



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 Dell City ISD CDN 115-903 ESC 19 UEI JSWXNN88NE29

Address 110 North Main Street City Dell City ZIP 79837 Vendor ID 74-6003475

Primary Contact Carlos Contreras Email contrerasc@dellcityisd.com Phone 915-964-2663

Secondary Contact Melanie Gentry Email gentrym@dellcityisd.com Phone 915-964-2663

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 Carlos Contreras

Title Superintendent

Email contrerasc@dellcityisd.com

Phone 915-964-2663

Signature

Date 1/29/2024

RFA # 701-24-121

S # 473-24

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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.

PROGRAM OVERVIEW: If granted the opportunity to be awarded 2023-2024 Summer CTE program within Focus Area 1, our district will introduce a comprehensive 3-week Summer Bridge Program tailored for a minimum of fifteen (15) incoming 8th-grade students. The primary objective is to introduce students to diverse CTE programs of study, focusing on Agriculture, Food and Natural Resources and Business, Marketing and Finance, two key strengths of our small, rural district.

SPECIFIC NEEDS: Given our classification as a SMALL, RURAL district, earning 5 priority points, coupled with financial constraints and physical limitations due to our geographic location, far from metropolitan areas, the significance of these offerings cannot be overstated. The impact of these constraints on our community and children is apparent through the following statistics: our Median Household income average at \$44,688 (Dell City), contrasting with the state's \$72,284; a mere 37.6% of individuals hold a Bachelor's Degree; ALL of our students are labeled as Title 1, with 80.3% also identified as ECONOMICALLY DISADVANTAGED. Notably, NONE of our teachers hold a master's degree, a significant contrast to the state's percentage of 25.0%. All the data has been extracted from the 2022 American Community Survey 5-year Estimates and the 2022-2023 Texas Academic Performance Report (TAPR).

ADDRESSING REQUIREMENTS: Aligned with our mission, which emphasizes our responsibility to provide every student with an education preparing them for real-life challenges in the 21st century, our district is committed to addressing challenges through strategic initiatives such as this. Focusing on high-fidelity implementation, the district hopes to implement Focus Area 1. This effort seeks to empower students with the necessary tools, experiences, and qualifications needed for meaningful career and educational paths during and after high school. Prioritizing this initiative aims to alleviate the economic and career challenges prevalent in our small, rural community. This grant proposal appeals for support in the effective implementation and execution of Focus Area 1, aiming to create a lasting impact on the academic and vocational success of our students.

Summary of Program (Focus Area 2)

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

PROGRAM OVERVIEW: If granted the Summer CTE program for the academic year 2023-2024 within Focus Area 2, our school district aims to target ALL high school students in an immersive 8-week Work-Based Learning Program. Throughout this program, students will be COMPENSATED for their involvement in a paid internship conducted on campus, collaborating with the district's Business/Administration Department (refer to attached Letter of Support for 1 priority point). The Business/Administration Department will impart valuable trade skills to students, encompassing areas like managing and invoicing accounts, filing and organizing documents, assisting with scheduling meetings and appointments. Additionally, participants will take part in a paid job shadowing initiative facilitated by City of Dell City and Dell Telephone Cooperative, Inc. (refer to attached Letter of Support for 1 priority point). While interning, students will gain practical, real-world work experience by actively participating in tasks such as: 1. Assisting in the installation and maintenance of plumbing systems. 2. Participating in construction projects, including framing and finishing work. 3. Learning and applying pipefitting techniques.

SPECIFIC NEEDS: Given our classification as a SMALL, RURAL district, earning 5 priority points, coupled with financial constraints and physical limitations due to our geographic location, far from metropolitan areas, the significance of these offerings cannot be overstated. The impact of these constraints on our community and children is apparent through the following statistics: our Median Household income average at \$44,688 (Dell City), contrasting with the state's \$72,284; a mere 37.6% of individuals hold a Bachelor's Degree; ALL of our students are labeled as Title 1, with 80.3% also identified as ECONOMICALLY DISADVANTAGED. Notably, NONE of our teachers hold a master's degree, a significant contrast to the state's percentage of 25.0%. All the data has been extracted from the 2022 American Community Survey 5-year Estimates and the 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: Aligned with our mission, which emphasizes our responsibility to provide every student with an education preparing them for real-life challenges in the 21st century, our district is committed to addressing challenges through strategic initiatives such as this. Focusing on high-fidelity implementation, the district hopes to implement Focus Area 2. This effort seeks to empower students with the necessary tools and job experiences needed for meaningful career and educational paths during and after high school. Prioritizing this initiative aims to alleviate the economic and career challenges prevalent in our small, rural community by providing students with the opportunity to enter the workforce and obtain relevant work experience. This grant proposal appeals for support in the effective implementation and execution of Focus Area 2, aiming to create a lasting impact on the academic and vocational success of our students.

