



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 16, 2022

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.

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, November 16, 2022**.

Grant period from

Pre-award costs permitted from

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 Campus 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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

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

OVERVIEW AND NEEDS - Garner ISD is in an expansion mindset and needs are significant to add projects and programs as growth develops and continues. Prior to 2021, the district was a Pre-K through 8th grade campus. In 2021-2022, the district added 9th grade and each future year will add another grade. In 2022-23, 10th grade will be part of the programming. During this same time, the district has been working to continue development of its P-TECH program. This process has involved creating and offering several career and technology courses. However, due to the newness of the high school grades and formulation of the P-TECH programs, students and families are unfamiliar with all these new options. This Summer CTE program is intended to address this current deficiency.

ADDRESSING THE NEEDS THROUGH SUMMER CTE PROGRAMMING - Garner ISD will implement a Summer Career and Tehnology Education (CTE) Bridge program for incoming 9th graders. This grant program will target students (especially at-risk and low-income) so they can learn about the varieties of CTE opportunities in several Programs of Study, including: Education and Training; Architecture and Construction; Business, Marketing, and Finance; and Digital Media. Through this bridge program Garner ISD will offer students credit opportunities, as well as experience, and undertanding required to follow these career pathways. This 4-week introduction program will target 30 students, run from 8 a.m. to 3 p.m. and be held at the high school campus. Courses and subjects/topics that will be addressed during these week-long introduction courses in this bridge program are expected to include, but are not necessarily limited to: Principles of Human Services; Principles of Business, Marketing, and Finance; Business Information Management; Principles of Construction; Principles of Arts, A/V Technology, and Communication; and Digital Media. All students will attend courses in each of the four (4) POS for one (1) week, providing for small class sizes and individualized instruction to provide an opportunity for students to experience various opportunities through this rotation plan with an intent to increase student interest and enrollment in the CTE programs of study. There also will be opportunities to visit business sites and Weatherford College for additional experiences. This grant is intended to assist students in obtaining a head start on these high-demand and P-TECH inspired pathways for these 8th graders entering 9th grade, which will alleviate the stress they feel when transitioning to high school and also support an effort toward successful graduation from an approved CTE program through Garner ISD upon the completion of their high school career.

Summary of Program (Focus Area 2)

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

OVERVIEW AND NEEDS - Being a small district in a rural community, opportunities for students to earn money during the summer can be challenging. Being able to combine this opportunity while students also receive the opportunity to gain the experience in programs of study that lead to credentialing and in high-demand careers that can provide quality wages and growth opportunities is both rare and currently not available. This Summer CTE program will provide these much-needed opportunities for students at Garner ISD.

ADDRESSING THE NEEDS THROUGH THE SUMMER CTE PROGRAMMING - This grant-funded paid internship program will focus on Education and Child Development, Building and Construction Trades, Business Management/Accounting, and Manufacturing. These work-based opportunities will be immersive and provide a workplace setting that fosters firsthand experiences and experiential learning to complement the skills learned in the classroom. These experiences will provide both a knowledge and understanding of the hard and soft skills required to enter the workforce. These efforts align with career awareness, exploration, preparation and training, which will be provided through partner local businesses - namely Parker Hannifin, Inc., a global leader in filtration and industrial processes with one of its many location in nearby Mineral Wells, and the Garner ISD itself for education and child development opportunities and experiences. The partnership with Parker allows numerous opportunities for students to experience various aspects of a global business, including manufacturing, business, marketing, and simply how a facility such as this functions on a daily basis.

A total of 20 students are anticipated to participate in these paid internships that last for six (6) weeks, Mondays through Fridays from 8 a.m. to 3 p.m. (about 6 hours) each day (30 hours per week). These programs will involve specific goals and objectives for the students individually and collaborative efforts between school staff and the partners to build a rubric to help determine individual student success and achievement in the program. There also will be a final project for students that involves the creation of a portfolio, which will be presented to a panel of district stakeholders. The ultimate purpose of this program is to provide quality paid opportunities for students who would rather typically either not have an opportunity or would have to work a job that would not provide gained knowledge and future opportunities, nor mesh with their educational programming they will be pursuing during the academic year. These experiences will help students understand what it is like to work in these atmospheres and in work that relates to the educational opportunities they have in the Garner ISD P-TECH program. The expectation is for this internship program to both reveal opportunities and motivate students to pursue certifications and/or plan for college attendance so they can ultimately obtain work in these partner businesses or those similar and comparable. This opportunity will not happen without this 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 - Responsible for overseeing grant management, facility, staff scheduling, and data collection to report back to TEA as required.	Minimum of a Bachelor's Degree in Education or a related field. At least 5 years of oversight experience in a school district setting, including administrative efforts and grant experience. Existing position.
DEAN OF INSTRUCTION - Will be the program director responsible for overseeing the specific programming, including development of activities.	Knowledge of existing CTE programs, ability to develop new curriculum and ability to develop project plans, ability to communicate with teachers and partnering leadership. Existing position.
DISTRICT STAFF - Building and Construction Trades teacher, Entrepreneurial/Business teacher, business manager and digital media and technology staff.	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 during this bridge program. Existing staff positions.
SCHOOL COUNSELOR - Will be responsible for support regarding student interest inventories and career presentation exploration for bridge program.	Bachelor's Degree with ability to work with students and collaborate with CTE staff regarding opportunities and matching students with their skillset. This is an existing staff position.

