



**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, February 12, 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 and Needs at the District: The Donna ISD (DISD) Career and Technical Education (CTE) program has a mission to empower all students to explore, select, and pursue a career pathway while acquiring technical and high-level academic skills. However, achieving this mission is challenging for DISD, located near the border of Mexico, due to various needs that the organization faces. According to the US Census (2020), 42% of individuals aged 16 and older in Donna ISD's county (Hidalgo) are unemployed. This high unemployment rate places a significant burden on the local community, especially considering the area's existing poverty levels. In fact, the county is recognized as one of the five poorest counties in Texas (Texas Tribune, 2019). Moreover, 94.6% of students in Donna ISD live in poverty and struggle with basic needs, well above the state's average of 60.3% (TAPR). Additionally, 79% of students in Donna ISD are considered at-risk and in need of remedial assistance, compared to the state's average of 49.2% (TAPR). Given these challenges, Donna ISD urgently requires assistance, particularly through grants like the Summer CTE program. To address these needs, Donna ISD will utilize the Summer CTE Bridge Program under Focus Area 1, specifically targeting 8th graders and providing them with the necessary preparation for high school. One of the crucial needs in Donna ISD's CTE program is ensuring that students start early. However, a barrier they face is the lack of room in student schedules to engage in CTE prior to 10th grade. In Middle School and 9th grade, priority is given to the core STAAR areas, sometimes resulting in double-blocking core classes. As a result, many students begin their career pathways in 10th grade, which is later than desired. It is essential for students to start contemplating their future careers at an earlier stage. Under Focus Area 1, DISD will run two concurrent programs: Construction & Architect Technology at the middle school level and Health Sciences, also at the middle school level. These courses will equip students with introductory knowledge about various career opportunities available in these fields. Following this, students will engage in field work related to Focus Area 1 under Focus Area 2. Participating in this program will prepare students for meaningful career and education pathways after high school. Furthermore, the Summer CTE program will serve as a catalyst, demonstrating to students that they can break the cycle of low educational attainment and poverty. It will provide them with a head start on their journey towards college or high-demand, high-paying career opportunities.

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.

The DISD Career and Technical Education (CTE) program's mission is to empower all students to explore, identify, select, and pursue a career pathway. It aims to equip them with technical and high-level academic skills to transition successfully into post-secondary education and 21st-century career opportunities. The district faces significant challenges due to intense poverty. Approximately 95% of students in Donna experience the consequences of poverty, resulting in a lack of basic safety nets such as food security, healthcare, and transportation. DISD's mission is to break this cycle of poverty through education and career planning. The county in which Donna ISD is located, Hidalgo, has alarming statistics:

- *42% of individuals aged 16 and older are unemployed.
- *Hidalgo County is one of the five poorest counties in Texas.
- *79% of students are at-risk and require remedial assistance.
- *94.6% of students live in poverty and struggle to meet basic needs.

Program Focus Area 2:
To address these pressing needs, DISD plans to utilize the Summer CTE grant to implement Focus Area 2. This program will offer a paid, community-based internship to students from Focus Area 1. It will provide valuable opportunities for both middle and high school students. High school students enrolled in the construction and architect program will be transported to partnering construction sites in the Rio Grande Valley. Here, they will shadow construction labor foremen and superintendents, engaging in tasks such as site safety evaluations and the construction process. Middle school students from all Donna ISD Middle schools will have the chance to explore the health science fields. They will gain practical experience through on-site work at a local healthcare facility and by shadowing doctors in clinics. Activities will include interacting with nursing home residents, practicing vital sign measurements, and observing healthcare staff. Transportation will be provided for all students, with the locations within the region. By participating in this program, students will develop employability skills in real workplaces, facilitating smoother transitions from education to the workforce. The program also aims to improve outcomes, such as higher median annual earnings and increased post-secondary attendance. Ultimately, the Summer CTE program seeks to empower students to break the cycle of low educational attainment and poverty. It aims to provide them with a head start on their journey to college or high-demand, high-paying career opportunities.

