



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

NOGA ID [Redacted]

Authorizing legislation

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

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

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

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.

Grant period from **March 20, 2024-September 30, 2024**

Pre-award costs permitted from **Not Permitted**

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

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

Amendment Number

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

Applicant Information

Organization **Granger Independent School District** CDN **246905** ESC **13** UEI **EKRKUPBN46S7**
 Address **300 North Colorado** City **Granger** ZIP **76530** Vendor ID **76001013**
 Primary Contact **Amber Thorsen** Email **athorsen@granger.txed.net** Phone **512-859-2173**
 Secondary Contact **Jenifer Neatherlin** Email **jneatherlin@granger.txed.net** Phone **512-859-2173**

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 **Jenifer Neatherlin** Title **Superintendent**

Email **jneatherlin@granger.txed.net** Phone **512-859-2173**

Signature  Date **1/31/24**

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.

Granger Independent School District intends to utilize grant funds to offer 30 8th and 9th graders a 3-week bridge program in June. This CTE bridge aims to provide GISD students in this small and rural district early exposure to diverse career paths. This bridge will offer programs of study and career clusters focused on Agriculture, Food, and Natural Resources; Arts, Audio/Video Technology, and Communication; and Hospitality and Tourism. Each week of the bridge, students will experience one of the programs of study. Each week will include an introduction to the courses available, career options, and possibilities students have at GISD through CTE enrollment. During this bridge program, students will receive hands-on experiences and practical knowledge, so they can make informed decisions about their future careers. This leads to more focused academic pursuits upon entering GISD.

Mission and needs - Granger ISD's Mission is to "offer a quality education that empowers every student to graduate high school with advanced skills to successfully compete in a global market." The district is focused on excelling in providing students experiences to prepare them for their career. More than 83% of high school students at Granger are enrolled in CTE. In 2021-22, the district's career or military ready graduates doubled over 2020-21. The numbers were similar for students graduating with industry certifications. Granger ISD administration continues to place a priority on improving CTE enrollment and for students to complete industry certifications. The implementation of the GISD Bridge CTE program is pivotal in equipping the district's 8th and 9th graders with the skills and knowledge necessary for success in both academics and future careers. By investing in this program, the district is not only preparing students for the challenges of the 21st Century, but also contributing to the future economic development and vitality of the Granger community and area. A bridge program such as this also serves as a foundation to more advanced CTE pathways in high school. By starting in 8th and 9th grade, students have the opportunity to explore their interests and build a foundation for future CTE courses.

Program Implementation plan - The following activities will ensure a quality experience for students:

1. All courses will be taught by qualified and skilled CTE teachers. The CTE Director will oversee the program to ensure alignment.
2. Small groups of 10 students will go through each POS each week, providing for individualized attention and hands-on experiences.
3. Principles courses offered will align with those offered during the school year, just in a condensed form.
4. Hands-on experiences and use of VR 3D CTE technology will be offered to provide real-world types of experiences for 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.

Granger Independent School District intends to utilize grant funds to offer 10 of its students paid internships in numerous career clusters. The students will intern for 5 weeks, 5 hours a day, and 4 days per week. In addition to responding to the district's desire to improve its College, Career, and Military Readiness, the ultimate purpose of the program is to provide quality paid opportunities students would not typically have. Providing an opportunity for students to work in their selected career cluster/field will assist them in future planning, and motivate them to complete their coursework. The Programs of Study and career clusters that will be the focus include: Arts, Audio/Video Technology, and Communications; Architecture and Construction; and Hospitality and Tourism.

Mission and needs - Granger ISD's Mission is to "offer a quality education that empowers every student to graduate high school with advanced skills to successfully compete in a global market." In Granger, 64.5% of students are economically disadvantaged, and in the community the median income is just \$43,051, much lower than the state's at \$73,035. One of Granger ISD Board of Education's main district goals is to provide post-secondary readiness support to all students, and to specifically exceed the state average in College, Career, and Military Readiness. In 2021-22, the district's Career or Military Readiness for annual graduates was 67.7%, a significant improvement over 2020-21 (35.7%). Also, in 2021-22, the 54.8% of graduates at Granger received an approved industry-based certification. That was an increase from 35.7% in 2020-21. However, Granger ISD administrators have a goal to continue to increase those numbers in future years, and WBL opportunities like this are believed to be one way to improve interest in CCMR.

