



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

NOGA ID

Authorizing legislation

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

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

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

Application stamp-in date and time

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

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

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

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

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

Amendment Number

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

N/A

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Summary of Program (Focus Area 1)

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

SPECIFIC NEEDS: In our district, we are faced with a myriad of formidable challenges. To begin with, we grapple with a dishearteningly high percentage of at-risk graduates, standing at 67.6%, a figure significantly surpassing the state average of 43.3%. Further compounding our concerns is the startling fact that less than one-fourth of our teachers hold a master's degree, a mere 15.4%, well below the state average. Additionally, we have a substantial population of economically disadvantaged students, comprising a staggering 96.2% of our student body.

Given that nearly all of our students bear the heavy burden of financial hardship, the barriers preventing their access to afterschool programs become even more insurmountable. However, a Summer CTE program holds the potential for profound transformation, offering our students a tangible pathway to a brighter future filled with opportunities for higher-paying employment.

OVERVIEW OF THE PROGRAM: Given the gravity of these challenges, we earnestly seek the 2023-2024 Summer CTE program grant under Focus Area 1 for Valley View ISD (VVISD). Specifically, for this Summer CTE Grant, VVISD aims to offer a bridge program encompassing the following areas: Business Management, and Welding Fundamentals. Our objective is clear: to target 11th and 12th grade students (15) to earn a certificate in welding utilizing an accelerated CTE program and to target 8th and 9th grade students to earn college credit for business management through a comprehensive 4-week Summer Bridge Program. This meticulously crafted program is designed to introduce students to a wide spectrum of in-demand, high-wage Career and Technical Education (CTE) programs of study.

ADDRESSING NEEDS and MISSION STATEMENT: Through the implementation of this program, our primary aim is to propel Valley View ISD students toward their journey to higher education while also preparing them for lucrative job opportunities in the future. Initiatives like these are of paramount importance as we diligently work to confront and overcome the significant challenges facing our district. Our district's mission statement exemplifies our unwavering commitment to addressing these challenges and includes: "providing a safe, nurturing environment with equitable and innovative learning opportunities so all students learn, grow, and experience success."

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.

SPECIFIC NEEDS: In our district, we are faced with a myriad of formidable challenges. To begin with, we grapple with a dishearteningly high percentage of at-risk graduates, standing at 67.6%, a figure significantly surpassing the state average of 43.3%. Further compounding our concerns is the startling fact that less than one-fourth of our teachers hold a master's degree, a mere 15.4%, well below the state average. Additionally, we have nearly all of our students classified as economically disadvantaged students, (96.2% of our student body).

Given that our students bear the heavy burden of financial hardship, the barriers preventing their access to afterschool programs become even more insurmountable. However, a Summer CTE program holds the potential for profound transformation, offering our students work-based learning in a high demand/wage job.

OVERVIEW OF THE PROGRAM: Recognizing the gravity of these challenges, we seek the 2023-2024 Summer CTE program grant under Focus Area 2 for Valley View ISD. The district plans to implement a 4-week Work-Based Learning Program tailored to upperclassmen, with a target of up to 36 students. This innovative program will enable students to participate in internships, for which they will be compensated, alongside our skilled and experienced district teachers and nurses. Moreover, students will gain invaluable real-world work experience by engaging in tasks such as lesson planning, developing activities, classroom management, health assessments, first aid, recording and filing of medical records and observation of patient care.

ADDRESSING NEEDS and MISSION STATEMENT: Through the implementation of this program, our primary aim is to propel Valley View ISD students toward their journey to higher education while also preparing them for lucrative job opportunities in the future. Initiatives like these are of paramount importance as we diligently work to confront and overcome the significant challenges facing our district. Our district's mission statement exemplifies our unwavering commitment to addressing these challenges and includes: "providing a safe, nurturing environment with equitable and innovative learning opportunities so all students learn, grow, and experience success."

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
GRANT PROGRAM MANAGER – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of administrative experience.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Bachelor's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
CAMPUS TEACHERS/STAFF – Will introduce incoming 9th graders to CTE courses through a bridge program & offer accelerated CTE courses (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses. EXPERIENCE: 3 years of experience in providing CTE education.

