



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

NOGA ID

Authorizing legislation

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

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

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

Grant period from

Pre-award costs permitted from

Application stamp-in date and time

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

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

Amendment Number

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

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

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

Program Overview - Grandfalls-Royalty Independent School District (GRISD) will utilize grant funds to implement a 2-week CTE bridge career program for 10 students. This CTE program will offer 8th and 9th graders the opportunity to experience the district's existing welding pathway, but will also add in CTE pathways and other career pathway possibilities that will be added at GPISD in 2024-25 and beyond. The courses expected to be added in future years include Business, Marketing, and Finance and additional Agriculture, Food & Natural Resources POS. This summer CTE program will run 4 days per week in June from 8 a.m. to noon. It will not only focus on Welding, Business, and Agricultural pathways, but will also provide students an opportunity to obtain a better understanding and experience of other careers through virtual reality, immersive, 3D CTE technology (zSpace). Students also will be introduced to other career options through the use of interest/skill surveys and student inventories through a robust online college/career platform.

Mission and Needs - This rural small district (137 total students in K-12) is remote with limited local funding and opportunities for its students. Following the district's 2023 receipt of more than \$460,000 in TWC JET equipment grant for mostly welding and agriculture mechanics/metal technologies equipment, the district is building an excitement in CCMR. However, in 2021-22 no graduates left GRISD with industry approved certification, nor did anyone meet career/college readiness per Texas Annual Performance Report information. The district currently is involved in the first year of the Permian Basin Innovative Zone (PBIZ) which offers students at schools involved additional career pathway courses with those partner districts. GRISD is the welding provider, but other pathways include engineering, health sciences, and business. The PBIZ is compelling GRISD to provide additional introductory opportunities for its 8th and 9th graders so they can determine which pathway to follow regardless of the school attended. The goal of this bridge is to increase enrollment in career pathways offered at GRISD as well as through the Permian Basin Innovative Zone (education, manufacturing, and medical).

Implementation - Through this Summer Bridge Program, 8th and 9th grade students will experience 1 week of welding and then a second week focused in small groups on pathways including business, nursing and agriculture, which are high demand, quality careers. The collection of student inventories will assist in the second week to determine which other pathways students should focus on.

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 - In Grandfalls-Royalty Independent School District (GRISD) employment for students would be a welcome positive opportunity for this tiny, rural district and town. With only 137 students in K-12 and a population of 355 in the city of Grandfalls, professional and quality employment opportunities are limited for students. This grant, if awarded, will provide much-needed funds to implement a paid internship program that follows the guidelines and requirements for this TEA opportunity. This paid internship would provide up to 10 students in grades 10 through 12 an opportunity to have a quality work-based learning experience for 6 weeks during the summer, 4 days per week (Monday through Thursday), from 8 a.m. to 5 p.m. Students will participate in paid internships at Grandfalls-Royalty ISD and with Phenix Pump & Supply located in the heart of Grandfalls. With limited businesses in the area, these real-work, paid experiences that have oversight and are aligned with Programs of Study would not be likely without this grant funding.

Mission and Needs - Grandfalls and Royalty have limited employment opportunities for high school students. Larger cities like Monahans are located 18 miles away and Imperial, another small community, is located 10 miles away. Each year, Grandfalls staff receive requests for employment opportunities from students 16 and older. In most cases, district personnel do not have options for them. This grant will change all that. In the district, 64.2% of students are economically disadvantaged and 67.2% are of Hispanic descent. According to Data USA, the area's poverty rate of 14.7% is higher than the state average and the median household income of \$50,833 is significantly lower than the state. Overall, in Falls County, educational attainment is low. Only 13.5% of people age 25 years or older have a bachelor's degree or higher. The percentage of households with a computer (81.4%) also is much lower than the state (94.8%).