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 - Responsible for overseeing grant management, facility, staff scheduling, and data collection to report back to TEA as required.	Minimum of a Bachelor's Degree in Education or a related field. At least 5 years of oversight experience in a school district setting, including administrative efforts and grant experience. Existing position.
DEAN OF INSTRUCTION - Will be the program director responsible for overseeing the specific programming, including Parker internship schedule.	Knowledge of existing CTE programs, ability to develop new curriculum and ability to develop project plans, ability to communicate with teachers and partnering leadership. Existing position.
DIRECTOR OF OPERATIONS - Will oversee Garner ISD internship schedule and operations	Minimum of a Bachelor's Degree and knowledge of existing CTE programs and understanding of district's purpose with this programming and the objectives intended to be met through these internships. Existing position.
PARTNERING BUSINESS LIAISON - These personnel will be responsible for supporting implementation of the selected work-based learning opportunities.	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 AND OBJECTIVES - This program is intended to introduce students to various career opportunities supported by Garner ISD's CTE program; assist more students to decide which track they will be pursuing post-secondary education after high school; create more graduates who are career and college ready; and ensure more students are prepared for and receive higher paying positions after high school through certifications and licensing. Currently, at Garner ISD, because of the new P-TECH programming and high school offerings, a key course of action to meet these goals and objectives is to make students, parents, and families more aware of these exciting and existing programs, and a bridge program such as this where students have the opportunity to experience various Programs of Study in a short period of time will assist in the growth, development, and choices of these students as well as the P-TECH program overall at Garner ISD.

ACTIVITIES AND STRATEGIES TO BE IMPLEMENTED - Targeted students in this program will receive a tour of the campus and the Programs of Study areas and classrooms to ensure they are prepared and ready on their first day of school. All incoming 9th grade students will be offered the ability to sign up for this summer bridge program and recruitment efforts will occur in spring with the 8th graders and their parents. The students who enroll and attend the program will be provided the opportunity to experience the various CTE programs available to them, all of which will be open for the 2023-2024 school year. All students will attend each CTE POS for one (1) week each, making this a full 4-week bridge program. This program will ensure each student has access to technology and the materials needed to complete the CTE coursework. All courses offered will be instructed by highly-qualified teachers who are well versed and experienced in the subject matters and also incorporate project-based learning, group projects, and industry tours/field trips. In addition to what occurs at Garner ISD, including experiencing the metal and wood fabrication shop, students also will travel to visit partner business Parker Hannifin and P-TECH partner Weatherford College for additional experiences. Weatherford has a Workforce and Emerging Technologies Building the students will be able to see what types of classes and careers are offered to them (P-TECH partner).

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 OBJECTIVES - Ultimately, the main goal is to provide CTE students with quality internship experiences. Work-based experiences through paid internships in approved Statewide Programs of Study (Education and Training; Architecture and Construction; Business, Marketing, and Finance; and Manufacturing) will provide students hands-on, work-based experiences that will support the understanding of skills and abilities needed to become quality employees in these particular fields and create a potentially smooth transition from educational experiences to the workforce. The purpose of these internships is to prepare students in a way that cannot be replicated in the classroom, especially for those going into some of these fields where hands-on experiences are imperative to learning, understanding, and developing skills. Objectives are to complement and bridge high school coursework to the workplace for firsthand, hands-on and diverse knowledge of future career potentials; create an opportunity for students to understand what it is like to be in the working world, especially at quality and larger companies, such as Parker Hannifin Inc.; and provide paid work in an atmosphere that has oversight and expectations that may not be available to these students in this rural community/area.

