



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

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.Grant period from **March 20, 2024-September 30, 2024**Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization 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

DocuSigned by:
Dr. Adrian Johnson
 F8DAAE80F7AF467

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 granted the 2023-2024 Summer CTE program within Focus Area 1, Hearne ISD (HISD) intends to offer 25-30 incoming 8th and 9th-grade students a 4-week Summer Exploratory program of various Career and Technology Education (CTE) pathways (i.e. Manufacturing, Hospitality and Tourism, and Education and Training).

SPECIFIC NEEDS: Based on the analysis of the "2020-2021 District Type Data" from the Texas Education Agency (TEA), Hearne Independent School District (HISD) qualifies as a small and rural district, earning 5 Priority Points. The district's grant eligibility is underpinned by compelling demographic and statistical factors. These factors include:

- 94.7% of the student population falls within the Economically Disadvantaged (ED) category.
- 87.8% of the students belong to minority groups, with Hispanics constituting 44.5% and African Americans 44.3% of the enrollment.
- Nearly 1 in every 3 families with children in the district live below the poverty line (32.3%), facing challenges such as limited access to healthcare, food insecurity, transportation difficulties, and an increased risk of school dropout (Sources used: (<https://nces.ed.gov/Programs/Edge/ACSDashboard/4822830> and 2022-2023 Texas Academic Performance Report).

Addressing these statistics is pivotal for HISD to fulfill its mission statement: "Provide effective instructional leadership, quality facilities, responsible fiscal management, and disciplined learning environments to ensure positive student outcomes." This comprehensive data underscores HISD's need for targeted grant support to overcome the unique challenges faced by its student population and fulfill its educational mission.

ADDRESSING NEEDS: In pursuit of our overarching mission and the targeted priorities, Focus Area 1 strives to empower students in exploring diverse career pathways, thereby enriching their understanding and engagement with sought-after Career and Technical Education (CTE) programs. This initiative is designed to guide Hearne ISD's students along a clearly defined trajectory, nurturing their preparedness for economic endeavors, career pursuits, and post-secondary 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.

OVERVIEW OF THE PROGRAM: Hearne Independent School District (HISD) is embarking on a focused initiative in Focus Area 2, where a select group of 10 students will embark on a four-week work-based learning experience. This unique program aims to introduce students to the diverse career opportunities within the Education and Training Career and Technical Education (CTE) program. HISD is set to implement a compensated internship program, providing students with a chance to work closely alongside the district's educators. Through this hands-on experience, students will gain invaluable insights into the teaching and training career field. Additionally, the district has established strategic partnerships with two local businesses, both providing signed letters of support (earning 2 Priority Points) for this initiative. These partners will introduce specialized activities, enriching the student experience and enabling them to gain real-world work experience in diverse educational pathways, including roles such as paraprofessionals, teachers, counselors, and administrators. This offers a comprehensive exploration of potential careers in the education field.

SPECIFIC NEEDS: Based on the analysis of the "2020-2021 District Type Data" from the Texas Education Agency (TEA), Hearne Independent School District (HISD) qualifies as a small and rural district, earning 5 Priority Points. The district's grant eligibility is underpinned by compelling demographic and statistical factors. These factors include:

- 94.7% of the student population falls within the Economically Disadvantaged (ED) category.
- 87.8% of the students belong to minority groups, with Hispanics constituting 44.5% and African Americans 44.3% of the enrollment.
- Only 41.8% of teachers hold a bachelor's degree, while only 20.6% hold a master's degree. Compared to the state of 64.7% and 31.8% respectively. This stresses the difficulty that HISD encounters when recruiting and hiring qualified and experienced staff.
- Nearly 1 in every 3 families with children in the district live below the poverty line (32.3%), facing challenges such as limited access to healthcare, food insecurity, transportation difficulties, and an increased risk of school dropout (Sources used: (<https://nces.ed.gov/Programs/Edge/ACSDashboard/4822830> and 2022-2023 Texas Academic Performance Report).

Addressing these statistics is pivotal for HISD to fulfill its mission statement: "Provide effective instructional leadership, quality facilities, responsible fiscal management, and disciplined learning environments to ensure positive student outcomes." This data shows HISD's need for targeted grant support to overcome the unique challenges faced by its student population and fulfill its educational mission.

