



**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.

Application stamp-in date and time

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, 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.

Jasper ISD is applying for Focus Area 1 of the Summer CTE Grant on behalf of the Deep East Texas College and Career Academy (DETCCA), a consortium of six school districts. Our mission is to serve over 7,000 students in deep East Texas to meaningfully increase college and career educational opportunities through college credits and stackable certifications. Our need is to provide innovative programs to engage students and prepare them for high-wage, in-demand jobs in our region. This grant serves our mission and needs by providing funding for innovative programs, including an Emergency Medical Technician (EMT) course that students often don't have time to take during the school year. The EMT program will be open to students from DETCCA member school districts, including Jasper ISD, Burkeville ISD, Newton ISD, Kirbyville CISD, Woodville ISD, and Spurger ISD. Brookeland ISD will also be involved in the Focus Area 1 program (7 school districts total).

Jasper ISD will host an EMT Boot Camp for 20 11th and 12th grade students, most of whom are currently enrolled in our Emergency Services program of study. The program will serve 15-20 students. If space is available, the program will be open to students who are not in the program of study but want to become an EMT/paramedic. This program will allow students to earn credit for the Emergency Medical Technician- Basic class (PEIMS Service ID #N1303015), including dedicated clinical hours at local ambulance services, which are required in order for them to earn the Emergency Medical Technician-Basic certification. This certification is required by all local employers (firefighting, health care) to be eligible for employment. Students in this program typically don't have time to take this class during the regular school year due to the rigorous program of study and requirement to take both Firefighter I and II during their junior and senior year. Offering this course will allow our students to take the EMT-Basic certification exam by September 2023 and thus be eligible for employment immediately after high school graduation and turning age 18.

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.

Jasper ISD is applying for Focus Area 2 of the Summer CTE Grant on behalf of the Deep East Texas College and Career Academy (DETCCA), a consortium of six school districts. Our mission is to serve over 7,000 students in deep East Texas to meaningfully increase college and career educational opportunities through college credits and stackable certifications. Our need is to provide innovative programs to engage students and prepare them for high-wage, in-demand jobs in our region. This grant serves our mission and needs by providing funding for innovative programs, including a summer internship to provide hands-on, real world work experience for our Networking Systems (Information Technology) program. The internship will be open to 2 students from each DETCCA member school district (Jasper ISD, Burkeville ISD, Newton ISD, Kirbyville CISD, Woodville ISD, and Spurger ISD).

Jasper ISD will host a work-based learning program for 12 incoming 10th-12th grade (current 9th-11th grade) students who are currently enrolled in our Networking Systems (IT) program of study. This program will allow students to earn credit for Project-Based Research (PEIMS Service ID # 12701500) and complete a summer paid internship. Students will complete internship responsibilities for their home school district's IT department. We will serve 2 students from each of our 6 member districts (12 students total). The students will intern with each district IT Department to complete imaging, unit and device assembly, and software installation for the district-owned laptops and desktop computers. Students will work with their internship supervisor to identify an issue the district is having related to IT/networking systems. Students will then conduct research on that issue (through the Project-Based Research course) and write a culminating research paper explaining the issue, with recommendations for the school district. Students will present their research projects to district superintendents at the end of the summer program. The Project-Based Research teacher will meet with the students weekly to set goals, discuss content related to the TEKS for the course, and serve as a mentor for the projects. This will allow students to apply the academic knowledge learned through the program of study to a real world environment.

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
EMT Instructor, will lead instruction of the EMT-Basic course and facilitation of clinical hours for students (grant funded position)	Credentialed to teach the EMT-Basic course and skills for certification; Experience working with high school students for career preparation
DETCCA Teacher, will assist with instruction of the EMT course and hands-on learning activities (existing position)	DETCCA CTE teacher; Experience working with high school students for career preparation
Individual TBD, will serve as front office staff for the program to open and lock campus doors each day and monitor the building (existing position)	Jasper ISD employee with experience managing front office, including locking/unlocking campus doors and monitoring safety protocols for the building
Nicole Colvin, Lead Grant Manager, will oversee the grant to monitor activities and funds (existing position)	Experience implementing and facilitating cross-district programs across DETCCA; Experience providing support for teacher effectiveness
Amber Meyers, Assistant Grant Manager, will oversee the grant to monitor activities and funds (existing position)	Experience implementing and facilitating cross-district programs across DETCCA; Experience providing support for teacher effectiveness