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
GRANT PROGRAM MANAGER – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of administrative experience.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Bachelor's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
PARTNERING BUSINESS LIAISON – Will be responsible for overseeing students as they receive work-based learning opportunities. (Proposed)	QUALIFICATIONS: Ability/knowledge to offer the targeted CTE trainings and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.

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?

FOCUS AREA 1: Primary Goals and Objectives of The Proposed Program: Valley View ISD has established clear objectives for the grant program. Among these objectives, the district is dedicated to providing a comprehensive 4-week Summer Bridge Program for 8th and 9th graders, benefiting 15 students and utilizing an accelerated summer CTE program for 11th and 12th graders. The primary objective is to empower Valley View ISD's students with a heightened understanding and familiarity with high-demand CTE programs, ensuring their readiness as they transition to high school and the workforce.

ACTIVITIES/STRATEGIES: With a focus on achieving our targeted outcomes, Valley View ISD has methodically outlined a comprehensive set of activities and strategies as part of the Bridge Program. These initiatives encompass the following:

1. Providing campus tours for incoming 8th and 9th-grade students to bolster confidence in high school.
2. Conducting orientations for 8th-grade students and/or their parents to provide in-depth information about the diverse array of Career and Technical Education (CTE) Programs of Study offered at the high school.
3. Allocating dedicated time for 8th-grade students at Valley View ISD to interact with the Campus Counselor, fostering discussions to identify the most suitable Program of Study aligned with their individual interests and aspirations.
4. Implementing introductory courses that comprehensively cover a variety of TEA CTE Programs of Study.

Moreover, within the framework of the Accelerated CTE Program, a series of targeted activities will be implemented. These include coordinating dedicated sessions for upperclassman students to engage with the Campus Counselor, facilitating a comprehensive review of summer course offerings. Furthermore, students will be guided through purposeful course sequences designed to equip them with the essential knowledge and skills crucial for success in their chosen career paths. Adequate provision of technology and materials necessary for the completion of CTE coursework will be ensured, and only instructors possessing a high level of expertise in the subject will deliver the coursework. These thoughtfully planned activities are designed to ensure a comprehensive and supportive transition for the students at Valley View ISD.

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: Primary Goals and Objectives of The Proposed Program: Valley View ISD has set clear and important goals for our Focus Area 2 program. One of our main goals is to provide Valley View ISD students with a hands-on learning opportunity in Career and Technical Education (CTE). We want our students to leave high school with extra knowledge and practical experience that will help them after graduation.

ACTIVITIES/STRATEGIES: To achieve these goals, Valley View ISD has planned the following strategies within the work-based learning program:

1. Offering students incentives to get them excited and involved in the program.
2. Providing transportation to and from the campus, so students can easily participate.

During the program, Valley View ISD students will gain practical experience by:

- Assisting with injuries at school.
- Observing medicine administration.
- Observing patient care and basic nursing skills and procedures.
- Developing lesson plans.
- Creating classroom activities for diverse learners.
- Assisting with classroom management.

These real-world experiences will teach our students important job skills and make their transition from school to work or further education smoother. They will have better opportunities for employment and continuing their education after high school.

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.

To ensure the attainment of Valley View ISD's Focus Area 1 program objectives, the district has identified key PERFORMANCE MEASURES: 1. Student Diversity: Evaluating student demographics to understand the composition of the served population. 2. Number Served: Tracking the enrollment figures for the summer program. 3. Program Completion: Monitoring the number of students successfully completing the summer program. 4. Course(s) Completed: Collecting relevant data through the PEIMS system.

For effective data gathering, the district has opted for specific TOOLS, including Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data.

The collected data will be instrumental in assessing the SUCCESS OF PROJECT OBJECTIVES AND STRATEGIES. The data collection process will be continuous and involve the following STEPS:

- Analyzing grades at the conclusion of each week of programming.
- Daily scrutiny of attendance records.
- Administering surveys both before and after program completion.
- Reviewing PEIMS data and the TAPR report both before and after program completion.

In summary, Valley View ISD's meticulous selection of performance measures and data collection tools will guarantee the effectiveness of the Focus Area 1 program, ultimately benefiting its students.