ADDRESSING NEEDS: In alignment with the mission and dedicated to addressing the challenges faced by at-risk students (32.3%), Focus Area 2 is steadfast in its commitment to imparting crucial employment skills to students. This initiative aims to prepare them for success in the professional domain and lucrative career paths. By undertaking this effort, Focus Area 2 plays a pivotal role in supporting Hearne ISD's fulfillment of the district's economic, professional, and post-secondary preparedness objectives.

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
SUPERINTENDENT: Tasked with overseeing the grant program and ensuring timely reporting of all necessary data to TEA. (EXISTING)	Minimum Qualifications of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: Has at least 2 years of experience being a Superintendent.
PRINCIPAL - In charge of overseeing daily operations, managing faculty and staff, and providing guidance to students in choosing their career paths. (EXISTING)	Minimum Qualifications of a Master’s Degree in Education or a related field. Experience: Has 1 year of experience leading and supervising campus staff and personnel.
COUNSELOR: Responsible for instructing, assisting, and conveying potential participation opportunities in the Bridge learning programs. (EXISTING)	Minimum Qualifications of a Master’s Degree in Education or a related field; and Counseling Certification. Experience: At least 1 year of experience being a Counselor.
SUMMER CTE PROJECT MANAGER - In charge of supervising the program and verifying the monitoring of all performance metrics. (PROPOSED)	Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
CAMPUS TEACHERS/STAFF – Introducing upcoming 8th graders to Career and Technical Education (CTE) courses via a bridge program. (EXISTING)	Minimum Qualifications of a Bachelor’s Degree; Experience: Has at least 4 years of prior experience and knowledge in programs of study being taught.

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
SUPERINTENDENT: Tasked with overseeing the grant program and ensuring timely reporting of all necessary data to TEA. (EXISTING)	Minimum Qualifications of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: Has at least 2 years of experience being a Superintendent.
PRINCIPAL - In charge of overseeing daily operations, managing faculty and staff, and providing guidance to students in choosing their career paths. (EXISTING)	Minimum Qualifications of a Master’s Degree in Education or a related field. Experience: Has 1 year of experience leading and supervising campus staff and personnel.
COUNSELOR: Responsible for instructing, assisting, and conveying potential participation opportunities in the work-based learning programs. (EXISTING)	Minimum Qualifications of a Master’s Degree in Education or a related field. Experience: Has 1 year of experience leading and supervising campus staff and personnel.
SUMMER CTE PROJECT MANAGER - In charge of supervising the program and verifying the monitoring of all performance metrics. (PROPOSED)	Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
TEACHERS/STAFF – Supervising/training students on the CTE Education and Training program via a paid internship. (EXISTING)	Minimum Qualifications of a Bachelor’s Degree; Experience: Has at least 4 years of prior experience and knowledge in programs of study being taught.

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: In accordance with the program guidelines, Hearne ISD has formulated specific goals and objectives for the grant initiative. One key objective is the implementation of a 4-week Exploratory Program designed to benefit 25-30 8th-grade students. This strategic initiative is tailored to provide Hearne ISD students with heightened proficiency and familiarity in high-demand Career and Technical Education (CTE) programs. The goal is to empower students with a deeper understanding of career options and in-demand jobs.

ACTIVITIES/STRATEGIES: In pursuit of our designated goal, the Exploratory Program will implement the following activities: Offering 8th-grade students opportunities to engage in diverse Career and Technical Education (CTE) courses, including welding, hospitality, and education/public service by providing:

Welding

- Career Workshops and Guest Speakers: Invite welders for workshops and career talks.
- Industry Partnerships: Partner with local businesses, offer internships, and visit welding facilities.

Hospitality

- Guest Chefs and Industry Experts: Bring experts for workshops and networking events.
- Simulated Environments: Create school-based realistic experiences for students.

Education/Public Service

- Teacher Mentorship: Shadow experienced teachers.
- Career Counseling: Explore teaching, counseling, and public service paths.