Implementation - This paid internship program made possible by this grant funding will allow 10 students greater access to meaningful career and real-world experience. Work-Based Learning (WBL) opportunities such as these offered here in multiple industries and pathways will be used by students to transition directly into the workforce or can be used as building blocks toward post-secondary education. The idea is for these paid internships/professional real-world experiences to motivate students and show them what they can achieve through opportunities in career options they have an interest in. The plan is for the internships to provide students the opportunity to work in a professional atmosphere that can be related to the educational opportunities they have in GRISD and through the Permian Basin Innovation Zone (education, manufacturing, and medical). The paid internships are expected to motivate students to continue to pursue certifications and obtain career experience in their chosen areas. This internship opportunity along with the ability to fund oversight and program alignment with pathways will not happen without Summer CTE grant funding.

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 - Oversee Summer Program and assist with management regarding TEA grant requirements and application.	Experience: At least 3 years of experience in school district leadership. Must have experience managing budgets and operations, as well as have an understanding of grant requirements. Existing position - not funded w/grant
High School Principal - Responsible for managing day-to-day activities, overseeing faculty and staff and assisting students in selecting pathways	Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers. Existing
CTE teacher/staff - Will teach, support, and communicate the targeted CTE Programs of Study for the bridge courses	Ability to offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught. Existing positions will be paid for summer program through grant funds.

Qualifications and Experience for Key Personnel (Focus Area 2)

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

Title and Responsibilities of Position	Required Qualifications and Experience
Superintendent - Oversee Summer Program and assist with management regarding TEA grant requirements and application.	Experience: At least 3 years of experience in school district leadership. Must have experience managing budgets and operations, as well as have an understanding of grant requirements. Existing position - not funded w/grant
High School Principal - Responsible for managing day-to-day activities, overseeing faculty and staff and assisting students in selecting pathways	Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers. Existing
CTE teacher/staff - Will teach, support, and communicate the targeted CTE Programs of Study for the bridge courses	Ability to offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught. Existing positions will be paid for summer program through grant funds.
Partner Business liaison(s) - Will provide work-based experiences for students and will work with the CTE Director to ensure program quality.	Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. Must have at least 4 years of proven knowledge of business and work-based learning programs. Not a grant funded position.

Goals, Objectives, and Strategies (Focus Area 1)

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

GRISD's Summer CTE bridge program objectives are to introduce 10 students in 8th and 9th grades to various career opportunities, all of which are part of the district's existing CTE program offerings. By introducing a quality welding pathway experience and additional career opportunities during this 2-week summer opportunity, these students will be better prepared to select their CTE pathway as freshman or as sophomores. The earlier students start their CTE path, the more likely they are to complete the required coursework leading to industry certification. By completing all coursework in a chosen pathway during their high school career, the students are ready to join the workforce. The bridge also will provide an opportunity for students going into 9th grade to become more familiar with the high school facilities to make their transition to HS smoother. Another goal of the bridge is to inform and educate more parents and families about the quality Programs of Study available at GRISD and those available through the Permian Basin Innovative Zone (PBIZ).

The activities and strategies that will be implemented to meet the goals and objectives set forth in this bridge program include, but are not limited to:

- Students in the bridge program will receive a tour of the CTE Programs of Study classrooms and use equipment to ensure they see the possibilities, specifically the district's state-of-the art welding equipment obtained through the TWC JET grant.
- Students and/or their parents will participate in an orientation that details the benefits of pursuing various POS opportunities at GRISD and through the Permian Basin Innovative Zone (PBIZ) partners.
- Provide students with college and career activities such as exploration and interest surveys. These efforts will help inform students about career potentials and also gauge their skills/interests to help them make pathway decisions.
- Offer introductory coursework in TEA-approved CTE Programs of Study that are offered at GRISD.
- Provide students with virtual reality experiences (zSpace) in several pathway areas (health, engineering, welding, business, and more) and potential field trips/site visits to businesses in the surrounding areas for additional experiences.
- Incorporate career-focused project-based learning and group collaboration led by the GRISD CTE team.

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?

GRISD's Summer CTE paid internship program (work-based learning) aims to address the limited employment opportunities for students in a remote and small district. With only a few businesses in town, it can be challenging for HS students to find quality employment. Therefore, the objective of this grant-funded program is to provide students with hands-on, CTE-focused summer jobs/experiences that align with their interests, classroom curriculum, and knowledge base.