ACTIVITIES AND STRATEGIES TO BE IMPLEMENTED - The district already has a quality partnership with Parker Hannifin, Inc. personnel and leadership for the P-TECH program, which will continue for this Summer CTE program. Students chosen for this program will include targets of those who have already attended and successfully completed some CTE coursework in comparable Programs of Study, or those who are planning to enroll in specific CTE classes. This grant will support funding to build a paid internship program and provide transportation as needed for the students, both of which will meet the needs of these students in this small, rural community. A school district staff member also will oversee the program, collect data and ensure exposure to experiences. There also will be a final project required that students complete involving the creation of a portfolio, which will be presented to a panel of district stakeholders. This is anticipated to determine the strengths of the program and impacts that it made on the students both short- and long-term.

Performance and Evaluation Measures (Focus Area 1)

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

PERFORMANCE MEASURES - This program will be focused on student outcomes and will be evaluated based on several measures and data. To evaluate performance, tools used will include tracking the number and specific demographics of students who enter the summer bridge program and complete the program; the number of CTE courses offered and attended and who are prepared for statewide programs of study; the number of students who receive credits and those who plan to enter post-secondary education; and student grades and attendance in the CTE courses and programming.

TOOLS TO MEASURE - Project personnel will gather and assess several pieces of data, including, but not limited to student in-take forms, student surveys, performance reports from the courses, questionnaires, progress reports for students participating in the program, grades in the courses, attendance sheets, and meetings with CTE teachers to gather information so that it may be used to measure program and student performance and quality.

PROCESS TO ENSURE EFFECTIVENESS - The data collected will help the district and its leadership determine whether the students in this programming are meeting the goals and objectives as well as how effective the strategies for student success are for this bridge program. Grades will be analyzed after each week of programming to ensure effectiveness. In addition, survey results will be analyzed to look at effectiveness of the programming as it is occurring. So, each week of programming and each CTE program will be evaluated through questionnaires and surveys so continuous improvement can occur for the next rotations. The intent is to make sure this programming is of the highest quality as possible for the benefit of the students both in the short term during this summer program and in the long term 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 MEASURES - To evaluate the program and ensure student outcomes, measures will include: the number of students (and demographics) attending and participating in the program, a list of students and their total and average hours worked, their total and average earnings, an internship performance rubric for each student and their training, student weekly production reports as collected and developed between the summer program leaders and the business partner liaisons, a list of business and industry partners and agreements for those involved in the program, and a report of the overall quality of the work and efforts of the students to recognize skills obtained by students. All measures, including PEIMS data, will directly align to student outcomes and are consistent with the purpose of the program.

TOOLS TO MEASURE - Project personnel will gather and assess several pieces of data, including, but not limited to student in-take forms, student surveys, performance reports as provided by the businesses where the internships are occurring, questionnaires from students and the businesses personnel who worked directly with students, progress reports for students participating in the internships, attendance sheets, and meetings/on site visits between program staff and the business liaison to gather information so that it may be used to measure program and student performance and quality.

PROCESS TO ENSURE EFFECTIVENESS - Prior to the start of the program, staff will create plans for each student to ensure they are meeting their goals and the objectives of the internship. Overall, the data collected will help the district and its leadership determine whether the students in this programming are meeting the goals and objectives as well as how effective the strategies for student success are for this internship program. Garner ISD staff for this summer internship program will contact on a weekly basis the business liaisons involved in the projects to ensure student attendance, participation, and quality of the work-based activities and programming. Staff also will provide site visits to the businesses involved to ensure student plans are being followed. The students' final project that involves the creation of a portfolio will be presented to a panel of district stakeholders to also help determine effectiveness of this 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.

BUDGET DEVELOPMENT - To develop the proposed budget for this Summer CTE grant, Garner ISD leadership outlined needs, goals and milestones for student development and success in this bridge program. Then, the district researched the cost of the staffing, supplies and materials, curriculum, software, travel and equipment needed to reach the goals. Finally, the district leadership discussed and determined how many students would be participating in the program, which programs of study/courses would be included in the program, for how many weeks.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED - If awarded, the district's plan to leverage funds to impact the areas that are in line with the goals and purpose of the grant. This includes providing students access to classrooms, materials, software, and technology that can be utilized during these CTE bridge courses. However the district does not have additional funds to offer a bridge program such as this without these Summer CTE grant funds.