Program Implementation plan - The following activities will ensure a quality experience for students in this small and rural district:

1. Providing 4 different work-based learning internship pathways will allow students to choose an opportunity that will help them pursue their career goals.
2. Granger School District will provide technology, communication, and building opportunities. Local businesses, such as the Market Kitchen and Big B's Meat Market & Grocery will provide culinary, retail, and business experiences with skilled professionals.
3. Students will document their daily activities and provide a report at the end of the internship, as well as create a portfolio to assist in showing their experiences for future jobs and college.
4. A Granger staff member will serve as the project director and will provide personalized student plans. The director will visit the job sites at least weekly and discuss student activity with business liaisons to ensure quality WBL efforts and outcomes.

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
High School Principal – Will manage the day-to-day activities, oversee faculty and staff, and assist students in selecting career pathways.	Bachelor’s Degree in Education or a related field. Experience: Must have 5 years of experience in managing day-to-day school activities, overseeing faculty and staff. Existing position.
District Superintendent – Will supervise the grant program and ensure all data is reported back to TEA as required.	Experience: At least 3 years of experience being a Superintendent and involved in programs such as this, including CTE programming. Existing position.
CTE/Federal Programs Director – Will oversee program staff, align curriculum and ensure performance measures as cited are met for grant.	Bachelor’s Degree in education or a related field. Experience overseeing programs, grants, personnel, and budgets. Proposed in grant budget, but will be handled by existing staff through stipend.
CTE Teachers/Staff – Will teach CTE classes, support, and communicate the targeted CTE programs of study cited in this application.	Teachers offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught. Existing positions

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
High School Principal– Will manage the day-to-day activities, oversee faculty and staff, and assist students in WBL opportunities.	Bachelor’s Degree in Education or a related field. Experience: Must have 5 years of experience in managing day-to-day school activities, overseeing faculty and staff. Existing position.
District Superintendent – Will supervise the grant program and ensure all data is reported back to TEA as required.	Experience: At least 3 years of experience being a Superintendent and involved in programs such as this, including CTE programming. Existing position.
CTE/Federal Programs Director – Will oversee program alignment and ensure performance measures as cited are met for grant.	Bachelor’s Degree in education or a related field. Experience overseeing programs, grants, personnel, and budgets. Proposed in grant budget, but will be handled by existing staff through stipend.
Business Liaisons - Responsible for supporting the internships and other work-based learning opportunities for students.	Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. Must have at least 4 years of proven knowledge of business and work-based learning programs. Not a paid position.

Goals, Objectives, and Strategies (Focus Area 1)

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

Goals/Objectives - The primary goal of the bridge program at Granger ISD is to introduce students to a wide range of career opportunities and pathways supported by the district's CTE program. The district aims to assist more students in pursuing post-secondary education, creating a higher number of college graduates who are both career and college ready. Additionally, the program aims to prepare students for high-paying positions after high school through industry certifications and licensing. By participating in the Summer CTE bridge program, students will have the opportunity to explore multiple pathways and make informed decisions about their career course plan earlier in their high school career. This early exposure will result in students being able to select pathways earlier so they are able to complete all coursework. This will increase their likelihood of earning industry certifications and prepare them to join the workforce upon graduation.

Activities/Strategies - The bridge program at Granger ISD will offer a range of activities and strategies to achieve its goals. Students participating in the program will receive comprehensive tours of the high school campus, including the CTE Programs of Study (POS) areas and classrooms. This will ensure that students are familiar with the facilities and prepared for their first day of school. The program will be open to 30 8th and 9th graders, and recruitment efforts will begin in the spring to ensure that all interested students have the opportunity to sign up. Students who enroll in the program will be required to attend all three weeks, during which they will experience one week of each POS, providing exposure to multiple career options. The CTE courses offered during the bridge program will align with the course options available to students in the fall, facilitating a seamless transition. Students will have access to the necessary technology, supplies, and materials to complete their CTE coursework. To enhance their understanding of the real-world application of their chosen pathways, the program will also include field trips and site visits to businesses in the surrounding areas. All courses will be taught by highly-qualified CTE teachers who possess expertise and experience in their respective subjects. The bridge program will incorporate project-based learning and group collaboration to foster practical skills development. At the conclusion of the program, students will provide survey feedback to help determine which POS they plan to pursue in high school.