Through the paid internship program, students are expected to gain a better understanding of the skills and abilities required to become reliable and competent employees in any industry they choose. This work-based experience will offer valuable insights and prepare students in ways that cannot be replicated in the classroom. The internship experience will also facilitate a smoother transition for students as they move from high school into the workforce in various industries.

To achieve the goals and objectives of this work-based learning, the following activities and strategies will be implemented:

- Provide paid internships for up to 10 students: This initiative will cater to the needs of 10th, 11th, and 12th-grade students who are seeking quality employment opportunities. These internships will be closely overseen by the district and its CTE personnel to ensure they align with student needs and provide quality and valuable learning experiences.
- Offer employment experiences at the school and in local businesses: The program will provide students with opportunities to work both within the school and in an area businesses. This will expose the students to a range of work environments and industries that they may not have had access to otherwise.
- Provide job experiences in various fields: The internships will focus on areas such as business knowledge, welding, agriculture science, and finances, among others. By offering diverse experiences, students will have the chance to explore different career paths and gain exposure to various industries.

By implementing these activities and strategies, the program will provide students with meaningful work-based learning experiences that align with their interests and prepare them for future success in the workforce.

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.

The Grandfalls-Royalty Independent School District (GRISD) bridge program will be evaluated based on a variety of measures and data to ensure its effectiveness in achieving student outcomes. To gather comprehensive data for evaluation, the project director and school leadership already noted, will utilize various tools, including student and staff surveys, performance reports from courses and hands-on experiences, student/parent/teacher questionnaires, progress reports for participating students, attendance sheets, and meetings with CTE teachers. To effectively evaluate the performance of the program, a range of tools will be utilized: 1. Tracking the number and specific demographics of students who enter the summer bridge program and successfully complete it. 2. The number of students who are prepared for statewide programs of study will be monitored. 3. The program will assess the number of students who plan to pursue post-secondary education. 4. Student enrollment and attendance in CTE courses and programs during the school year will also be considered as a performance measure. 5. Tracking what year students select their chosen pathway.

The collected data will play a crucial role in determining the program's effectiveness. The district and its leadership will analyze the 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 gauge student success. To ensure continuous improvement, student work and teacher surveys will be analyzed. Survey results will also be analyzed to assess the effectiveness of the programming.

This iterative evaluation process will allow for adjustments and improvements to be made throughout the program's duration, ensuring the programming is of the highest possible quality and benefiting the students as they continue their regular school year CTE programs courses leading to industry certifications.

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.

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 monitoring the total and average hours worked by each student. Student performance will be assessed through an internship rubric, which will evaluate their skills and abilities acquired during the program. Additionally, a list of business and industry partners, along with any agreements involved in the program, will be maintained to assess the effectiveness of the partnerships. An overall assessment of the quality of student work and efforts will be conducted to recognize the skills acquired by students and their contributions to the program.

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

To ensure the effectiveness of the program, a thorough process will be implemented. Prior to the start of the program, district CTE staff will develop individualized plans for each student, outlining their goals and objectives for the internship. This will help guide the evaluation process and ensure that students are on track to meet their targets. Throughout the program, regular communication will be maintained with business liaisons to monitor student attendance, participation, and the quality of their work-based activities. Site visits will also be conducted to ensure that students are following their individual plans and to provide support and guidance as needed. By continuously evaluating the program, adjustments and improvements can be made to ensure the program is of the highest possible quality and that it benefits students.

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.

This budget created by the Grandfalls-Royalty ISD leadership is expected to meet the goals and objectives for student development and success in a bridge program that includes a focus on CTE careers. Leadership outlined the various costs of staffing, supplies, curriculum, transportation, and equipment needed to reach the goals, based on the number of students expected to participate and the number of weeks of programming. The district will provide students access to classrooms, materials, software, and technology for the CTE bridge classes.

