based learning program is to provide high-quality, career and technical education (CTE) focused summer jobs and experiences for students in a rural and remote location where opportunities are limited. The overarching goal of this grant and program is to offer students authentic, hands-on learning experiences that directly align with their interests, classroom curriculum, and knowledge base. By participating in paid internships, students will gain a deeper understanding of the skills and abilities required to become successful and reliable employees in any industry they choose. This work-based experience will also facilitate a smoother transition for students as they move from high school into the workforce in various industries. The purpose of these paid internships is to equip students with invaluable skills and experiences that cannot be replicated in a traditional classroom setting, particularly for those students focused on fields where hands-on experiences are crucial for learning and skill development in preparation for their future careers.

ACTIVITIES/STRATEGIES - To effectively achieve the goals and objectives outlined in this work-based learning internship program, the following activities and strategies will be implemented:

1. Offer students employment experiences both within the school and in local businesses that they may not have had the opportunity to experience otherwise. This will expose them to a diverse range of work environments and industries, broadening their understanding of potential career paths.
2. Facilitate job experiences in businesses that are directly related to areas such as business knowledge, welding, agriculture science, and finances, among others. By aligning the internships with students' specific interests and career goals, they will have the opportunity to gain practical experience in their chosen fields.
3. Address the needs of 11th and 12th grade students who are seeking quality employment opportunities that are closely monitored by the district and tailored to meet their individual needs. This will ensure that the internships are meaningful and beneficial for the students involved.

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.

This bridge program will focus on student outcomes and will be evaluated based on several measures and data. To effectively evaluate the performance of the program, a range of tools will be utilized: 1. Tracking the number and specific demographics of students who enter the summer bridge program and successfully complete it. 2. The number of Career and Technical Education (CTE) courses offered and attended. 3. The number of students who are prepared for statewide programs of study will be monitored. 4. The program will assess the number of students who plan to pursue post-secondary education. 5. Student attendance in CTE courses and programs during the school year will also be considered as a performance measure. 6. Tracking what year students select their chosen pathway and year-by-year credit accumulation.

In order to gather comprehensive data for evaluation, project personnel will employ various tools. These tools will include student in-take forms, student and staff surveys, performance reports from courses and hands-on experiences, questionnaires, progress reports for participating students, attendance sheets, and meetings with CTE teachers to gather relevant information. By utilizing these tools, the program will be able to effectively measure both program and student performance and ensure the quality of the bridge experience.

The data collected through the aforementioned tools will play a crucial role in determining the effectiveness of the program. The district and its leadership will analyze this data to assess whether the students in the program are meeting the goals and objectives set forth. Additionally, the data will help evaluate the effectiveness of the strategies implemented to ensure student success in the bridge program. To ensure continuous improvement, student work and teacher surveys will be analyzed on a weekly basis. Furthermore, survey results will be analyzed in real-time to assess the effectiveness of the programming as it unfolds. This iterative evaluation process will allow for adjustments and improvements to be made throughout the program's duration. The ultimate aim is to ensure that the programming is of the highest possible quality, benefiting the students as they continue their CTE programs.

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 effectively evaluate the program and ensure positive student outcomes, a comprehensive set of performance measures will be utilized. These measures will include: 1. Tracking the number (and demographics) of students participating in the program. 2. The total and average hours worked by each student. 3. Student earnings. 4. Student performance as assessed through an internship rubric. 5. Weekly production reports, developed collaboratively between program leaders and business partner liaisons, will provide further insight into student progress. 6. A list of business and industry partners, along with any agreements involved in the program, will also be maintained. An assessment of the overall quality of student work and efforts will be conducted to recognize the skills acquired by students. All measures will be directly aligned with student outcomes and consistent with the program's purpose to provide paid internships and quality work-based learning experiences.

A variety of tools will be utilized to gather and assess data related to program and student performance. These tools will include student in-take forms, surveys, performance reports from the businesses hosting the internships, questionnaires from both students and business personnel, progress reports for participating students, attendance sheets, and meetings or on-site visits between program staff and business liaisons. These data collection methods will provide valuable information to measure the effectiveness and the quality of student performance.

To ensure the effectiveness of the program, a thorough process will be implemented. Prior to the start of the program, staff will develop individualized plans for each student, outlining their goals and objectives for the internship. This will help guide the evaluation process and ensure that students are on track to meet their targets. Throughout the program, regular communication will be maintained with business liaisons to monitor student attendance, participation, and the quality of their work-based activities. Site visits will also be conducted to ensure that students are following their individual plans. As a final assessment, students will present their portfolio, showcasing their work and accomplishments, to a panel of district stakeholders. This presentation will provide valuable feedback and help determine the overall effectiveness of the 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.