Performance and Evaluation Measures (Focus Area 2)

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

To ensure the achievement of Valley View ISD's Focus Area 2 program objectives, the district has identified key PERFORMANCE MEASURES, including:

1. Student Diversity: Gathering student demographic data to understand the composition of the served student population.
2. Number Served: Tracking the participation of students in internships or pre-apprenticeship training within the program.
3. Business Participation: Monitoring the involvement of businesses and industry partners in providing work-based learning experiences.
4. Hours Completed: Documenting the total and average hours devoted by students to the program.
5. Hourly Earnings: Recording the total and average hourly earnings of students engaged in the program.
6. Training Plan(s) Developed: Providing evidence of individualized training plans for each participating student.
7. Partnership Agreements: Documenting formalized partnership agreements with businesses and industry partners.
8. Assessment and Recognition: Demonstrating the culmination of assessments or recognition of acquired skills for each student.
9. Course(s) Completed: Collecting data related to courses completed, as per the PEIMS system.

To gather pertinent information, the district has selected the following TOOLS: Student/Stakeholder Surveys, Work-based Applications, Attendance Records, and PEIMS data.

The collected data will be integral in evaluating the SUCCESS OF PROJECT OBJECTIVES AND STRATEGIES. The data collection process will be on-going, involving the following STEPS:

- Daily review of attendance records.
- Pre- and post- program completion administration of surveys.
- Weekly examination of student work-based applications to ensure continuous progression.
- Pre- and post- program completion review of PEIMS data and the TAPR report.

Valley View ISD's performance measures will have a positive impact on the Focus Area 2 program and its students.

Budget Narrative (Focus Area 1)

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

Valley View ISD has thoroughly assessed staffing, supplies, materials, contracts, and travel expenses to align with the program's objectives and requirements. The proposed budget is as follows:

- PAYROLL (\$7,875): Covers bus driver salaries for transportation to work sites, a Program Director's salary, and compensation for professional staff (teachers) responsible for program administration, including employee benefits.
- PROFESSIONAL AND CONTRACTED SERVICES (\$21,644): Costs to cover the IHE fees and certification costs for the students. Also, for costs to assist with data collection and analyses for course completion.
- SUPPLIES AND MATERIALS (\$13,125): Allocated for purchasing necessary supplies and materials for Focus 1 Area students, supporting their projects and coursework during hands-on training opportunities.
- TRAVEL (\$5,000): Allocated for providing transportation for students to/from the program and any other travels required for completion of the program.
- INDIRECT COSTS (\$2,356): This budget item is determined based on the approved indirect rate (4.652%) for Valley View ISD and will be utilized to cover associated overhead costs.

High-Level Snapshot: Valley View ISD currently lacks a Summer Bridge or Accelerated Summer CTE Program. Financial resources cover facilities, transportation, cafeteria staffing, computer/software purchases, and classroom improvements. These expenses come from various sources, including local funds for infrastructure, state funds for transportation, Texas Department of Agriculture funding for summer nutrition, and the Instructional Materials Allotment (IMA) for hardware/software.

Adjustments for Future Needs: Valley View ISD recognizes the importance of a continuous Summer Bridge and Accelerated Summer CTE Program. To prepare for future needs, the district is committed to seeking additional grant funding, partnering with businesses for donations, securing ongoing board support, and evaluating existing funding channels to align with grant proposal objectives.

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.

Valley View ISD has meticulously assessed various budget categories, including staffing, supplies and materials, contracts, and travel, to align with the program's needs and objectives. The proposed budget is structured as follows:

- PAYROLL (\$7,875): This allocation covers the payroll expenses for bus drivers transporting students to work sites, the salary of the Program Director, and compensation for professional staff (teachers) responsible for program administration, including employee benefits.
- PROFESSIONAL AND CONTRACTED SERVICES (\$3,644): This allocation covers the costs for data collection and analyses of work-based learning activities.
- SUPPLIES AND MATERIALS (\$9,525): These funds are designated for the acquisition of supplies and materials for Focus 2 Area students, supporting their projects and coursework during hands-on training opportunities.
- OTHER OPERATING EXPENSES (\$26,600): Valley View ISD has allocated resources to cover costs associated with paid internships and pre-apprenticeship/youth apprenticeship programs.
- INDIRECT COSTS (\$2,356): This budget item is determined based on the approved indirect rate (4.652%) for Valley View ISD and will be utilized to cover associated overhead costs.