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
CTE Teacher, will teach Project-Based Research and lead completion of student research projects (existing position)	Jasper ISD CTE teacher; ; Experience working with high school students for career preparation
Nicole Colvin, Lead Grant Manager, will oversee the grant to monitor activities and funds (existing position)	Experience implementing and facilitating cross-district programs across DETCCA; Experience providing support for teacher effectiveness
Amber Meyers, Assistant Grant Manager, will oversee the grant to monitor activities and funds (existing position)	Experience implementing and facilitating cross-district programs across DETCCA; Experience providing support for teacher effectiveness
IT Directors for all 6 DETCCA school districts, will supervise student interns and provide daily tasks (existing positions)	Knowledge and understanding of Networking Systems, IT, and district technology; Experience working with high school students for career preparation
Lauren Dwiggin, External Consultant, will assist with coordination of activities, data collection, analysis, and reporting (grant funded)	Experience coordinating/facilitating work-based learning experiences for students; Experience collecting and analyzing data for grant programs

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?

Jasper ISD's primary objective is to work with DETCCA (6 school districts) to provide innovative programs to engage students and prepare them for high-wage, in-demand jobs in our region. Our Focus Area 1 program will be aligned with our CTE program of study in Emergency Services, as well as regional labor market demand leading to high-wage jobs. Emergency Services occupations, including Firefighters and Emergency Medical Technicians/Paramedics (EMT) are in high demand for our region and pay living wages. Our goal is to serve 15-20 students and equip them with valuable career preparation and readiness skills through the EMT-Basic course, which will prepare students to take and pass the EMT certification exam. Passing the exam and earning the EMT credential is required to be employed in an EMT job. Students will be able to take the exam after the summer program, thus gaining eligibility for employment once they turn age 18 (minimum age requirement for EMT positions). A long-term goal which will be supported through the summer programs is increasing the number of CTE Concentrators and Completers in our Emergency Services program of study. By September 30, 2023 our goal is for all 15-20 EMT students (100%) to have completed the EMT-Basic course and clinical hours at the local ambulance services. Our goal is for all 15-20 students (100%) to take the EMT-Basic certification. The exam is very difficult and rigorous, so our goal is to have at least 80% of students pass the exam by September (other students may retest later in the year). Our goal is for 100% of participating students to be eligible for EMT employment once they turn age 18.

We will meet these goals and objectives by ensuring our staff is equipped to support the programs and recruiting students to enroll as soon as the grant award is announced (January). We will provide the EMT instructor with an assistant teacher (CTE teacher) to facilitate the course and supervise clinical placements. The staff will be equipped with instructional materials to effectively teach the course content.

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?

Jasper ISD's primary objective is to work with DETCCA (6 school districts) to provide innovative programs to engage students and prepare them for high-wage, in-demand jobs in our region. Our Focus Area 2 program will be aligned with our CTE program of study in Networking Systems (Information Technology), which is an in-demand, well paying industry in our region. Our goal is to serve a total of 12 students and equip them with valuable career preparation and readiness skills. A long-term goal which will be supported through the summer programs is increasing the number of CTE Concentrators and Completers in our Networking Systems program of study. By September 30, 2023 our goal is for all 12 Networking Systems students (100%) to have completed the Project-Based Research course and the paid internship.

Daily, interns will perform tasks to support the DETCCA School Districts' Technology Departments. Through the program, students will also earn credit for the Project-Based Research course. Each student will choose a topic/issue related to their internship work and complete independent research projects (with a corresponding final presentation to DETCCA superintendents) while meeting as a class to discuss their projects and internships/employability skills throughout the summer.

We will meet these goals and objectives by ensuring our leadership is equipped to support the programs and recruiting students to enroll as soon as the grant award is announced. We will support the program by providing a teacher and a dedicated internship supervisor for each of our 6 school districts (2 student interns per district). We will also utilize an external contractor (CareerCraft) to guide internship design and evaluation of the program. We will use Internship Readiness Assessments/Training Plans to drive our determination of student outcomes and student growth in both technical and soft skills over the course of the internship.

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.