Dilley ISD administration developed a budget for this grant project that would meet the needs, goals, and objectives for student development and success in a bridge program that includes a focus on CTE careers. Leadership outlined the various costs of staffing, supplies, curriculum, transportation, and equipment needed to reach the goals, based on the number of students expected to participate and weeks of programming. The district will provide students access to classrooms, materials, software, and technology for the CTE bridge classes. Dilley staff also will look at efforts to combine a bridge with existing ECHS and future P-TECH opportunities and partnerships. The district will focus on Project-Based Learning and assist the students in career and college portfolios and presentations that can be developed during this bridge. The district does not have the funding to offer a quality bridge program without this Summer CTE funding from TEA.

PAYROLL (total - \$13,250) - 3 CTE staff members - Stipends of \$3,250 each and 1 CTE Director - Stipend of \$3,500

SUPPLIES AND MATERIALS - (total - \$14,000) - Includes technology devices - Chromebooks (20 @ \$450 each - \$9,000) for all students to work on career inventories, career surveys, create portfolios, and complete project-based learning activities during their internship program; Curriculum (\$1,500), consumables for hands-on welding/construction (\$3,000).

INTERACTIVE EQUIPMENT (total - \$16,000) - 2 - zSpace Virtual Reality Learning Packages - for Welding and Construction to improve student experiences and engagement using quality curriculum and equipment.

CONTRACTED SERVICES (total - \$2,000)- College Prep Plus Platform - 20 students @ \$100 per license/year. Students will use their Chromebooks to complete college and career projects (surveys and inventories, etc.) in this online platform.

TRANSPORTATION - \$2,250 for any daily busing and field trips/site visits for work-based experiences. INDIRECT - \$2,500

If adjustments are required, district administration will meet with program leaders (career counselors) to discuss what changes will ensure success of the bridge program. Any changes will follow the proper TEA procedures, including amendments to the application (if needed). If additional guidance is required, the district will contact TEA for assistance. If modifications significantly impact program operation, the district will communicate with students, staff, and parents.

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.

Dilley ISD counselors and administration met to develop a budget that would meet the needs, goals, and objectives for student development and success in a paid internship, work-based learning opportunity. Leadership outlined the various costs of staffing, supplies, curriculum, equipment, transportation, and equipment needed to reach the goals, based on the number of students expected to participate in the paid internships and overall need.

If awarded, the district will leverage funds to impact areas in line with this grant and its purpose. The district will provide students access to classrooms, materials, software, and technology for the internships as needed. Leadership also will look at any efforts to combine the internships with its existing T-STEM grant, including focusing on Project-Based Learning and the creation of student artifacts such as portfolios and presentations that can be developed during the internship work. The district does not have funds to offer a paid internship program such as this without the Summer CTE funding.

PAY FOR STUDENTS (\$34,560) - 12 students @\$15 per hour x 6 weeks x 4 days per week x 8 hours per day

PAYROLL (total - \$3,500) - 1 CTE Director - Stipend of \$3,500

SUPPLIES AND MATERIALS - (total - \$5,400) - Includes technology devices - Chromebooks (12 @ \$450 each) for all students to work on career inventories, career surveys, create portfolios, and complete project-based learning activities during their internship program.

CONTRACTED SERVICES (total - \$1,200)- College-Career Plus - 12 students @ \$100 per license/year. Students will use their Chromebooks to complete career projects (surveys and inventories, etc.) on this online platform.

TRANSPORTATION - \$2,600 for any daily busing and field trips/site visits for work-based experiences. INDIRECT - \$2,740

If adjustments are required, district administration will meet with program leaders (career counselors) to discuss what changes will ensure success of the bridge program. Any changes will follow the proper TEA procedures, including amendments to the application (if needed). If additional guidance is required, the district will contact TEA for assistance. If modifications significantly impact program operation, the district will communicate with students, staff, and parents.

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.)

Dilley ISD is committed to focusing on maintaining and increasing high performance levels across all student indicators, with a specific focus on increasing career, college and military readiness (CCMR) and specifically increasing the number of industry-based certifications/postsecondary credentials earned by its graduates.

This proposed Summer CTE program, which will offer three POS opportunities for 8th and 9th graders will address critical needs to help Dilley ISD meet its lofty CTE goals to ensure 75% of students are CCMR ready by the end of 2025. Beyond 2025, district leadership have set their sights on that number being 100%. District leadership believe increasing interest and early exposure to these Programs of Study, will help meet that goal and increase overall industry certifications for students.