Payroll (total - \$5,900) - 2- CTE staff members - Stipends of \$2,500 each. Benefits - \$900

Supplies and materials - (total - \$6,750) - Includes technology devices - Chromebooks (10 - \$4,500) for all students to work on career inventories, career surveys, create portfolios, and complete project-based learning activities during their internship program; Curriculum (\$500), consumables for hands-on welding/construction (\$1,750).

Interactive VR equipment - (total - \$32,000) - 4 - zSpace Virtual Reality Learning Packages - This is an immersive 3-D program that can be used for Welding and Construction, along with business, and engineering. This equipment can improve student experiences and engagement using quality curriculum and equipment focused on CTE learning. This equipment also will reduce consumable costs for welding activities.

Contracted services (total - \$1,000) - College Prep Plus Platform - 10 students @ \$100 per license/year. Students will use their Chromebooks to complete college and career projects (surveys and inventories, etc.) in this online platform.

Transportation - \$1,350 for any daily busing and field trips/site visits for work-based experiences. INDIRECT - \$3,000

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

Budget Narrative (Focus Area 2)

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

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

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

Pay for students - (\$24,960) - 10 students @\$13 per hour x 6 weeks x 4 days per week x 8 hours per day

Payroll - (total - \$4,130) - 1 CTE staff member - Stipend of \$3,500 and benefits - \$630

Supplies and Materials - (total - \$4,500) - Includes technology devices - Chromebooks (10 @ \$450 each) for all students to work on career inventories, career surveys, create portfolios, and complete project-based learning activities during their internship program.

Contracted Services - (total - \$1,000)- College Prep Plus - 10 students @ \$100 per license/year. Students will use their Chromebooks to complete career projects (surveys and inventories, etc.) on this online platform.

Transportation - \$1,500 for any daily busing and field trips/site visits for work-based experiences. INDIRECT - \$3,500

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

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.)

When looking at Grandfalls-Royalty Independent School District (GRISD) CTE data from the 2022-23 Texas Academic Performance Reports (TAPR), the results are mixed. Although GRISD is committed to increasing high performance across all student indicators, specifically focusing on increasing career, college, and military readiness (CCMR), the statistics show a positive on one side and a concern on the other. Nearly 76% of students in 9th through 12 grade are enrolled in a quality state approved CTE Program of Study. However, in 2021-2022 the district had no career or military ready graduates and had no graduate earn an industry-based certification. Improving these numbers has been set as a key goal for the high school.

The district's CTE program, mostly due to the small enrollment in the school, has limited local programs and opportunities. However, GRISD is ready and preparing for gradual expansion over the next few years, adding new pathways and additional career options. The partnership with other small, rural school districts through the 4-school Permian Basin Innovation Zone (PBIZ - a cutting-edge collaborative that bridges Career and Technology Education gaps faced by rural communities), allows students to experience additional pathways (medical, manufacturing, and education) at other schools in the area. These are opportunities that wouldn't typically occur if not for the partnership. However, school officials have noted students and families remain unfamiliar with the opportunities provided through the PBIZ. Middle school and early high school students are increasingly unaware of the CTE opportunities, leading to a lack of engagement in the pathways, either at GRISD or the other PBIZ schools, especially in their freshman and sophomore years.

Scheduling challenges - Because of the rigorous core class requirements, GRISD students often are challenged to complete CTE courses. Dual credit courses often conflict with CTE courses. GRISD administration is seeking a more expansive and balanced CCMR program. In order for students to complete all coursework in CTE pathways, they must start early in their high school careers. The preferable way to meet this need is for the students to select their pathway no later than freshman/sophomore year. However, GRISD curriculum staff and leadership are recognizing students are lacking in that early selection process, likely caused by a lack of knowledge about all their options at GRISD or through PBIZ.

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.)