Jasper ISD's overarching goal is to give more DETCCA students the opportunity to take the Emergency Medical Technician (EMT) Basic course and certification exam. Participation in the course is very limited during the school year due to scheduling restraints and other course requirements in the Emergency Services program of study. DETCCA will collect data on the demographics of students who enroll in, participate in, and complete in the EMT summer program, including grade level, race/ethnicity, economically disadvantaged status, as well as whether they have been identified as in need of special education services. We will utilize other data collected for TSDS PEIMS to provide analysis numbers for DETCCA leadership, and each of our district school boards. We will ensure that students receive needed wraparound supports (tutoring, coaching, mentorship, transportation, meals) throughout the duration of each program. Our commitment to evaluating student outcomes is consistent with DETCCA goals and the purpose of the program: to provide meaningful career preparation and readiness skills to students. Our goal is to have all 15-20 (100%) students who participate in the program receive course credit for Emergency Medical Technician-Basic course (PEIMS Service ID #N1303015) and take the EMT-Basic certification exam by September 2023. To measure student progress and performance, there will be formative quizzes and summative exams delivered during the course. These assessments will be used to guide instruction, determine intervention needs, and evaluate TEKS mastery for course credit. We will also measure student learning objectives and outcomes in dedicated clinical placements with local ambulatory services based on EMT-Basic requirements. We will administer a feedback protocol with our clinical business partners regarding our students behavior and performance to gather and analyze this data for future improvements. Additionally, student passing rates in the EMT-Basic course and certification exam will be analyzed. The data from the summer EMT program will be both qualitative and quantitative and will provide insight on whether we successfully met our goals, learning objectives, and student outcomes.

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.

Jasper ISD's overarching goal is to give more DETCCA students the opportunity to learn real-life application of Networking Systems concepts through paid internships in information technology and a student research project (Project-Based Research course). DETCCA will collect data on the demographics of students who enroll in, participate in, and complete summer internship, including grade level, race/ethnicity, economically disadvantaged status, as well as whether they have been identified as in need of special education services. We will also monitor and report to TEA: a list of business/industry partners offering work-based learning to students through this grant program, total and average hours worked by students in the program, total and average hourly earnings of students in the program, training plans for each student in the program, partnership agreements for each business partner involved in the program, and a recognition of skills/growth for each student in the program. All applicable data will be reported in the PEIMS Fall Submission. Other data and artifacts (such as training plans) will be maintained locally and reported to TEA upon request. We will utilize other data collected for TSDS PEIMS to provide analysis numbers for DETCCA leadership and each of our school boards. Our commitment to evaluating student outcomes is consistent with DETCCA goals and the purpose of the program: to provide meaningful career preparation and readiness skills to students. Our goal is to have all 12 (100%) students who participate in the program to earn credit in the the Project-Based Research course (PEIMS Service ID# 12701500) and complete the paid internship by September 30, 2023. Formative assessments will be utilized during the Project-Based Research component of the program to gauge the readiness of students to complete various tasks during the internship. Competency-based evaluations will be utilized as part of the training plan and Project-Based Research to record student ability and competency to perform various tasks, conduct and synthesize independent research, and demonstrate appropriate employability skills. Customized training plans will drive our determination of student outcomes and student growth in both technical and soft skills over the course of the internship. The internship supervisors/teachers will meet weekly with each intern to identify areas of strength and areas where the intern requires additional support and coaching.

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.

DETCCA offers robust CTE programs of study aligned with regionally high-wage, in-demand jobs and career pathways. CTE courses are hosted at the Education and Technology Center at Jasper ISD and open to enrollment to our 6 member school districts. The Emergency Services program is also open to enrollment to a 7th school district, Brookeland ISD. This summer program will focus on offering the EMT-Basic course for Emergency Services students. We currently allocated funding to support these rigorous programs of study during the school year. We do not currently allocate local funding to provide a summer EMT class. Future adjustments will be made based on student outcomes, participation, and funding. We may determine whether it is sustainable to offer the EMT-Basic course during the summer based on data from this summer grant program.

Local funds will be utilized to provide lab equipment for student learning during the EMT-Basic class. This grant will fund the following: Payroll has been budgeted in this category to provide extra-duty pay to 1) the grant managers who will be supporting the clinical placements, course instruction, and business office/fiscal agent, and 2) a CTE teacher to support the EMT instructor and clinical placements. Contracted Services funds have been allocated to pay for 1) a contracted services provider to provide program design/general project management and data collection and analysis support, 2) pay for the EMT course delivered through Acadian (includes instructor and tuition for the course), and 3) fees required for the students to take the EMT certification, including submit license paperwork. Supplies & Materials funds have been budgeted to procure instructional materials and supplies for the EMT-Basic course and student uniforms (blue polo shirts) required for their clinical placements. No funds have been allocated for Other Operating Costs or Capital Outlay as these are not necessary for the completion of this summer program. A small amount has been budgeted for indirect costs.