This program responds to several needs Dilley ISD leadership recognizes:

1. Access and choice - Not all middle and high school students are aware of the CTE opportunities, leading to a lack of engagement in these certification pathways. It appears the Early College High School designation has led more students down that pathway rather than CTE career pathways. With a P-TECH grant awaiting approval, that should help. However, Dilley ISD leaders are ready to address this issue right now with this Summer Bridge program that will introduce CTE POS opportunities to students before high school.
2. Scheduling challenges - Because of the rigorous core class requirements and other options, such as Dilley's Early College High School offerings, students often are challenged to enroll in and complete CTE courses. Dual credit courses often conflict with these CTE courses, resulting in students picking one over the other. Dilley ISD administration is seeking a more balanced CCMR program. In order for students to complete all coursework in CTE Programs of Study and pathways, they must start early in their high school careers, preferably selecting their pathway as freshman and no later than the first term of their sophomore year. However, Dilley ISD curriculum staff and leadership are recognizing students are lacking in that early selection process, likely caused by a lack of knowledge about all their options.

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.)

Dilley ISD, a rural district with limited employment opportunities, recognizes the importance of work-based learning (WBL) programs in preparing students for successful careers after graduation. The district is committed to providing as many real-world experiences as possible to enhance students' understanding of the importance of soft skills and their ability to pursue meaningful careers.

To address the need for quality WBL opportunities, Dilley ISD has identified several key areas that require support:

1. Grant-funded paid internships: Many businesses in the Dilley area are small and lack the resources to pay student interns. This grant funding will enable local businesses to overcome this barrier and provide students with valuable work experience. By offering paid internships, students will not only gain practical skills but also receive fair compensation for their efforts.
2. Transportation assistance: Dilley is a geographically dispersed community, with businesses located in various areas both within and outside the immediate city limits. Reliable transportation is often a challenge for students seeking employment opportunities. The grant funding will be used to provide transportation support, ensuring that students can access work placements regardless of their location. This will remove a significant barrier to work participation for Dilley students, particularly those from low-income backgrounds.
3. Work-based, real-world experiences: Dilley ISD has observed a growing demand from students for quality employment opportunities. However, in recent years, the district has been unable to meet this demand due to limited resources. With the grant funding and the implementation of this program, Dilley ISD will be able to offer paid internships both within the district and at local businesses. These internships will be carefully supervised and coordinated to ensure students receive valuable skills training. The experiences gained through these internships will serve as a solid foundation for students transitioning directly into the workforce or pursuing further education.

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.

Dilley Independent School District will implement a 3-week Summer Career and Technical Education (CTE) Bridge program offered to 20 students (8th and 9th graders) 4 days per week from 8 a.m. to noon during the month of June. Students will have the opportunity to learn about a variety of CTE programs offered at Dilley in three (3) specific Programs of Study (POS).

Those programs will be:

1. Agriculture, Food & Natural Resources (Welding and Ag Mechanics and Metal Technologies);
2. Architecture and Construction (Construction technology); and
3. Business, Marketing, and Finance (business information and business management). Students will attend 1 week of each POS to obtain a "sample" of the possibilities they can pursue in high school.

This Summer CTE Bridge program will include, but is not limited to the following approved CTE courses currently being offered by Dilley ISD and taught by qualified and skilled CTE teachers:

1. Principles of Agriculture, Food, and Natural Resources
2. Welding 1
3. Principles of Business, Marketing, and Finance
4. Principles of Construction
5. Business Information Management 1

Through a small group rotation (6 to 8) students will experience different POS coursework for one week each of the 3 weeks. This small group approach will lead to each participating student obtaining high quality hands-on opportunities. This experience will provide a feel for several career pathways to help students make informed decisions about what pathway they would prefer to follow as they develop in their high school career, preferably in 9th and 10th grade.

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.

Dilley Independent School District and its high school are seeking grant funds to implement a Summer CTE grant funded paid internship program that follows the guidelines for this TEA opportunity. The paid internship program for up to 12 students in grades 11 and 12 will operate for 6 weeks, Monday through Thursday from 8 a.m. to 4 p.m.

As part of the program, students will be paid to participate in internships, working in various facets and areas, using a work-based experience model. Among the partners include, but are not limited to (based on students interest):

1. Dilley ISD - business office and other educational experiences
2. Frio Chevrolet - business, finance, sales, and marketing experiences
3. Alexander Insurance - business/office experiences
4. Dilley Feed - agriculture/welding experiences
5. Frio Regional - medical field experiences

Through collaboration and input from a diverse range of partners, including but not limited to industry professionals, businesses, and educational institutions, this program aims to provide students with invaluable real-world experience. By working alongside skilled and experienced professionals, students will have the opportunity to apply their knowledge and skills in a practical setting. The district CTE director will play a crucial role in ensuring that the work-based learning experiences align with the students' knowledge and skill levels. This will ensure that the internships are both challenging and rewarding for the students involved. During these internships, students will have the chance to develop a wide range of skills, both soft and hard, that are essential for success in the professional world. They will gain a deeper understanding of what it means to have a career in the industry they are studying, and how to navigate the challenges and opportunities that come with it.

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