



**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

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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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, November 16, 2022**.Grant period from **March 1, 2023-September 30, 2023**Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

### Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

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

### Amendment Number

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

N/A

### Applicant Information

Organization Brooks County ISD CDN 024901 Campus Falfurrias ESC 01 UEI 030907828

Address 200 E. Adams Street City Falfurrias ZIP 78355 Vendor ID 74-6000838

Primary Contact Maria Rodriguez Casas Email mcasas@bcisd.us Phone 361-325-8000

Secondary Contact Sandra Castillo Email scastillo@bcisd.us Phone 361-325-8000

### 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 Maria Rodriguez Casas

Title Superintendent

Email mcasas@bcisd.us

Phone 361-325-8000

Signature

Date 11/14/2022

RFA # 701-23-103 SAS # 473-23

2022-2023 Summer Career and Technical Education Grant

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**Shared Services Arrangements**

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

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 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.

PROGRAM OVERVIEW FOR FOCUS AREA 1: Brooks County ISD (BCISD) has a mission to prepare every student for post-graduation success in all avenues of life by creating a college and career-ready learning community. With this mission in mind, Brooks County ISD will utilize FOCUS AREA 1 to fulfill that effort by implementing a 4-week credit CTE Summer Bridge program for incoming 9th graders. This program will promote college readiness skills by teaching students career pathways that lead to high-demand occupations, having students work alongside the designated campus Counselor to select their preferred pathway earlier, and providing students with Introductory Courses that are TEA-approved CTE Programs of Study and taught by BCISD's highly qualified teachers.

SPECIFIC NEEDS AT THE DISTRICT: Brooks County ISD developed its mission statement and Focus Area 2 program because it understands the district's current specific needs (including its students and community demographics). The following statistics keep the district seeking grant funds/assistance: 1) Brooks County ISD students are primarily living in poverty with 86% reported below the poverty line (TAPR 2021) That is more than double of the surrounding community, which still reports a high level of residents living in poverty, 28.7% (US Census 2020). 2) We have nearly 100% of our students classified as Title 1 (TAPR – States Avg. 64.5%). 3) We have a per capita income of \$15,817, while the state's average is double (US Census Quick Facts- \$32,177) 4) We have 33.6% of our Adults not working, while the national average is only 21.4% (Economic Innovation Group-Distressed Communities).

ADDRESSING NEEDS VIA FOCUS AREA 1 – To ensure that these needs can be addressed, BCISD will offer the designed program listed above. This program will prepare students for meaningful career and education pathways after high school. Also, this Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

**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 FOR FOCUS AREA 2: With our mission in mind, Brooks County ISD will implement a 5-week paid internships, apprenticeships, and job shadowing. program (Mondays through Thursdays, 28 hours per week) that falls in line with the district's CTE and P-TECH courses and pathways offered. By doing so, our students will understand the skills and abilities needed to transition smoothly from their educational experiences to the workforce. The district will ensure transportation to the locations of the internships/ apprenticeships/job shadowing and assign a staff member to oversee the program, collect data and ensure proper training and exposure. Also, Brooks County ISD will provide interviews for the different jobs/positions that are seen at their internships.

SPECIFIC NEEDS AT THE DISTRICT: Brooks County ISD developed its mission statement and Focus Area 2 program because it understands the district's current specific needs (including its students and community demographics). The following statistics keep the district seeking grant funds/assistance: 1) Brooks County ISD students are primarily living in poverty with 86% reported below the poverty line (TAPR 2021) That is more than double of the surrounding community, which still reports a high level of residents living in poverty, 28.7% (US Census 2020). 2) We have nearly 100% of our students classified as Title 1 (TAPR – States Avg. 64.5%). 3) We have a per capita income of \$15,817, while the states average is double (US Census Quick Facts- \$32,177) 4) 33.6% of the Adults are not working, while the national average is only 21.4% (Economic Innovation Group-Distressed Communities).