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.

DETCCA offers robust CTE programs of study aligned with regionally high-wage, in-demand jobs and career pathways. CTE courses are hosted at the Education and Technology Center at Jasper ISD and open to enrollment to our 6 member school districts. This summer program will focus on our Networking Systems program of study (Information Technology career cluster). 12 students in the Networking Systems program of study (estimated 2 students per DETCCA district) will participate in a summer IT internship program with Project-Based Research coursework. We currently allocated funding to support these rigorous programs of study during the school year. We do not currently allocate local funding to provide paid internships during the school year or summer. Future adjustments will be made based on student outcomes, participation, and funding. We may determine whether it is sustainable to offer the summer internships based on data from this summer grant program.

This grant will fund the following: Payroll has been budgeted in this category to provide extra-duty pay to 1) the grant managers who will be supporting the internship placements, course instruction, and business office/fiscal agent; 2) a CTE teacher to teach Project-Based Research and led the student research projects; and 3) the Jasper ISD Technology Director who will be the lead internship supervisor for Jasper ISD. Contracted Services funds have been allocated to pay for 1) a contracted services provider to provide work-based learning support, general project management support, and data collection and analysis support, 2) pay an IT internship supervisor for the other 5 participating school districts as a contractor to oversee their district's interns (2 interns per district, 6 districts total), and 3) provide student intern pay (\$1,200 each for 12 interns for the 4-week internship). Supplies & Materials funds have been budgeted to procure shirts for the students to wear during their internship placements in order to differentiate them from employees or summer school students. No funds have been allocated for Other Operating Costs or Capital Outlay as these are not necessary for the completion of this summer program. A small amount has been budgeted for indirect costs.

Program Requirements

1a. Needs Assessment (Focus Area 1)

This grant will provide the opportunity for 15-20 students from 7 school districts in Jasper ISD's area (6 DETCCA districts and 1 district in the taxing entity of our CTE center) to complete the Emergency Medical Technician (EMT)-Basic course and clinical hours required to sit for the EMT-Basic certification exam. We have two specific areas of need for this grant: student scheduling conflicts and course time requirements. Students in the Emergency Services program of study are unable to fit in the EMT-Basic course during the school year without sacrificing electives, extracurricular activities, and certain academic courses. The program of study follows the course sequence of: Principles of Law, Public Safety, Corrections, and Security (Level 1 course), Disaster Response (Level 2 course), Firefighter I (Level 3 course), and Firefighter II (Level 4 course). Each of these courses are important for student preparation to be hired as a firefighter/EMT, which is a high-demand, high-wage occupation for our region. However, all local ambulance and fire departments require that applicants have at least the Emergency Medical Technician-Basic (EMT-Basic) certification to be eligible for employment. Our summer program will offer the EMT-Basic course (a Level 3 CTE) course, which includes the dedicated ambulatory clinical hours to be eligible to take the EMT-Basic certification. This program will prepare students to take the National Registry of Emergency Medical Technicians' EMT-Basic certification exam. Students may take this course during their senior year of high school, but many do not have space in their schedule to take it during the regular school year. Further, the required clinical hours are typically structured as 12-hour ambulatory rides which are impossible for students to complete during the school day. Offering the program during the summer will allow students to complete this requirement without the constraints of the regular school year. Additionally, the EMT-Basic course and certification exam are notoriously difficult. In the past, we have had students drop out of the course due to its difficulty and the amount of time required to master the material. We believe it is imperative to offer students an opportunity to take the course over the summer when they do not have other academic or extracurricular demands. The summer time frame will allow students to solely focus on the EMT content, thus providing a better opportunity for success in the course and on the certification exam.