Qualifications and Experience for Key Personnel (Focus Area 1)

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

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM DIRECTOR – Must supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 4 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Must supervise personnel involved in the grant program and ensure grant compliance is in place. (Existing)	QUALIFICATIONS: Master's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in grant compliance.
CAMPUS COUNSELOR – Must promote summer bridge program & offer advice to help students choose a CTE program of study. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
CAMPUS TEACHERS/STAFF – Must introduce and teach incoming 8th graders CTE courses through a summer bridge program. (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in providing CTE education.
CAMPUS PRINCIPAL – Responsible for managing day-to-day activities, overseeing staff during curriculum delivery. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in Education or a related field. EXPERIENCE: 2 years of experience in managing day-to-day school activities, overseeing faculty/staff.

Qualifications and Experience for Key Personnel (Focus Area 2)

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

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM DIRECTOR – Must supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 4 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Responsible for supervising personnel involved in the grant program and ensuring grant compliance is in place. (Existing)	QUALIFICATIONS: Master's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in grant compliance.
CAMPUS COUNSELOR – Must promote summer bridge program & offer advice to help students choose a CTE program of study. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
PARTNERING BUSINESS LIAISON – Responsible for overseeing students as they receive work-based learning opportunities. (Proposed)	QUALIFICATIONS: Ability/knowledge to offer the targeted CTE training and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.

Goals, Objectives, and Strategies (Focus Area 1)

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

MAJOR GOALS/OBJECTIVE: In our pursuit of addressing the needs outlined in Focus Area 1, our primary GOAL is to implement an all-encompassing Summer Bridge Program, designed to engage and empower a minimum of 15 students. This strategic undertaking aligns with our overarching mission to equip every student in the district with the necessary skills and knowledge essential for success in higher education, the workforce, and/or military service. The OBJECTIVE of our Summer Bridge Program is to reinforce our dedication to nurturing academic and professional preparedness among the youth in our community. The requested grant will serve as the catalyst for the execution of this initiative, making a substantial contribution to the success of our students.

IMPLEMENTATION OF ACTIVITIES/STRATEGIES: In the pursuit of our grant goals and objectives, the Summer Bridge Program will strategically implement key activities aimed at delivering impactful experiences to incoming 8th-grade students. These initiatives will involve exposing them to diverse Programs of Study (POS), including Agriculture, Food and Natural Resources and Business, Marketing and Finance. Through a purposefully planned orientation, our aim is to inform 8th-grade students and their parents about the various Career and Technical Education (CTE) Programs of Study available at the high school level. Furthermore, we will facilitate dedicated sessions for incoming 8th-grade students to communicate and plan with the Campus Counselor, ensuring personalized guidance that aligns their interests and goals with the most fitting Program of Study. The implementation of these activities and strategies emphasizes our commitment to cultivating informed decision-making and academic success, aligning with the grant's overarching objectives and goals.

Goals, Objectives, and Strategies (Focus Area 2)

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

GOALS AND OBJECTIVE: Our primary focus revolves around empowering at least 8 students with valuable PAID work-based learning opportunities, aligning with our objective of equipping every child in our district with the essential skills for post-secondary success and entry into the workforce as skilled laborers. This strategic initiative not only advances our educational goals but also contributes to our mission of fostering holistic community development. The Summer CTE grant is pivotal in enabling us to implement and sustain these impactful programs, establishing a definitive pathway to success for our students. **STRATEGIC APPROACH:** To effectively realize our goals and objectives, the work-based learning program will implement a set of key strategies. **COLLABORATION** with esteemed business partners and district departments will be actively pursued, creating a customized learning schedule that mutually benefits both students and partners. A critical strategy involves **PROVIDING COMPENSATION** to students for their dedicated participation, solidifying their commitment and enhancing overall engagement. We will also facilitate **TRANSPORTATION** to and from the work site, addressing any logistical challenges that students may encounter and ensuring participation in the program. **ACTIVITIES:** The work-based learning program is designed to provide real-world experiences that will improve student development of workforce skills. These experiences encompass a spectrum of skills, particularly in office administration, landscaping and irrigation, **PLUMBING/PIPEFITTING** (1 priority point) and construction pathways. Students will engage in tasks such as: • Greeting visitors and managing the reception area; • Answering and directing phone calls; • Handling incoming and outgoing mail and emails; • Selecting, sourcing, and planting various vegetation based on design and blueprints; • Planning and designing irrigation systems based on the specific needs of the landscape; • Installing pipes and fixtures; • Inspecting and testing pipe systems; and • Maintaining and repairing plumbing systems. These hands-on experiences not only amplify student learning but also serve as valuable components for a smooth transition into the workforce by providing immersive opportunities to learn from industry professionals. This comprehensive approach ensures the program's effectiveness and aligns with the objectives of our grant application.