ADDRESSING NEEDS VIA FOCUS AREA 2 – To ensure that these needs can be addressed, BCISD will offer the designed program listed above. This program will provide students with employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance. Therefore, the Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

**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 - To supervise FOCUS AREA 1 personnel involved in the grant program and data is sent to TEA. (Existing)                       | Minimum of a Bachelor’s Degree in Education or a related field. At least 3 years of experience in the supervising of small to medium teams and in data reporting.  |
| CAMPUS TEACHERS/STAFF – To provide FOCUS AREA 1 students with instruction for the bridge program and work-based training support. (Existing) | Minimum of a Bachelor's Degree in Education or related field. Minimum of 3 years of experience in providing education in targeted coursework.  |
| CAREER COUNSELOR- To provide FOCUS AREA 1 students career advice and planning within CTE programs. (Existing)                                | Minimum of a Bachelors Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths.   |
| CAMPUS PRINCIPAL – Manage FOCUS AREA 1 day-to-day activities, oversee staff, and assist students in selecting career pathways. (Existing)    | 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. |
|  |  |

**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 - To supervise FOCUS AREA 2 personnel involved in the grant program and data is sent to TEA. (Existing)                        | Minimum of a Bachelor’s Degree in Education or a related field. Experience: At least 4 years of experience in being a Superintendent.  |
| CAMPUS PRINCIPAL – Manage FOCUS AREA 2 day-to-day activities, oversee staff, and assist students in selecting career pathways. (Existing)     | 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. |
| DISTRICT STAFF – To teach, support, and communicate FOCUS AREA 2 targeted CTE programs of study. (Existing)                                   | 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.   |
| PARTNERING BUSINESS LIAISON - These personnel will be responsible for implementing the selected work-based learning opportunities. (Proposed) | 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.                              |
|   |  |

**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?

As stated above, Brooks County ISD students primarily live in poverty, with 64% reporting below the poverty line (TAPR 2021). That is more than double the surrounding community, which still reports a high level of residents living in poverty, 28.7% (US Census 2020). High poverty leads to low EDUCATIONAL achievement. Therefore, Brooks County ISD has designed the Summer CTE Bridge program with the following GOALS/OBJECTIVES for the FOCUS AREA 1 Program.

**FOCUS AREA 1:**

GOALS, OBJECTIVES AND ACTIVITIES – Brooks County ISD will target 30 students within the Summer Bridge Program to participate in 1) Learning about career pathways that lead to high-demand occupations 2) Receiving a campus tour to get more familiar with the campus.3 ) Working alongside the designated campus Counselor to select their preferred pathway earlier ( the students will create a poster presentation on their favorite career discussed in the course to present to the middle school students) and 4) Partaking in the Introductory Courses that are TEA-approved CTE Programs of Study and taught by BCISD’s highly qualified teachers who are well-versed in the subject matters.

**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?

**FOCUS AREA 2:**

Brooks County ISD students primarily live in poverty, with 64% reporting below the poverty line (TAPR 2021). That is more than double the surrounding community, which still reports a high level of residents living in poverty, 28.7% (US Census 2020). High poverty leads to low CAREER achievement. Therefore, Brooks County ISD has designed a work-based learning program with the following GOALS/OBJECTIVES for the FOCUS AREA 2 Program.

GOALS, OBJECTIVES AND ACTIVITIES – Brooks County ISD will target 30 students within the work-based learning opportunities to participate in 1) Internships, apprenticeships, and job shadowing in the building trades (work-based learning opportunities will be offered through a local business who has signed a letter of support 5-points). By doing so, our continued goal is for students to understand the skills and abilities needed to transition smoothly from their educational experiences to the workforce. This program will prepare students in a way that cannot be replicated in the classroom. The district will ensure transportation to the locations of the internships/apprenticeships/job shadowing and assign a staff member to oversee the program, collect data and ensure proper training and exposure. and 2) Interviews for the different jobs/positions that are seen at their internships. In small groups, students will interview the participating employees of the partnering agencies.