BUDGET SPECIFICS -

Payroll - Total - \$29,120 - 4 CTE teachers working for 4 weeks, 4 days per week and 8 hours per day (includes prep time) @ \$35 per hour = \$17,920 and school counselor work (will work individually with students on student interest inventories and career exploration) - 1 for 4 weeks, 4 days per week and 8 hours per day @ \$35 per hour = \$4,480 - Total benefits - \$6,720

Supplies and Materials - \$15,354 - includes technology devices for students to work on career inventories and create portfolios, and other curriculum, books, software, and consumables for the hands-on programming.

Field trips/site visits (transportation and staff as needed) for work-based experiences to area businesses (Parker) - \$1,512

Other costs to include - transportation and indirect funds - \$1,714 for daily transportation - \$2,300 indirect

ADJUSTMENTS - If it is determined that adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed that will help to ensure the success of the program. If the stakeholders (CTE program and school district leaders) require guidance, they will reach out to TEA so concerns can be addressed properly. If modifications must be made, the district will make students, parents and staff of the program aware of the changes.

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.

BUDGET DEVELOPMENT - To develop the proposed budget for this Summer CTE grant, Garner ISD leadership outlined needs, goals and milestones for student development and success for this internship program. Then, the district researched the cost of travel, amount of pay to provide students, staff costs, and considered anything else that would benefit the program. Finally, the district leadership discussed and determined how many students would be participating in the program, which partners would be involved, and for how many weeks.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED - If awarded, the district's plan to leverage funds to impact the areas that are in line with the goals and purpose of the grant. This includes providing students access to classrooms, materials, software, and technology that can be utilized during these CTE bridge courses.

BUDGET SPECIFICS -

Payroll - Total is \$9,600 (\$7,500 in pay and \$2,100 in benefits) for two (2) part-time professional staff members @\$25 per hour for 20 hours weekly, working on coordinating the internships This is for the 6 weeks and includes individual student plan preparations, collecting data, scheduling, ensuring there's proper training, working on transportation needs, and site visits to evaluate training at the locations where the internships are occurring.

Pay for student internships - Total is \$36,000 - 20 students at \$10 per hour, 30 hours per week for 6 weeks.

Other costs - transportation - Total is \$1,500 - The district will cover cost for travel for students pickup and dropoff to and from internship locations. Includes bus costs, fuel, and any staff required for this daily service to and from locations.

Indirect - \$2,300; and **supplies and materials** - \$600 - includes various consumable materials used by students.

ADJUSTMENTS - If it is determined that adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed that will help to ensure the success of the program. If the stakeholders (CTE program and school district leaders) require guidance, they will reach out to TEA so concerns can be addressed properly. If modifications must be made, the district will make students, parents and staff of the program aware of the changes.

Program Requirements

1a. Needs Assessment (Focus Area 1)

NEED FOR ADDITIONAL UNDERSTANDING OF OPPORTUNITIES - Due to the recent implementation of the district's P-TECH program and the additions of 9th grade and 10th grade to the district's grade levels, and 11th grade in the coming year, district leadership personnel state that about 50% of families and students remain unaware as to all the career and technology opportunities and the classes that are available through the academy. Despite placing all this information, including class lists, programs of study and more on the district's website, school officials still receive significant questions from parents and students stating they aren't aware of the offerings. For those who may be aware of the various offerings, they don't necessarily have a good understanding of all the certifications, future job potential and college choices that come with this added new programming at the district. If students and parents aren't knowledgeable about the programming, that hinders involvement and interest, leading to issues with course completion. The earlier students can determine a program of study the more likely they are to complete programming. What better opportunity than a bridge program in summer for incoming 9th graders to ensure these students know what opportunities are available to them and give them a glimpse into what they will learn and the careers they can pursue with the knowledge they can obtain in the P-TECH program. The hope and expectation is that students can earlier determine their programs of study based on these experiences obtained during a quality summer program, in which they were able to experience several programs.

NEED FOR ADDITIONAL CAREER/COLLEGE SUPPORT - Picking the right program of study is important to the overall success and ability for completion of these technology career certifications. District officials recognized that not enough has been done to provide wrap around services related to career choices. That is why this bridge program also will provide students with individualized opportunities to spend time with a counselor to determine skills and and interests that best fit with the careers education offered by the district. Providing students and their families the opportunity to obtain this information during summer is expected to provide a guide for students for their high school career. That will impact participation, skill development, commitment, resulting in expected improvement in CTE program completion, including certifications.