Qualifications and Experience for Key Personnel (Focus Area 1)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
SUMMER CTE GRANT PROJECT MANAGER - To oversee Focus Area 1 Implementation & program data collection/evaluation (Proposed)	Minimum of a Bachelor's Degree in Education or related field. At least 2 years of experience in CTE and knowledge of grant components, data collection & budgeting
SUPERINTENDENT - To supervise Focus Area 1 personnel involved in the grant program and data is sent to TEA (Existing)	Minimum of a Bachelor's Degree in Education or related field. At least 2 years of experience in supervising a small to medium teams and in data reporting
CAMPUS TEACHERS/STAFF - To provide Focus Area 1 students with instruction for the bridge program and work based-training support (Existing)	Minimum of a Bachelor's Degree in Education or related field. At least 2 years of experience in providing education in targeted course work
CAMPUS TEACHERS/STAFF - To provide Focus Area 1 students with career advice and planning within CTE programs (Existing)	Minimum of a Bachelor's Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths
CAMPUS PRINCIPAL - Manage Focus Area 1 day to day activities, oversee staff, and assist students in selecting career pathways (Existing)	Minimum of a Bachelor's Degree in Education or related field. Experience: Must have experience in managing day to day activities, overseeing faculty and staff, and 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
SUMMER CTE GRANT PROJECT MANAGER - To oversee Focus Area 1 Implementation & program data collection/evaluation (Proposed)	Minimum of a Bachelor's Degree in Education or related field. At least 2 years of experience in CTE and knowledge of grant components, data collection & budgeting
SUPERINTENDENT - To supervise Focus Area 1 personnel involved in the grant program and data is sent to TEA (Existing)	Minimum of a Bachelor's Degree in Education or related field. At least 2 years of experience in supervising a small to medium teams and in data reporting
CAMPUS TEACHERS/STAFF - To provide Focus Area 1 students with instruction for the bridge program and work based-training support (Existing)	Minimum of a Bachelor's Degree in Education or related field. At least 2 years of experience in providing education in targeted course work
CAMPUS TEACHERS/STAFF - To provide Focus Area 1 students with career advice and planning within CTE programs (Existing)	Minimum of a Bachelor's Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths
PARTNERING BUSINESS LIAISON- These personnel will be responsible for implementing the selected work based learning opportunities (Proposed)	Ability and knowledge to offer the targeted CTE training and/or oversight of work based activities. Must have at least 2 years of proven knowledge of business & work-based learning programs

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?

Donna ISD developed its major goals and objectives for FOCUS AREA 1 after conducting a needs assessment. The county (Hidalgo) has a high unemployment rate of 42% among individuals aged 16 and older, making it one of the five poorest counties in Texas. Moreover, 71% of students in the district are at-risk and require remedial assistance, while 94.6% of students living in poverty struggle with basic needs.

To address these challenges, Donna ISD has proposed a Summer Bridge Program with the following goals and objectives for the Health Science Program, Construction Technology, and Architecture and Drafting:

- 1) Increase students' confidence: The program will include tours of the high school campus, ensuring that incoming freshmen feel comfortable on their first day of school.
- 2) Provide an overview of CTE programs: Students will receive information about the CTE programs available during the summer bridge, allowing them to explore different career paths.
- 3) Create a career directory: A directory of career paths and related jobs will be developed based on the course content. Students will reflect on options in the health sciences and construction technology fields with their teachers.
- 4) Engage middle school students: Participants will create presentations on their favorite careers discussed in the course and present them to middle school students, inspiring them to consider CTE pathways.
- 5) Deliver high-quality coursework: The program will offer CTE coursework taught by highly qualified teachers who possess expertise in the subject matter.

By implementing these activities and strategies, Donna ISD aims to provide students with the necessary support and resources to succeed in their chosen CTE fields, increase graduation rates, and alleviate the socio-economic challenges faced by the community.

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?

Donna ISD developed its major goals and objectives for FOCUS AREA 2 after conducting a needs assessment. According to the US Census (2020), 42% of individuals aged 16 and older in Hidalgo County, where Donna ISD is located, are unemployed. This high unemployment rate, coupled with the area's existing poverty levels, makes it crucial to address the needs of the local community. Donna ISD aims to tackle these challenges by implementing a work-based learning program within the Health Science Program.

The goals and objectives of this program are as follows:

- 1) Work-based learning opportunities: Donna ISD plans to involve 20 students in internships, apprenticeships, and job shadowing experiences. These opportunities will be provided through a local business that has expressed support for the program. By participating in these activities, students will gain a deeper understanding of the skills and abilities required for a smooth transition into the workforce. The program recognizes that certain aspects of real-world preparation cannot be replicated within the confines of a classroom. To ensure easy access to the internship locations, the district will arrange transportation for the students. Additionally, a designated staff member will oversee the program, collect data, provide proper training and exposure, and ensure its smooth operation.
- 2) Mock Interviews: As part of the program, students will have the opportunity to have mock interviews with employees from the partnering agencies where they are interning. These interviews will be conducted in small groups, allowing students to gain insights into various job positions and roles. This activity will provide valuable exposure to different career paths and help students make informed decisions about their future.

By implementing these activities and strategies, Donna ISD aims to equip students with the necessary skills, knowledge, and experiences to succeed in the workforce. The program acknowledges the unique challenges faced by students in an impoverished area and strives to provide them with opportunities for growth and advancement.

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.

Performance Measures - The Donna Independent School District (DISD) will collect data on a weekly basis for the two Summer CTE Bridge programs proposed in Focus Area 1. The grant project manager will collaborate with the staff to assess and identify any potential problem areas.