Performance and Evaluation Measures (Focus Area 1)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

In pursuit of grant objectives, our district intends to uphold an unwavering commitment to weekly data collection for our proposed summer bridge program, specifically focusing on Focus Area 1. This approach guarantees a systematic evaluation of STUDENT OUTCOMES throughout the entire program duration. To MEASURE PERFORMANCE, we will employ quantitative assessments using key metrics. These encompass: • Demographic data of students served, • The enrollment figures for the summer program, • The count of students successfully completing the program, and • All relevant information from PEIMS. For the MEASUREMENT OF PERFORMANCE, our project personnel will gather and analyze diverse data points. These include: • Student intake forms, • Questionnaires, • Progress reports, • Grades, • Attendance sheets, and • Tangible student products such as career directories and poster presentations. Additionally, collaborative meetings with CTE teachers will offer valuable insights into measuring both program and student performance, ensuring excellence in Focus Area 1. In order to ensure EFFECTIVENESS, the amassed data will form the essential groundwork for assessing the extent to which students in the program achieve their goals and objectives. It will also be instrumental in evaluating the overall efficacy of our strategies for student success. Specifically in Focus Area 1, grades will undergo weekly analysis, reinforcing our unwavering commitment to ensuring program effectiveness. This comprehensive approach underscores our dedication to realizing impactful outcomes and aligning with the criteria outlined in the grant application.

Performance and Evaluation Measures (Focus Area 2)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Our school district demonstrates a commitment to rigorous and systematic data collection, performed on a weekly basis, forming the foundation of our grant program dedicated to advancing STUDENT OUTCOMES within Focus Area 2. The ongoing data collection process holds importance, ensuring a consistent evaluation of student progress throughout the entire duration of the program. PERFORMANCE MEASURES function as both quantitative and qualitative benchmarks for program evaluation. Critical metrics encompass the involvement of students in internships or pre-apprenticeship training, integration of student data into the fall PEIMS submission, a comprehensive list of business and industry partners facilitating work-based learning experiences, total and average hours worked by students, total and average hourly earnings of students, demonstration of individualized training plans, establishment of partnership agreements with business and industry stakeholders, and documentation of assessments or recognition of skills for each student. To execute this thorough evaluation, our project personnel will deploy a comprehensive set of TOOLS, ranging from student intake forms and surveys to performance reports, questionnaires, grades, attendance sheets, and engagement metrics from meetings with business partner liaisons. This holistic approach ensures access to information, facilitating a measurement of both program and student performance. In our pursuit of EFFECTIVENESS, the collected data serves as a guiding compass, allowing us to assess whether our students are achieving the established goals and objectives and gauging the success of our strategies for student success. Within Focus Area 2, we conduct a detailed analysis of students' daily performance, leveraging input from business partners and teacher observations to ensure the continuous effectiveness of project goals and strategies. This commitment to evaluation underscores our dedication to maximizing the impact of our grant program.

Budget Narrative (Focus Area 1)