Goals, Objectives, and Strategies (Focus Area 2)

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

Goals/Objectives - The primary goal of the Granger ISD paid internship program is to provide CTE students with high-quality work-based learning experiences in a region where summer job opportunities for students are limited. By offering paid internships in approved Statewide Programs of Study (POS) and career clusters such as Audio/Video Technology, Communications, and Architecture and Construction, students will have the opportunity to gain hands-on experience in their chosen fields. The objective is to help students develop the skills and abilities necessary to become successful and reliable employees in any industry they choose. These work-based experiences will also facilitate a smoother transition for students from high school to the workforce, equipping them with practical skills that cannot be replicated in the classroom. Additionally, the paid internships aim to bridge the gap between high school coursework and the workplace, providing students with a diverse knowledge of future career possibilities. The program also seeks to expose students to the realities of the working world and provide them with the opportunity to earn a wage, which is particularly valuable in a rural district where such opportunities are scarce.

Activities/Strategies - Granger ISD will offer paid internship opportunities to 10 students who have already completed CTE coursework in career clusters related to Audio/Video Technology, Communications, and Architecture and Construction. The grant funding will support the establishment of a robust paid internship program that addresses the employment and experiential needs of students in this small, rural community. A dedicated district staff member will oversee the internship program, ensuring its smooth operation and collecting valuable data for evaluation purposes. This staff member will also be responsible for matching students with appropriate internship opportunities within the school/local businesses and providing ongoing support to ensure the quality of the experiences. As part of the program, students will be required to complete a final portfolio project, which will serve as a comprehensive showcase of their skills and accomplishments. The CTE teachers and school staff will provide guidance and support to students throughout the portfolio development process, ensuring that it accurately reflects their work-based learning experiences.

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 - The success of the bridge program will be evaluated based on a comprehensive set of performance measures. These measures will include tracking the number and specific demographics of students who enter the summer bridge program and successfully complete it. Additionally, the program will monitor the number of students who are prepared for statewide programs of study and plan to pursue post-secondary education. Student attendance in CTE courses and programs during the school year will also be considered as a performance measure. These measures will provide valuable insights into the effectiveness of the program and its impact on student outcomes.

Tools - To gather comprehensive data for evaluation, project personnel will utilize a variety of tools. These tools will include student in-take forms, surveys for both students and staff, performance reports from courses and hands-on experiences, questionnaires for students/parents/teachers, progress reports for participating students, attendance sheets, and meetings with CTE teachers to gather relevant information. By utilizing these tools, the program will be able to collect data from multiple sources and perspectives, ensuring a comprehensive evaluation of program and student performance.

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

Performance and Evaluation Measures (Focus Area 2)

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

Performance - To effectively evaluate the program and ensure positive student outcomes, a comprehensive set of performance measures will be utilized. These measures will include tracking the number of students participating in the program, as well as their demographic information, to ensure equitable access and representation. Additionally, data will be collected on the total and average hours worked by each student, their earnings, and their performance as assessed through an internship rubric. This rubric will evaluate various aspects such as professionalism, communication skills, problem-solving abilities, and technical proficiency. Weekly production reports, developed collaboratively between program leaders and business partner liaisons, will provide further insight into student progress and productivity. A list of business and industry partners, along with any agreements involved in the program, will also be maintained.

Tools - A variety of tools will be utilized to gather and assess data related to program and student performance. These tools will include student surveys, and questionnaires administered to both students and business personnel. These instruments will gather information on student satisfaction, perceived learning outcomes, and the effectiveness of the program in meeting their career goals. Performance reports from the businesses hosting the internships will provide valuable insights into the students' performance in real work settings. Progress reports for participating students will be used to track their individual growth and development throughout the program. Attendance sheets will ensure accurate records of student participation, while meetings or on-site visits between program staff and business liaisons will facilitate ongoing communication and feedback.

Effectiveness - To ensure the effectiveness of the program, a thorough process will be implemented. Prior to the start of the program, staff will work closely with students to develop individualized plans for each student, outlining their goals and objectives for the internship. These plans will serve as a road-map for evaluation and ensure that students are on track to meet their targets. Throughout the program, regular communication will be maintained with business liaisons to monitor student attendance, participation, and the quality of their work-based activities. Site visits will also be conducted to observe students in their work environments and ensure that they are following their individual plans.

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.