- Focus Area 1 - To evaluate performance, the program will utilize the following quantitative measures:
- *Student Diversity: Student information will be collected to determine the demographics of the students served.
 - *Number Served: The number of students enrolled in the summer program will be tracked.
 - *Program Completion: The number of students successfully completing the summer program will be recorded.

Tools Used to Measure Performance: The project personnel will gather and assess various data sources, including student intake forms, questionnaires, progress reports, grades, attendance sheets, and student products such as career directories and poster presentations. Additionally, meetings with CTE teachers will be conducted to gather information that can be used to measure program and student performance and quality in this focus area.

Ensuring Effectiveness: The data collected will enable the district to determine if the students in the program are meeting the goals and objectives, as well as evaluate the effectiveness of the strategies implemented for student success. In Focus Area 1, grades will be analyzed after each week of programming to ensure effectiveness.

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.

- The performance measures identified for this program, which are related to student outcomes and consistent with the program's purpose, include:
- * Student Diversity: Gathering student information to determine the demographics of the students served.
 - * Number Served: Tracking the number of students participating in internships or pre-apprenticeship training as part of the program.
 - * Business Participation: Keeping a record of the number of businesses and industry partners offering work-based learning experiences to students as part of the program.
 - * Hours Completed: Monitoring the total and average hours worked by students in the program.*
 - * Hourly Earnings: Tracking students' total and average hourly earnings in the program.
 - * Training Plan(s) Developed: Providing evidence of training plans for each student in the program.
 - * Partnership Agreements: Demonstrating evidence of partnership agreements.
 - * Assessment and Recognition: Providing evidence of culminating assessments or recognition of skills for each student in the program.

To measure performance, the project personnel will utilize various tools, such as student in-take forms, surveys, performance reports, questionnaires, grades, attendance sheets, and meetings with business partner liaisons. These tools will help assess program and student performance and ensure quality in the focus area.

To ensure effectiveness, the district will analyze grades after each day of programming in Focus Area 2. This analysis will help determine if the project objectives and strategies are effective in achieving student success. The data collected will play a crucial role in evaluating the program's goals and objectives and assessing the overall effectiveness of the strategies implemented.

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.

To develop the proposed budget for the Summer CTE grant, DISD has carefully considered the needs, goals, and milestones essential for student development and success in FOCUS AREA 1. Extensive research was conducted to determine the costs of staffing, supplies and materials, curriculum, and software required to achieve these goals. The district has formulated the following budget based on the available courses and program needs:

* Payroll (\$12,472): This allocation, which does not exceed 75% of the requested grant funds, will cover the salaries of the bus driver and teachers providing instruction in the identified CTE courses. Additionally, it will include benefits for all professional and support staff members paid through this grant.

* Supplies and Materials (\$34,697): Grant funds will be allocated to purchase instructional supplies and resources necessary for effective instruction. This will involve acquiring relevant online resources to students participating in the Summer Bridge Program, enabling them to complete assignments and extend their learning.

* Other Operating Costs (\$800): The district will cover the cost of student transportation to and from the program site, ensuring accessibility for all participants.

* Indirect Cost rate (\$2,031): This allocation will cover the overhead fees associated with running the program.

Additionally, it is important to note that although there is currently no Summer Bridge Program at the district, funds are currently being utilized for various purposes. These include covering the costs of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are currently being funded by 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. In terms of future adjustments to the program, stakeholders will convene to discuss any necessary changes for the program's success. If guidance is required, the stakeholders will reach out to TEA to address their concerns. If modifications are needed, the district will send letters to stakeholders involved.

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.

To develop the proposed budget for the Summer CTE grant, DISD has outlined the needs, goals, and milestones for student success in FOCUS AREA 2. The district has considered the cost of staffing, supplies and materials, travel, and equipment necessary to achieve these goals. Based on the target number of students and program requirements, the following budget has been created:

* Payroll (\$12,312) - This amount does not exceed 75% of the requested grant funds. The payroll costs cover work-based training for students, bus drivers' wages, professional and support extra-duty pay, and employee benefits.

* Professional and contract services (\$1,600): Grant funds will be utilized to provide CPR training for students. This is aligned with the safety standards at job sites.

* Supplies and Materials (\$32,460) - Grant funds will be utilized to purchase instructional supplies and resources essential for delivering real-world work experience.

* Other Operating Costs (\$1,600) - The district will cover the cost of student travel to and from the site, ensuring all students can participate. Additionally, funds will be allocated for internship/apprenticeship locations. Students will be paid \$10 per hour for six hours per day, totaling four days.

* Indirect Cost Rate (\$2,028) - The district will cover the overhead fees associated with running the program.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: The district is not currently offering paid internships. However, funds are being used for facilities, buses, cafeteria personnel, computers/software, and classrooms. These expenses are covered by local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMA) for hardware/software products.