Grandfalls-Royalty Independent School District (GRISD) is a rural district with relatively limited employment opportunities - just one main business in town. Despite that hurdle, GRISD CTE staff are committed to providing as many work-based, real world experiences as possible. CTE and district leadership discuss often the importance of these WBL experiences as being essential to the overall success of students after graduation, especially as it relates to understanding the importance of soft skills. Work-Based Learning programs are effective activities overall for students to have the opportunity, experience, and credentials to pursue meaningful careers after high school. There are several needs the district faces resulting in a lack of quality Work-Based-Learning opportunities:

1. Businesses in the area are minimal and those that exist are relatively small and don't have the capacity to take on several student interns. These businesses will likely not be able to pay for a student intern. This grant funding, a significant portion of which will be used to pay students, will help any local businesses overcome that barrier to pay students a decent wage, while providing the students with a unique, quality experience that includes significant oversight and coordination.
2. Students often ask school personnel if there are any employment opportunities they know of for the summer months. Many times, district staff is aware students are unable to find quality employment opportunities within the immediate area. With this grant funding and program, the district will be able to provide paid internships. Students completing this internship will develop skills they can use to transition directly into the workforce or use the skills developed as building blocks to their future employment.
3. Students who want employment during the summer often need transportation support to reach their workplaces. With the poverty level in the area, transportation continues to be a barrier to work on a daily basis for GRISD students. This grant will provide transportation as needed for students involved in the program.

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.

Grandfalls-Royalty Independent School District (GRISD) will implement a 2-week Summer Career and Technical Education (CTE) Bridge program offered to 10 students (8th and 9th graders) 4 days per week from 8 a.m. to noon during the month of June. Students will have the opportunity to learn about the district's major CTE programs offered at GRISD and receive a sample of the other programs held at partner schools in the Permian Basin Innovative Zone (education and medical).

The programs of study focus will be on these TEA approved industries:

1. Agriculture, Food & Natural Resources (welding);
2. Business, Marketing, and Finance (business information and business management) will be the focus of week 2, but other experiences using VR will include health and engineering (the pathways offered through PBIZ).

Students will attend 1 week of welding and week 2 will focus on business and the other programs obtain a "sample" of the possibilities they can pursue in high school. This time also will be spent completing surveys to determine skills/interests so students are ready to choose their pathway in 9th or 10th grade.

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

1. Principles of Agriculture, Food, and Natural Resources
2. Welding 1
3. Principles of Business, Marketing, and Finance

Through a small group, students will experience welding in Week 1. Week 2 will include several different pathways and career exploration with a focus on business. This small group approach will lead to each participating student obtaining high quality hands-on opportunities. This experience will provide a feel for several career pathways to help students make informed decisions about what pathway they would prefer to follow in high school.

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.

Grandfalls-Royalty Independent School District (GRISD) is seeking grant funds to implement a Summer CTE grant funded paid internship program that follows the guidelines for this TEA opportunity. The paid internship program for up to 10 students in grades 10, 11, and 12 will operate for 6 weeks, Monday through Thursday from 8 a.m. to 5 p.m.

Students in this Summer CTE program will be paid to participate in internships, working in various facets and areas, using a work-based experience model. Because of the limited number of businesses in the immediate area, the two main businesses involved are the largest ones in the community - GRISD and Phenix Pump & Supply. GRISD staff hope to build additional partnerships with other businesses within 20 miles from the district and specifically based on students interest.

1. Grandfalls-Royalty ISD - business office and other varied educational experiences, which could include providing help to the CTE teachers in an instructional role during the district's Summer CTE Bridge program for 8th and 9th graders.
2. Phenix Pump & Supply - business, customer service, and marketing experiences, among others.

Through collaboration and input from our main partners, as well as potentially other stakeholders, our program aims to provide students with invaluable real-world experience by allowing them to work alongside professional and skilled business individuals. To ensure that the work-based learning experiences align with the students' knowledge and skill level, one of the district's CTE teachers will be responsible for overseeing this aspect of the program.

These internships will not only expose students to the practical aspects of their chosen industry but also help them develop both soft and hard skills necessary for success in a professional job. By immersing themselves in a professional environment, these 10 students will gain a deeper understanding of the industry they are studying and acquire valuable skills that will make them more marketable in the workforce.

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