These goals/objectives/activities will be completed and be vital to the district’s success.

**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 - BCISD will collect weekly data for the Summer CTE Bridge programs proposed (FOCUS AREA 1). The grant project manager will collaborate with the staff to assess and identify potential problem areas.

FOCUS AREA 1 - To evaluate performance, the following quantitative measures will be used: Student Diversity: Student information to determine the demographics of the students served. Number Served: Number of students enrolled in the summer program. 3. Program Completion: Number of students completing the summer program. 4. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, questionnaires, progress reports, grades, attendance sheets, student products (e.g., career directories, student poster presentations) and meetings with CTE teachers to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In Focus Area 1, grades will be analyzed after each week of programming to ensure effectiveness.

**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 - BCISD will collect weekly data for the work-based learning opportunities proposed (FOCUS AREA 2). The grant project manager will collaborate with the staff to assess and identify potential problem areas.

FOCUS AREA 2 - To evaluate the program and ensure student outcomes, the following measures will be used: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Students' total and average hourly earnings in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and meetings with the business partner liaisons to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In the Focus 2 Area, grades will be analyzed after each day of programming to ensure the effectiveness of project objectives and strategies.

**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.

To develop the proposed budget for the Summer CTE grant, BCISD outlined needs, goals, and milestones for student development and success in FOCUS AREA 1. The district researched the cost of the staffing, supplies and materials, curriculum, and software needed to reach those goals. Based on the courses that will be available and program needs, the district developed the following budget: 1) Payroll (\$12,400) - This amount does not exceed 75% of the requested grant funds. Payroll costs include one (1) bus driver and three (3) teachers to enable instruction in the identified CTE course, and Benefits for all professional and support staff (extra-duty pay) members paid through this grant; 2) Professional and contract services (\$19,742) - Grant funds will be used to fund training for CTE teachers' skills in the integration of activities into curriculum to ensure goals and objectives of this summer programming are met; and 3) Supplies and Materials (\$9,029) - Grant funds will be utilized to purchase instructional supplies and resources that are needed for the delivery of instruction. This will include relevant online resources, as well as, providing technology devices for students to utilize during the Summer Bridge Program so that students can work on assignments. 4) Other Operating Costs (\$7,450) - The district will cover the cost of travel for students to be picked up and dropped off from the program site. 5) Indirect Cost rate (\$1,379) The district will cover cost associated with the overhead fees of running the program.  
HIGH-LEVEL SNAPSHOT: There is no Summer Bridge Program at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products.  
ADJUSTMENTS: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the program's success. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If changes are needed, all TEA rules for amendments will be followed to amend the program.

**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.

To develop the proposed budget for this Summer CTE grant, BCISD outlined needs, goals, and milestones for student success in FOCUS AREA 2. The district included the cost of the staffing, supplies and materials, travel, and equipment needed to reach those goals. Based on the target number of students and the needs of the program, the following budget has been created: 1) Payroll (\$7,800) - Payroll costs include one (1) bus driver and one (1) business liaison to enable instruction in the identified CTE course, and Benefits for all professional and support staff (extra-duty pay) members paid through this grant. 2) Supplies and Materials (\$3,021) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 3) Other Operating Costs (\$37,800) - The district will cover the cost of travel for students to be picked up and dropped off to and from the site and pay for internship/apprenticeship locations to ensure all students can participate. Also, the district will cover the costs associated with the paid internships for the program. 4) Indirect Cost rate (\$1,379) The district will cover cost associated with the overhead fees of running the program.  
SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: There are no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.  
ADJUSTMENTS: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the program's success. If the stakeholders require guidance, they will reach out to TEA so their concerns can be adequately addressed. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If changes are needed, all TEA rules for amendments will be followed to amend the program.