When considering this grant application, Granger ISD carefully developed a budget to ensure the needs, goals, and objectives of the bridge program are met. The district is committed to leveraging funds to provide students with access to well-equipped classrooms, necessary materials, software, and up-to-date technology for the CTE bridge classes. Additionally, the district plans to integrate the bridge program with its existing CTE programs, with a specific focus on implementing Project-Based Learning and facilitating the creation of student portfolios and presentations. It is important to note that without the Summer CTE funding, the district would not have the resources to offer a high-quality bridge.

Payroll = \$10,000 - 3 CTE teachers @\$2,500 each and 1 project director @ \$2,500

Staff Benefits - \$1,800

Supplies and materials - \$10,400 for AV production equipment and \$2,000 for consumable supplies and materials

Capital purchases - \$24,000 - 3 - zSpace stations, 3-D immersive virtual reality hands-on CTE systems to complement experience in various pathways (including welding, agriculture, culinary, AV and communications). Indirect funds - \$1,800

To ensure the success and effectiveness of the bridge program, the district will actively engage with program leaders, including CTE personnel, to thoroughly evaluate the program and identify areas for improvement. This evaluation process will involve analyzing program data, conducting surveys and assessments, and seeking feedback from students, staff, and parents. Based on the findings, necessary modifications will be made to enhance the program and ensure its alignment with the goals and objectives.

Any changes or modifications to the program will be carried out in accordance with the guidelines and procedures set forth by the Texas Education Agency (TEA). If amendments to the application are necessary, the district will promptly submit the required documentation to TEA for review and approval. In cases where additional guidance or support is needed, the district will proactively reach out to TEA for assistance and clarification, ensuring that the bridge program operates in compliance with all regulations and best practices.

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.

When considering this grant application, Granger ISD carefully developed a budget to ensure the needs, goals, and objectives of the paid internship are met. The district is committed to leveraging funds to provide students with access to well-equipped classrooms, necessary materials, software, and up-to-date technology as needed. Additionally, the district plans to integrate the bridge program with its existing CTE programs, with a specific focus on implementing Project-Based Learning and facilitating student portfolios and presentations. It is important to note that without the Summer CTE funding, the district would not have the additional resources to offer such a high-quality internship program.

Payroll = \$3,540 - 1 program director @ \$3,000 and Staff Benefits - \$540

Student stipends for internships = \$15,000 - 10 students x \$15 per hour x 5 hours per day x 4 days per week x 5 weeks

Supplies and materials = \$4,750 - 10 Chromebooks @ \$475 each for PBL activities and to create portfolios/reports.

Indirect = \$800

To ensure the success and effectiveness of the bridge program, the district will actively engage with program leaders, including career counselors, to thoroughly evaluate the program and identify areas for improvement. This evaluation process will involve analyzing program data, conducting surveys and assessments, and seeking feedback from students, staff, and parents. Based on the findings, necessary modifications will be made to enhance the program and ensure its alignment with the goals and objectives.

Any changes or modifications to the program will be carried out in accordance with the guidelines and procedures set forth by the Texas Education Agency (TEA). If amendments to the application are necessary, the district will promptly submit the required documentation to TEA for review and approval. In cases where additional guidance or support is needed, the district will proactively reach out to TEA for assistance and clarification, ensuring that the bridge program operates in compliance with all regulations and best practices.

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.)

Granger ISD is small and rural. This proposed bridge program is intended to address the district's need to expose students to diverse career paths earlier in their educational journey. Students entering Granger High School, aren't fully aware of the CTE opportunities due to a lack of information and experience. This lack of information and knowledge often creates a delay for students in selecting their chosen CTE pathway. If students don't select their CTE pathway as freshman or early in their sophomore year, it is difficult for them to complete all the required coursework to earn industry certifications. More than 83% of high school students at Granger are enrolled in CTE, but the numbers for graduating career and college ready are lagging behind.

In 2021-22, the district's career or military ready graduates doubled over 2020-21. The numbers were similar for students graduating with industry certifications. However, Granger ISD has set much higher goals for its CTE programs and CCMR numbers. This bridge serves as a foundation for more advanced CTE pathways in high school. By starting in 8th and 9th grades, students have the opportunity to explore their interests and build a solid foundation for future specialized CTE courses. The bridge also is needed to provide a supportive environment as an early high school experience. Fostering a sense of purpose and motivation, district officials hope to reduce first day anxiety, and reduce overall dropout rates.