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

MEETING NEEDS/ACHIEVING GOALS: The formulation of the Summer CTE Grant budget by our district involved identification of requirements, objectives, and key milestones within Focus Area 1. This aligns with our commitment to achieving student development and success. An assessment was undertaken to determine the financial needs required for staffing, supplies, materials, curriculum, software, and capital outlay, all essential elements for realizing our objectives. The resulting budget is structured as follows: 1. Payroll (\$5,475) - Not to Exceed 75% of Grant Request: This allocation covers teacher instruction in designated CTE courses, a stipend for the Grant Program Director overseeing program activities, and the provision of professional and support staff benefits, including extra-duty pay. 2. Professional and Contracted Services (\$6,000): Funds are designated for data collection and analyses of course completion. 3. Supplies and Materials (\$24,525): Grant funds will be utilized to procure instructional supplies, including relevant online resources and technology devices for students participating in the Summer Bridge CTE programs. 4. Other Operating Costs (\$1,000): Costs to transport students to and from the school site. 5. Capital Outlay (\$13,000): The district will utilize grant funds to purchase flat panels that are instrumental in the CTE pathways. **HIGH-LEVEL OVERVIEW:** Presently, there is no existing Summer CTE Program in place. Despite facing budget constraints, our steadfast commitment to providing a Summer Bridge Program remains unyielding. Current funds are allocated to cover facilities, buses, cafeteria personnel, computers/software, and classrooms. We utilize local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment for hardware/software products. These existing funds will complement the proposed grant, thereby mitigating associated costs. **ADJUSTMENTS:** In the event of necessary program adjustments, our grant stakeholders will convene for deliberations on modifications essential for program success. If guidance is required, stakeholders will actively engage with TEA for proper resolution. All modifications will be communicated through letters of intent to all stakeholders, adhering strictly to TEA rules for amendments to ensure the program's continued alignment with objectives.

Budget Narrative (Focus Area 2)

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

MEETS NEEDS/GOALS: Our district, in pursuit of the Summer CTE Grant, has structured a budget tailored to precisely address the identified needs, goals, and milestones critical to student development and success within Focus Area 2. A thorough analysis encompassing staffing, supplies, materials, curriculum, and software costs has been conducted to guarantee the achievement of our objectives. The budget, strategically designed in alignment with the target student population and program requirements, is organized as follows: 1. Payroll (\$17,875 - 75% Cap): This allocation encompasses essential payroll costs, encompassing a Grant Program Manager stipend, professional and support extra-duty pay, and employee benefits. 2. Contracted Services (\$6,000): Allocated funds are designated to support crucial data collection and analyses related to work-based learning activities, thereby enhancing the overall effectiveness of the program. 3. Supplies and Materials (\$2,597): Grant funds will be judiciously utilized to procure instructional supplies and resources necessary for delivering a real-world work experience. 4. Other Operating Expenses (\$23,528): The district is committed to covering expenses associated with providing work-based training to a minimum of 8 students, ensuring a hands-on learning experience and costs to transport students to and from the work site. **HIGH-LEVEL SNAPSHOT:** Presently, due to financial limitations, we do not offer paid summer internships, awarding of the grant would allow us to offer paid internships to our students. Our existing funds, however, diligently cover essential aspects such as facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are sustainably funded through a combination of local resources for facilities and maintenance, state transportation funds, state funds allotted for summer food, and for hardware/software products. By strategically leveraging these existing funds, our goal is to offset the costs associated with our proposed grant, ensuring a high-impact initiative despite financial constraints. **ADJUSTMENTS:** In the event of necessary program adjustments, our grant stakeholders will convene for deliberation on modifications essential for program success. Guidance, if required, will be sought from TEA for proper resolution. Any modifications will be communicated through letters of intent to all stakeholders, adhering to TEA rules for amendments to ensure the continued alignment of the program with its objectives.

Program Requirements

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

In pursuit of funding through this grant program, our comprehensive application process included a rigorous needs assessment covering both our district and county. The obtained statistics not only raised concerns but also underscored the imperative nature of securing funding within this program. Key indicators highlighting our urgent requirement for grant support encompass our classification as a SMALL, RURAL district, earning 5 priority points, coupled with financial constraints and physical limitations due to our geographic location, far from metropolitan areas. The impact of these constraints on our community and children is apparent through the following statistics: our Median Household income average at \$44,688 (Dell City), contrasting with the state's \$72,284; a mere 37.6% of individuals hold a Bachelor's Degree; ALL of our students are labeled as Title 1, with 80.3% also identified as ECONOMICALLY DISADVANTAGED. Notably, NONE of our teachers hold a master's degree, a significant contrast to the state's percentage of 25.0%. All the data has been extracted from the 2022 American Community Survey 5-year Estimates and the 2022-2023 Texas Academic Performance Report.