Hearne ISD is committed to deploying its proficient and qualified staff to diligently work towards achieving the specified goals and objectives outlined in 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/OBJECTIVES: Hearne Independent School District (HISD) has established specific objectives for the grant initiative, in close alignment with the grant's guidelines. A primary objective is to facilitate work-based learning opportunities for 10 students, exposing them to diverse careers within the Education and Training sectors. To achieve this, the district will collaborate with local partners, who have provided their signed letters of support (2 Priority Points). Through active participation in this initiative, Hearne ISD students aspire to graduate from high school with enhanced knowledge and hands-on skills, thereby strengthening their readiness for the challenges and opportunities that await them beyond secondary education.

STRATEGIES: Hearne ISD is dedicated to achieving our defined goals and objectives by employing the following key strategies:

- Fostering collaborative partnerships to create a flexible learning schedule that meets the needs of both students and our valued partners.
- Compensating students for their involvement in the program.
- Integrating authentic real-world work experiences better to equip students for a seamless transition into the workforce.

ACTIVITIES: The Education and Training Program will provide hands-on experiences in real-world work activities. Participants will engage in activities that include: the creation of lesson plans, development of educational activities, and the implementation of effective strategies for both classroom instruction and behavior management. Additionally, students will have the opportunity to gain practical insights by job shadowing teachers during the summer, enhancing their understanding of class management skills and observing the integration of lessons into the teaching process while actively working on their projects.

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.

FOCUS AREA 1 PERFORMANCE MEASURES: Hearne Independent School District conducted a comprehensive examination of the grant application guidelines, resulting in the identification of crucial performance indicators. These indicators encompass the following aspects:

1. Student Diversity: Using student data to analyze and understand the demographic makeup of the students benefiting from the program.
2. Number of Beneficiaries: Evaluating the overall enrollment figures for students participating in the summer program.
3. Program Completion: Monitoring the count of students who successfully finish the summer program.
4. Course(s) Completed: Collecting pertinent information from PEIMS to evaluate the successful completion of courses.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS:

The Hearne Independent School District aims to implement a comprehensive set of performance assessment tools to monitor the performance measures referenced above. These tools encompass surveys designed for both students and stakeholders, data extracted from the Texas Academic Performance Report (TAPR), attendance records, sign-in sheets, and PEIMS data.

PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES: To ensure the effectiveness of Hearne ISD's program in achieving its goals and objectives, a comprehensive set of data collection processes will be implemented. These include weekly analysis of grades throughout the program, daily review of attendance records, distribution of pre- and post-program completion surveys, a thorough examination of PEIMS data, and the TAPR report both before and after program completion.

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.

FOCUS AREA 2 PERFORMANCE MEASURES: The Hearne Independent School District (HISD) has meticulously examined the grant guidelines, leading to the identification of specific performance metrics. These metrics encompass:

1. Student Demographics: Collecting student information to analyze the diversity within the served student population.
2. Internship Participation: Monitoring and documenting the involvement of students in internships or pre-apprenticeship training offered by the program.
3. Business Engagement: Quantifying the number of businesses and industry partners providing work-based learning experiences to students as an integral aspect of the program.
4. Total and Average Hours Worked: Recording the total and average hours dedicated by students to the program.
5. Hourly Earnings: Capturing both the total and average hourly earnings of enrolled students in the program.
6. Development of Training Plans: The number of individually tailored training plans for each student actively participating.
7. Partnership Confirmation: Supplying evidence of partnership agreements with businesses and industry collaborators.
8. Assessment and Recognition: Providing evidence of students' final assessments and/or acknowledging their acquired skills in the program.
9. Course Completion Data: Collecting relevant data pertaining to courses completed, aligning with the Public Education Information Management System (PEIMS) standards.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES: Hearne Independent School District (HISD) will employ a diverse array of performance assessment tools, including Student/Stakeholder Surveys, Work-based Application assessments, Attendance Records, and PEIMS data.

TO ENSURE EFFECTIVENESS OF PROJECT OBJECTIVES: To ensure effectiveness, we will implement daily attendance record reviews, distribute pre- and post-program completion surveys, conduct weekly monitoring of student work-based applications, and analyze PEIMS and TAPR data both before and after 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.