ADJUSTMENTS: If adjustments to the program are required, stakeholders will convene to discuss necessary changes for program success. If guidance is needed, TEA will be contacted and any adjustments will follow TEA rules and regulations.

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.)

The following are specific needs identified during Donna ISD's needs assessment: According to the US Census (2020), 42% of individuals aged 16 and older in Hidalgo County, where Donna ISD is located, are unemployed. This places a heavy burden on the already impoverished local society, as the county is considered one of the five poorest counties in Texas (Texas Tribune, 2019). Additionally, 67% of students in Donna ISD are at-risk and require remedial assistance, surpassing the state average of 43% (TAPR). Moreover, 90.4% of students in the district live in poverty and struggle with basic needs, compared to the state average of 52.8% (TAPR). These factors influenced the district's decision to apply for the grant.

The impact of these statistics on Donna ISD students cannot be overstated. By providing students with the opportunity to explore alternative job and career paths and engage in conversations with industry mentors, Donna ISD aims to expedite their journey towards meaningful careers and educational pathways after high school. The Summer CTE program will also empower students to break the cycle of low educational attainment and poverty, giving them a head start on their journey to college or high-demand, high-paying career opportunities.

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.)

The following are specific needs identified during Donna ISD's needs assessment: According to the US Census (2020), 42% of individuals aged 16 and older in Hidalgo County, where Donna ISD is located, are unemployed. This poses a significant burden on the local community, as Hidalgo County is already considered one of the five poorest counties in Texas (Texas Tribune, 2019). Additionally, 67% of students in Donna ISD are at-risk and require remedial assistance, while 90.4% are living in poverty and struggling to meet basic needs. These statistics highlight the pressing reasons behind the district's decision to apply for this grant.

The impact of these statistics on Donna ISD students cannot be understated. However, the work-based learning CTE program's internships aim to address these community needs. By providing students with employability skills through real-world work experiences, the program aims to facilitate smoother transitions from education to the workforce and improve outcomes, including higher median annual earnings and increased post-secondary attendance. Moreover, Donna ISD's Summer CTE program seeks to break the cycle of low educational attainment and poverty by offering students a head start on their path to college or high-demand, high-paying careers.

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.

Donna ISD is fully prepared to offer a Summer Bridge Program (FOCUS AREA 1) for twenty (20) 9th-grade students transitioning to 10th grade. This program aims to provide an aligned curriculum that exposes students to work-based learning job opportunities.

The Summer CTE Bridge Program will offer exploration in various programs of study, including:

- * Carpentry (which can lead to careers like carpenter foreman, Journeyman, Master Carpenter, and Cabinet Finishers),
- * Architectural Design & Drafting (which can lead to careers such as architects, geographic information analysts, surveyors, architectural/civil drafters, and construction managers),

Donna ISD is fully prepared to offer a Summer Bridge Program (FOCUS AREA 1) for twenty (20) 8th-grade students transitioning to 9th grade. This program aims to provide an aligned curriculum that exposes students to work-based learning job opportunities.

- * Health Diagnostics & Therapeutic Services (which can lead to careers like exercise physiologists, athletic trainers, phlebotomists, radiologic technologists, dental assistants, physicians, pharmacy technicians, and nurses).

These courses will be taught at the high school by highly qualified staff. By providing these CTE courses during this critical transition year, Donna ISD aims to help students start their high school careers more efficiently, leading to increased completion of coursework, certifications, and even the possibility of pursuing an associate's degree.

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.

Donna ISD is fully prepared to offer a Summer Bridge Program (FOCUS AREA 1) for twenty (20) 9th-grade students transitioning to 10th grade. This program aims to provide an aligned curriculum that exposes students to work-based learning job opportunities.

The Summer CTE Bridge Program will offer exploration in various programs of study, including:

- * Carpentry (which can lead to careers like carpenter foreman, Journeyman, Master Carpenter, and Cabinet Finishers),
- * Architectural Design & Drafting (which can lead to careers such as architects, geographic information analysts, surveyors, architectural/civil drafters, and construction managers),

Our industry partner for this will be D. Wilson Construction.

Donna ISD is fully prepared to offer a Summer Bridge Program (FOCUS AREA 1) for twenty (20) 8th-grade students transitioning to 9th grade. This program aims to provide an aligned curriculum that exposes students to work-based learning job opportunities.

- * Health Diagnostics & Therapeutic Services (which can lead to careers like exercise physiologists, athletic trainers, phlebotomists, radiologic technologists, dental assistants, physicians, pharmacy technicians, and nurses).

Our industry partner for this will be Dr. Flores and his Medical Clinic along with other possible local health institutions.

We will be implementing the full work based learning framework which includes ensuring alignment of classroom & workplace learning, application of technical/employability skills in a work setting with support from classroom and workplace mentors.

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