In addition to the need for increased understanding of opportunities for earlier enrollment in CTE programs, there is also a need for more career and college support. District officials have recognized that not enough has been done to provide wrap-around services related to career choices.

To address this, the bridge program will offer individualized opportunities for students to spend time with the CTE Program personnel to help students determine their skills and interests and align with the career education opportunities offered by the district. By providing this career information during the summer, students and their families will have a guide for their high school career, leading to increased participation, skill development, and commitment. Ultimately, the bridge and career education opportunities are expected to improve CTE program completion, including more students obtaining industry certifications to be ready for the workplace.

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.)

At this time, Granger ISD needs to provide students with meaningful work-based learning (WBL) opportunities so they can develop employability skills at the same time they add value to the community. With a district mission to "offer a quality education that empowers every student to graduate high school with advanced skills to successfully compete in a global market," administration understands the importance in meeting that mission through WBL opportunities. Currently, the district offers minimal WBL opportunities. Because of sports and other activities in this small district, students don't always have time to work during the school year. This Summer CTE paid internship program would help youth obtain jobs in Granger (minimal travel needed), especially positions that complement educational and career endeavors that would build on and benefit the district's existing CTE programs.

In this small, rural community (1,500 population in Granger) there is a lack of employment opportunities for students. Because of the location and rural nature of the district and the accompanying hurdles like transportation, district officials have data that states fewer students obtain employment during the summer months, even in jobs not related to college and career aspirations. Businesses do not have the funding or capacity to bring on teenagers as employees. However, through this funding, students will be able to have paid internships at the businesses and district. The lack of available work-based opportunities during the school year and summer has shown that it leads to less understanding from students and parents as to what skills and coursework is required to obtain high-demand jobs in the CTE pathways offered by Granger.

Regardless of the type of job students obtain, they are able to experience and understand soft skills and their importance. By simply having a job, these types of soft skills are learned, which will help in future employment opportunities and internships.

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.

Granger ISD will provide a 3-week (4 days per week) summer CTE bridge program for 30 students in three separate Programs of Study, all of which are offered during the school year at Granger. Each week of the summer bridge, 3 groups of 10 students will experience one of the programs of study and then each week they will rotate to another one until all students have been introduced to all 3. The bridge programming will involve introductions to the courses, career options, and possibilities students have at GISD through CTE enrollment. During this bridge program, students will receive hands-on experiences and practical knowledge, so they can make informed decisions about their future careers and CTE pathways. This leads to more focused academic pursuits and will lead to earlier CTE enrollment selections ultimately assisting in the completion of coursework for the programs of study.

This bridge will offer programs of study and career clusters focused on:

1. Agriculture, Food, and Natural Resources;
2. Arts, Audio/Video Technology, and Communication; and
3. Hospitality and Tourism.

The following courses and concepts will be part of the bridge program, and will be taught by regular school day experienced Granger ISD CTE teachers:

1. Principles of Agriculture, Food, and Natural Resources
2. Principles of Arts, A/V Technology, and Communication
3. Introduction to Culinary Arts/Principles of Hospitality and Tourism

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.

Granger ISD will provide internship opportunities for 10 students. This program will run for 5 weeks in summer, 5 hours per day for 4 days per week. The opportunities will tie together with the district's CTE program offerings, focused on the following Programs of Study and career clusters:

1. Arts, Audio/Video Technology, and Communications - Digital communications and technology.
2. Architecture and Construction - HVAC, electrical, and architectural design.
3. Hospitality and Tourism - Culinary arts and management.

Business partners and the student goals for these WBL internship programs are:

1. Big B's Meat Market & Grocery - Students will develop customer service and retail skills, along with teamwork and collaboration. In addition, by the end of the internship, students will better understand the grocery store's day-to-day operations, improving business knowledge.
2. The Market Kitchen - At this local restaurant, students will cultivate culinary skills and knowledge. Students will develop customer service and hospitality skills. In addition, students will be introduced to restaurant management needs.
3. Granger ISD - The school district's Technology Department - Students will learn about technical skills and careers in IT and technology. Students will learn how to integrate technology into the educational environment and district staff will facilitate student professional growth in the technology field.
4. Granger ISD - The school district's Maintenance Department - Students will develop skills in facility and equipment maintenance and understand safety and compliance standards. The WBL program will foster collaboration.
5. Repa Plumbing & A/C Inc. - This local business has assisted the community for more than 45 years , and will provide opportunities for students to learn about high-quality positions in the industry.

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