Hearne Independent School District (HISD) has meticulously assessed and computed the budgetary requirements across various domains such as staffing, supplies and materials, contracts, and travel, aligning with the program's objectives and needs. The ensuing budget proposal is outlined as follows:

- PAYROLL (\$21,250): This includes payment for bus drivers transporting students, a Program Manager, and skilled staff managing the program. It also covers employee benefits in the payroll system.
- PROFESSIONAL AND CONTRACTED SERVICES (\$3,300): Allocated funds are designated to cover data collection and analyses of course completion for Focus Area 1.
- SUPPLIES AND MATERIALS (\$20,000): Financial provisions are earmarked for the acquisition of student supplies and materials specific to Focus 1, supporting their projects and coursework during hands-on training opportunities.
- OTHER OPERATING COSTS (\$2,750): Costs to transport students to and from the school site.
- INDIRECT COSTS (\$2,700): Determined based on the approved indirect rate for Hearne ISD (5.401%), these funds will be utilized to cover associated overhead costs.

HIGH-LEVEL SNAPSHOT: Presently, Hearne ISD does not offer paid internships within the district due to limited funding available. However, existing funds are utilized to cover expenses related to 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 the Instructional Materials Allotment (IMA) for hardware/software products contribute to financing these activities.

ADJUSTMENTS TO MEET FUTURE NEEDS: Hearne ISD is dedicated to continuous endeavors, such as actively seeking additional funds through business donations, advocating for ongoing support from the board, and evaluating existing funding streams to ensure alignment with grant 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.

Hearne ISD has meticulously identified and assessed various components within staffing, supplies and materials, contracts, and travel to effectively address the requirements and objectives of the program. The proposed budget is as follows:

- PAYROLL (\$13,375): Funds for bus drivers to transport students, compensating a Program Manager, and providing salaries for professional staff managing program administration. Employee benefits are also part of this payroll section.
- PROFESSIONAL AND CONTRACTED SERVICES (\$3,300): These funds are designated for the necessary data collection and analysis of work-based learning activities.
- SUPPLIES AND MATERIALS (\$20,025): Allocated to cover the costs of procuring supplies and materials for students in the Focus 2 Area, facilitating their projects and coursework during hands-on training opportunities.
- OTHER OPERATING EXPENSES (\$10,600): Hearne ISD has allocated funds to address the costs associated with the paid internship programs and costs to transport students to and from the site.
- INDIRECT COSTS (\$2,700): Determined based on the approved indirect rate for Hearne ISD (5.401%), these funds will be utilized to cover associated overhead costs.

HIGH-LEVEL SNAPSHOT: Presently, Hearne ISD does not offer paid internships within the district due to a lack of funding but recognize that importance of work-based learning programs and experiences for students. However, existing funds are utilized to cover expenses related to 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 the Instructional Materials Allotment (IMA) for hardware/software products contribute to financing these activities.

ADJUSTMENTS TO MEET FUTURE NEEDS: Recognizing the imperative of sustaining the work-based learning program, Hearne ISD is dedicated to continuous endeavors, such as actively seeking additional funds through business donations, advocating for ongoing support from the board, and evaluating existing funding streams to ensure alignment with grant 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.)

NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: Hearne Independent School District (Hearne ISD) is actively seeking support through the grant program due to its critical needs. This need is underscored by key indicators, including a below-average college-ready graduation rate of 40%, a significant economically disadvantaged rate of 94.7%, and a 2021 median household income of \$28,869—nearly one-third of the state's average of \$72,284. Only 41.8% of teachers hold a bachelor's degree, while only 20.6% hold a master's degree. Compared to the state of 64.7% and 31.8% respectively. This stresses the difficulty that HISD encounters when recruiting and hiring qualified and experienced staff. The information is sourced from the Texas Academic Performance Report and Data USA, highlighting the district's pressing challenges that require immediate attention and assistance.

Moreover, the district is situated in a rural area, posing challenges for transportation outside standard school hours. Due to its geographic location, the district encounters difficulties in coordinating parental transportation for students, especially during the summer. This logistical obstacle becomes a hindrance in effectively implementing educational programs. Cumulatively, these factors could pose substantial barriers to the success of the current program(s) in operation, however, through the use of grant funds these obstacles can be addressed.