1b. Needs Assessment (Focus Area 2)

NEED FOR YOUTH EMPLOYMENT OPPORTUNITIES - Garner ISD is a rural district, located between Mineral Wells and the city of Weatherford, which has a population of more than 33,700 as of the most recent Census estimates. While only about 15 miles away from Weatherford and 9 miles from Mineral Wells, population 14,900, both of these small cities have many of the comforts one would expect to have. But, that's not the case for Garner and its mostly rural district, where employment opportunities for young people are limited. Most teens seeking a job will have to travel to one of these two cities to potentially find one. But, that isn't easy due to transportation obstacles and competition from students in those cities. These needs for high-school age students residing in Garner have clearly been in existence for many years and are always significant when district leaders speak to, survey, or attempt to help youth obtain jobs in the area, especially positions that complement educational and career endeavors that would build on and benefit the district's P-TECH program. As of August, Weatherford's unemployment rate was just 3.5%, less than the state's reate of 4%. The lack of available work-based opportunities has shown that it leads to less interest in the school programming and less understanding from students and parents as to what skills and coursework is required to obtain high-demand jobs as offered in the district's P-TECH academy.

NEED FOR SOFT SKILL DEVELOPMENT - Because of the location and rural nature of the district and the hurdles accompanying that issue, district officials have data showing that fewer students obtain employment during the summer months, even in jobs not related to college and career aspirations. Regardless of the type of job students obtain (retail, fast food, etc.) they obtain an understanding of soft skills and their importance. Just by having a job, these skills are learned. District staff are seeing a lack of skills development in this area. Offering paid internships to 20 students will impact that. Both of these elements hinders student's abilities to obtain additional work-based experiences leading to potentially a lack of interest which impacts participation, skill development, commitment, resulting in a hindrance to program completion.

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.

Garner ISD will provide a Summer Bridge Program for 8th grade students transitioning to 9th grade. During this Summer Bridge Program, 30 students will be provided the opportunity to take part in course sampling through through a 4-week long program where students attend 1-week of each Statewide Programs of Study, including: Education and Training; Architecture and Construction; Business, Marketing, and Finance; and Digital Media - all programs available at Garner ISD and through its growing and developing P-TECH program.

This Summer CTE programming will include, but is not limited to, the following Level 1 approved CTE courses:

- * Principles of Human Services (Education and Training)
- * Child Development (Education and Training)
- * Principles of Construction (Architecture and Construction)
- * Principles of Business, Marketing, and Finance (Business)
- * Business Information Management (Business)
- * Principles of Arts, A/V Technology, and Communication (Digital Media)
- * Digital Arts & Animation (Digital Media)

Through a small group rotation, where about 7 to 8 students are in each group, students will obtain a real feel for each career pathway in order for them to make informed decisions on what path they would prefer to follow as they develop in their high school career. This is especially important because few of these career options are located or available in this small, rural community, so students don't necessarily have the opportunity to observe and experience these on a regular basis. The courses will be taught by high qualified Garner ISD staff. This program will provide support during this crucial transition year that will help jumpstart these students resulting in a higher percentage of them choosing a pathway earlier in their high school years, which will lead to a better opportunity to obtain certification and more.

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.

Garner ISD will offer a 6-week paid internship program which will run Mondays through Fridays, 30 hours per week. This program will involve work-based learning opportunities in several Programs of Study that are in high demand in the area and state including educational training and some business and accounting through Garner ISD, and experience various industries at Parker Hannifin, the district's P-TECH partner. Parker is a Fortune 250 global leader in motion and control technologies. With core values of a winning culture, passionate people, valuing customers and engaged leadership, students will learn much more in the workplace beyond engineering, operations, manufacturing, marketing, finances and accounting, and digital and IT.

This program will utilize grant funding to establish, facilitate, and monitor paid internships (may include some job shadowing opportunities) for 20 of its students interested in education training, engineering, manufacturing, marketing, finances/accounting, and digital/IT. Garner ISD and Parker are great locations for students to experience various specific skills and also soft skills to include how business works. Parker has long been a supporter of youths in Garner ISD as they make their way through high school and toward certification and post-secondary opportunities. About 15 students are expected to intern at Parker and five (5) at Garner ISD.

The students who choose Garner ISD to perform their internships will have the opportunity to work with teachers and administration to learn in depth with hands-on experiences about education as well as finance, digital and IT jobs. The students who go to Parker for internships will experience a true global company and its operations, including the manufacturing, business, marketing, and how the facility functions on a daily basis. This experience will be invaluable.

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