1b. Needs Assessment (Focus Area 2)

This grant will allow Jasper ISD to provide paid student internships and Project-Based Research to 12 students from the 6 DETCCA school districts. We have two specific areas of need for this grant: student scheduling conflicts and internship availability. The internship will focus on the field of information technology and be available to students in the Networking Systems program of study. The program of study includes: Principles of Information Technology; Computer Maintenance; Networking; and Practicum in Information Technology. Each of these courses are important for student preparation to work in information technology (IT), which is a high-demand, high-wage industry for our region. However, students do not have the opportunity to have an immersive internship experience through this program of study. Student course schedules are packed with the required CTE courses in the program of study, core academic courses, and electives. IT departments and businesses in our area are only open during school hours, which prohibits students from finding after-school or evening internships in the industry. Each DETCCA school district has 1-to-1 computing devices, totaling over 7,000 student computers that must be wiped and updated (software installation and imaging), as well as new units that must be assembled over the summer. Student interns will be responsible for supporting the Technology Department staff at each district to complete this important project. The students will intern with each district IT Department to complete imaging, unit and device assembly, and software installation for the district-owned devices. It would not be possible for the district IT Departments to host student interns during the school year because the staff do not work after school hours. Additionally, the bulk of the work on networking updates occurs during the summer, not during the school year. The type of work students will conduct during this internship is directly applicable to Networking Systems course content. The summer networking updates provide the most ideal work for students to apply academic knowledge to their responsibilities in a real-world setting.

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.

DETCCA offers robust CTE programs of study aligned with regionally high-wage, in-demand jobs and career pathways. CTE courses are hosted at the Education and Technology Center at Jasper ISD and open to enrollment to our 6 member school districts. Jasper ISD, as part of the DETCCA, offers a robust program of study in Emergency Services (Law and Public Services Career Cluster). The program of study follows the course sequence of: Principles of Law, Public Safety, Corrections, and Security (Level 1 course), Disaster Response (Level 2 course), Firefighter I (Level 3 course), and Firefighter II (Level 4 course). Each of these courses are important for student preparation to be hired as a firefighter/EMT, which is a high-demand, high-wage occupation for our region. However, all local ambulance and fire departments require that applicants have at least the Emergency Medical Technician-Basic (EMT-Basic) certification to be eligible for employment. Our summer program will offer the EMT-Basic course (a Level 3 CTE) course, which includes the dedicated ambulatory clinical hours to be eligible to take the EMT-Basic certification. This program will prepare students to take the certification exam. Students may take this course during their senior year of high school, but many do not have space in their schedule to take it during the regular school year. This will provide the opportunity for 15-20 students from 7 school districts in our area (6 DETCCA districts and 1 district in the taxing entity of our CTE center) to complete the course and clinical hours. We will be targeting enrollment of incoming 11th and 12th grade students. Priority for enrollment will be given to students who are enrolled in the Emergency Services program of study. If room is available, other students may participate as well. This is important because we do have some students who are interested in becoming paramedics but are not enrolled in the program of study. The course will be taught by an EMT instructor from our ambulatory partner, Acadian, in collaboration with our CTE teacher. It will meet the National Registry of Emergency Medical Technicians's requirements for classroom and clinical hours needed in order to be eligible to sit for the EMT-Basic certification exam.

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.

Jasper ISD, as part of the DETCCA, offers a robust program of study in Networking Systems (Information Technology career cluster). Jasper ISD will offer a Networking Systems work-based learning program centered on paid student internships and the Project-Based Research course, open to all 6 DETCCA school districts. We plan to serve 12 students through this program. The intent is to enroll 2 incoming 10th-12th grade students from each of the 6 DETCCA member school districts. Each school district will serve as the business partner and internship provider for their student interns. These school districts will include: Jasper ISD, Burkeville ISD, Newton ISD, Kirbyville CISD, Woodville ISD, and Spurger ISD. Each DETCCA school district has 1-to-1 computing devices, totaling over 7,000 student computers that must be wiped and updated (software installation and imaging), as well as new units that must be assembled over the summer. Student interns will be responsible for supporting the IT/Technology Department staff at each district to complete this important project. The students will intern with each district IT Department to complete imaging, unit and device assembly, and software installation for the district-owned laptops and desktop computers. Students will work with their internship supervisor to identify an issue the district is having related to IT/networking systems. Students will then conduct research on that issue (through the Project-Based Research course) and write a culminating research paper explaining the issue, with recommendations for the school district. Students will present their research projects to district superintendents at the end of the summer program. The Project-Based Research teacher will meet with the students weekly to set goals, discuss content related to the TEKS for the course, and serve as a mentor for the projects. The program will require students to apply academic knowledge to their responsibilities in a real-world setting. It will also require them to learn new information about software and IT processes. Students will develop and practice both technical and soft employability skills.

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