ADDRESSING NEEDS: To efficiently address the specified criteria, the district has developed a grant budget that includes provisions for travel expenses related to the program. Furthermore, Hearne ISD acknowledges the significance of remunerating qualified teachers and, as such, has dedicated resources to cover the associated costs within this particular budget category.

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.)

NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: Hearne Independent School District (Hearne ISD) is actively seeking support through the grant program due to its critical needs. This need is underscored by key indicators, including a below-average college-ready graduation rate of 40%, a significant economically disadvantaged rate of 94.7%, and a 2021 median household income of \$28,869—nearly one-third of the state's average of \$72,284. The information is sourced from the Texas Academic Performance Report and Data USA, highlighting the district's pressing challenges that require immediate attention and assistance.

Moreover, the district is situated in a rural area, posing challenges for transportation outside standard school hours. The district encounters difficulties in coordinating parental transportation for students, especially during the summer. This logistical obstacle becomes a hindrance in effectively implementing educational programs. Cumulatively, these factors could pose substantial barriers to the success of the current program(s) in operation, however, through the use of grant funds these obstacles can be addressed.

ADDRESSING NEEDS: To address specific needs, the district has developed a grant budget that covers transportation costs to and from the program. Additionally, funds will be allocated to cover costs associated with compensating students for their participation in summer work-based learning opportunities. This targeted budgeting strategy remains engaged and gain the essential employment skills needed for success in lucrative positions after graduation. This allows students to have a better understanding of possible career options and the necessary skills to enter the workforce if the choose.

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: Focus Area 1 within our grant initiative will specifically address educational programs in three key areas:

- Education and Training: Students will develop teaching skills, work with diverse student groups, engage in curriculum development, and provide coaching to individuals and groups.
- Manufacturing: Students will acquire the skills to adjust components for the creation or restoration of machine tools, as well as the maintenance of individual machines. Additionally, they will be trained in using hand-welding or flame-cutting equipment.
- Hospitality and Tourism: Students will gain expertise in communication, time management, and customer service aligned with industry standards. Additionally, they will delve into the historical aspects of the hospitality and tourism industry, learning the essential traits required for achieving success in this field.

This selection is strategic, aligning with high-demand occupations within the state, including Elementary and Secondary School Teachers, as well as Welders, Cutters, Solderers, and Brazers. Our decision is informed by data obtained from Texas Career Check (2023).

In the proposed Welding curriculum, we aim to provide a comprehensive foundation through introductory courses like "Introduction to Welding." Similarly, the Education track curriculum will include essential courses such as "Principles of Education and Training," while the Hospitality curriculum will encompass introductory courses like "Principles of Hospitality and Tourism." These courses are meticulously designed to be intensive, offering students 4 hours of instruction per day, 4/5 days a week, over a consecutive 4-week period. This approach ensures a robust and immersive learning experience for participants.

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: Hearne ISD expects 25-30 students to participate in the exploratory program.

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

BUSINESS AND INDUSTRY PARTNERS INVOLVED: As noted earlier, Hearne Independent School District is classified as a small and rural district, situated at a considerable distance from prominent corporations and metropolitan areas. (5 priority points)

The primary occupational sector in Hearne, Texas revolves around Educational Services, comprising 16.7% of the local workforce. In response, our district is committed to offering meaningful work-based learning opportunities for up to 10 students in this field. This includes activities such as lesson planning and classroom management strategy development.

Moreover, we have established strategic partnerships for this grant with two key organizations: Workforce Solutions of Brazos Valley and Texas A&M University Brazos Valley Teach (2 Priority Points for Signed Letters of Support). Both partners are either employers themselves or have strong connections to multiple employers in the region. Through these collaborations, we will implement activities that offer participants valuable real-world work experience within various educational pathways.

WORK-BASED LEARNING MODEL(S): Collaborating closely with the district department head and partners, the work-based learning model at Hearne ISD aims to create an immersive environment that integrates authentic real-world work experiences. These experiences are designed not only to facilitate meaningful learning but also to elevate students' appeal in the job market. Through the acquisition of crucial skills such as effective communication, enthusiasm, teamwork, networking, problem-solving, critical thinking, and professionalism, students will be empowered to gain a distinct competitive advantage as they pursue 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