**Program Requirements**

1a. Needs Assessment (Focus Area 1)

The following statistics are a part of the district needs assessment and are specific areas of need: Brooks County ISD students are primarily living in poverty with 86% reported below the poverty line (TAPR 2021) That is more than double of the surrounding community, which still reports a high level of residents living in poverty, 28.7% (US Census 2020). 2) We have nearly 100% of our students classified as Title 1 (TAPR – States Avg. 64.5%). 3) We have a per capita income of \$15,817, while the state’s average is double (US Census Quick Facts- \$32,177) 4) We have 33.6% of our Adults not working, while the national average is only 21.4% (Economic Innovation Group-Distressed Communities).

The cards seem stacked against the students of BCISD. This Summer CTE Project will put a dent into that stack by offering students the opportunity to see other job and career paths while simultaneously engaging in conversations with a career counselor. This grant will enable BCISD to offer courses that students usually do not have time to take. Summer is the optimum time to expose students to new job and career possibilities. The cohort of students with Summer CTE experience will be better prepared to follow a different path than their parents and neighbors, thus changing their future options.

1b. Needs Assessment (Focus Area 2)

The following statistics are a part of the district needs assessment and are specific areas of need: Brooks County ISD students are primarily living in poverty with 86% reported below the poverty line (TAPR 2021) That is more than double of the surrounding community, which still reports a high level of residents living in poverty, 28.7% (US Census 2020). 2) We have nearly 100% of our students classified as Title 1 (TAPR – States Avg. 64.5%). 3) We have a per capita income of \$15,817, while the state’s average is double (US Census Quick Facts- \$32,177) 4) We have 33.6% of our Adults not working, while the national average is only 21.4% (Economic Innovation Group-Distressed Communities).

Therefore, with programs like the Summer CTE, Brooks County ISD will provide students with work-based learning opportunities (FOCUS AREA 2). This will ensure students learn employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance. Therefore, the Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.



**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.

Brooks County ISD is fully prepared to provide a Summer CTE Program (FOCUS AREA 1) 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 a weekly rotation to include the following Level 1 Approved CTE coursework:  
EDUC 1300 Learning Frameworks (including but not limited to welding, electrical, construction, and applied technology).

The courses will be taught at the high school by highly qualified staff. BCISD administrators believe providing these CTE courses during a crucial transition year will help these students to a quicker start in their high school careers with eventual benefits to complete coursework and obtain certifications by the time they graduate and be on a path toward an Associate's degree if they so choose.

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.

BCISD will offer a 5-week paid internship program (Mondays through Thursdays, 28 hours per week) comprised of CTE opportunities that fall in line with the district's CTE and P-TECH courses and pathways offered. The district will continue its partnership with the nonprofit Los Mestenos Career Academy and Noble Texas Builders, a general contractor based in South Texas, to provide paid apprenticeship/internship opportunities in welding and other construction/building trades, such as electrical and applied technology. BCISD also will pursue business partners that can offer internships and job shadowing opportunities for students interested in working in a business setting, including as management, office and administrative personnel. While BCISD would like to open this overall opportunity to as many students as possible, due to budgetary restrictions, the maximum is expected to be about 30 students. Students will be assessed by the project manager and the business liaisons involved in the internships. This Summer CTE grant will allow BCISD to offer its economically disadvantaged students opportunities to be involved in work-based learning while also earning pay for their efforts. This will allow students who typically would have to obtain minimum wage jobs in the summer to instead earn money through career/skilled experiences which will support them in future career hiring opportunities in high-demand/ high-paying positions. Furthermore, Students interested in Building Trades will work with local businesses to learn what it is like in that industry on a daily basis. Students will be able to learn how to evaluate a job site, plan a project, and observe the details of the process. This facility is experienced in providing in-depth training sessions for volunteers and clients and is ready to provide the same for the students of BCISD in this internship program. Grant funds would be used to compensate on hourly basis students based on their attendance and performance. BCISD staff also will be visiting the job/internship sites to ensure the work-based learning models are appropriate and meet the goals and objectives of both the grant and the district.

**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**