In response to the critical needs at hand, our envisioned initiative revolves around immersing students in comprehensive Career and Technical Education (CTE) programs throughout their 8th-grade summer bridge program. This intervention is strategically designed to offer students early exposure with diverse fields of study, led by our experienced and highly qualified educators. The objective of this initiative aligned with the goals outlined in the grant, will lead to fostering a transformative influence within our educational community.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

In pursuit of funding through this grant program, our comprehensive application process included a rigorous needs assessment covering both our district and county. The obtained statistics not only raised concerns but also underscored the imperative nature of securing funding within this program. Key indicators highlighting our urgent requirement for grant support encompass our classification as a SMALL, RURAL district, earning 5 priority points, coupled with financial constraints and physical limitations due to our geographic location, far from metropolitan areas. The impact of these constraints on our community and children is apparent through the following statistics: our Median Household income average at \$44,688 (Dell City), contrasting with the state's \$72,284; a mere 37.6% of individuals hold a Bachelor's Degree; ALL of our students are labeled as Title 1, with 80.3% also identified as ECONOMICALLY DISADVANTAGED. Notably, NONE of our teachers hold a master's degree, a significant contrast to the state's percentage of 25.0%. All the data has been extracted from the 2022 American Community Survey 5-year Estimates and the 2022-2023 Texas Academic Performance Report. The compelling impact of these statistics on Dell City ISD students highlights the necessity for intervention. Our grant proposal is strategically centered around harnessing the potential of internships within the Work-Based Learning Career and Technical Education (CTE) program to directly target the identified needs within the community and district. This initiative aims to empower students with essential employability skills in authentic workplace environments, fostering smooth transitions from education to the workforce. The anticipated outcomes encompass elevated median annual earnings and increased post-secondary attendance, perfectly aligning with the core objectives of the grant. Moreover, these immersive work-based learning experiences act as a catalyst for entry into careers, enabling students to disrupt the cycle of low educational attainment and poverty. By enhancing academic, technical, and employability skills, our vision is to initiate a lasting positive impact on the future trajectories of these students. This proposal aligns with the grant's mission to catalyze transformative change in educational and economic outcomes.

Program Requirements, cont'd.

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

With the support of this grant, our district aims to inaugurate a transformative Summer Bridge Program, specifically designed for 15 incoming 8th-grade students. This initiative will provide a comprehensive introduction to key CAREER AND TECHNICAL EDUCATION (CTE) COURSES within various PROGRAMS OF STUDY (POS), encompassing Agriculture and Business.

- Agriculture, Food and Natural Resources (Principles of Agriculture, Food, and Natural Resources: Students will explore the marketing of farm products, the purchase of farm products either for further processing or resale and grading or classifying unprocessed food or other agricultural products.
- Business, Marketing and Finance (Money Matters): Students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This course will also introduce students to mathematical modeling tools. In pursuit of strategic educational empowerment, our program is meticulously designed to offer students a transformative experience, enabling them to delve into and choose a Program Of Study (POS) that aligns with their unique interests and aspirations. Our introductory courses serve as gateways, providing students with valuable insights into professions currently in high demand. Drawing upon the wealth of information from Texas Career Check data, potential career paths abound. These encompass roles such as: Accountants and Auditors, Financial Managers, Market Research Analysts and Marketing Specialists, Bookkeeping, Accounting and Auditing Clerks, Management Analysts, and Farmers, Ranchers, and Other Agricultural Managers. In alignment with our commitment to fostering active ENGAGEMENT and comprehensive support, the district envisions involving a cohort of up to 15 students in these enriching courses. The program's structure is thoughtfully designed, featuring 4 hours of coursework per day, conducted over 4 days a week, spanning a period of 3 consecutive weeks. This immersive approach is a testament to our dedication to ensuring that students not only gain meaningful exposure but also receive unwavering SUPPORT as they navigate their path towards a fulfilling and rewarding profession.

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

BUSINESS AND INDUSTRY PARTNERSHIP: Securing funds through Focus Area 2 will enable us to compensate students for their participation in internships with City of Dell City and Dell Telephone Cooperative, Inc, earning 1 priority points as indicated in the attached Letters of Support. Furthermore, collaboration with district department heads, including the Business/Administration Department, will facilitate on-campus internships, specifically targeting skill development in Plumbing/Pipefitting (supported by attached Letter of Support).

WORK-BASED LEARNING MODELS: The proposed internship aims to actively engage students in hands-on, practical experiences reflective of real-world scenarios. The scope of activities spans a spectrum of responsibilities, including warmly welcoming and managing visitors in the reception area, efficiently handling phone calls, managing both incoming and outgoing mail and emails, managing and invoicing accounts, encompassing the installation of pipes and fixtures, rigorous inspection and testing of pipe systems, and the ongoing maintenance and repair of plumbing systems.

Beyond the tangible aspects of the internship, the initiative places a strong emphasis on fortifying essential soft skills. These skills, namely communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism, are integrated into the program to enhance students' employability. The cultivation of these skills not only equips students with practical expertise but also provides them with a distinct competitive advantage, strategically aligning with their aspirations and facilitating the realization of 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