HIGH-LEVEL SNAPSHOT: Currently, Valley View ISD does not offer paid internships. However, funds are allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through various sources, including local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMA) for hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Valley View ISD recognizes the importance of sustaining the work-based learning program. To ensure this sustainability, the district will actively pursue additional grant funds, seek support from local businesses, request consideration from the board for on-going services, and evaluate current funding streams to align them with grant objectives.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

Valley View ISD grapples with several challenges that could impact the successful completion of courses within our programs of study. These challenges can be seen below:

1. The district serves a substantial population of economically disadvantaged students (96.2% District Avg. vs. 62.1% State’s Avg.) who consistently face insurmountable transportation barriers, preventing their participation in various after-school programs. As a note, the average income in the district’s area is \$45,016, which is considerably lower than the state’s average of \$73,035. (U.S. Census Quick Facts)
2. The district struggles with a severe shortage of qualified teachers. Shockingly, less than one-fourth of our educators hold a master’s degree, accounting for a mere 15.4%—a deficiency that falls well below the state average.

These two factors can be detrimental to offering students meaningful after-school classes and opportunities.

In response to these challenges, Valley View ISD's Focus Area 1 program aims to address the staffing and transportation issues via program funding. By addressing these two critical factors, the district can guide students towards higher education while equipping them with the necessary skills and knowledge for promising future career opportunities. Initiatives of this nature hold paramount significance as we earnestly strive to confront and overcome the substantial challenges facing our district.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

Valley View ISD grapples with several challenges that could severely impact the successful completion of the WBL activities that are being proposed. These challenges can be seen below:

1. The district serves a substantial population of economically disadvantaged students (96.2% District Avg. vs. 62.1% State’s Avg.) who consistently face insurmountable transportation barriers, preventing their participation in various after-school programs. As a note, the average income in the district’s area is \$45,016, which is considerably lower than the state’s average of \$73,035. (U.S. Census Quick Facts)
2. The district struggles with a severe shortage of qualified teachers. Shockingly, less than one-fourth of our educators hold a master’s degree, accounting for a mere 15.4%—a deficiency that falls well below the state average.

These two factors can be detrimental to offering students meaningful work-based opportunities.

Acknowledging the challenges we face, we are committed to launching a focused 4-week Work-Based Learning Program tailored for upperclassmen, with the goal of involving up to 36 students. To ensure financial barriers do not prevent engagement/attendance, funds have been allocated to transport the student both to and from the work site. Additionally, funds have been allocated to ensure qualified staff are available to supervise the students during the activities.

By doing this, as well as offering the paid internships, Valley View ISD will provide students with additional income as well set them on a trajectory towards fulfilling careers, empowering them to break the cycle of low educational attainment and poverty.

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.

Valley View ISD is preparing to expand its educational offerings by introducing CTE COURSES within the Business Management and Welding Program of Study. With these programs, the district anticipates the active involvement of 15 students and is committed to ensuring that these students are not only ENGAGED but also well-SUPPORTED throughout their coursework.

The strategic selection of the Business Management and Welding Programs of Study is rooted in their alignment with high-demand occupations in these fields, providing students with valuable skills and knowledge (Source: Texas Career Check, 2024).

In the framework of these programs, essential courses such as "Business Management Principles" and "Welding Fundamentals" will be offered. These courses are structured for 4 hours per day, 4 days a week, spanning 4 consecutive weeks, providing a substantial and immersive experience through South Texas College (attached IHE letter of support). This initiative not only addresses the current demands in these fields but also underscores the district's commitment to delivering a well-rounded and intensive educational experience for its students.

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.

Valley View ISD is excited to provide up to 36 students with paid internships alongside various BUSINESS and INDUSTRY PARTNERS, including the district's own nursing department (6 internships), and our dedicated classroom teachers (30 internships) who will serve both as instructors and business partners. Both the Valley View ISD Teaching Department and the Nursing Department have provided letters of support for the program (2 priority points).

As part of our WORK-BASED LEARNING MODEL, students will engage in a variety of activities associated with their chosen fields, which include the LVN Nursing Program, and Teaching Program of Study. These activities may include:

- LVN Nursing Learning Program: Assisting in patient care, filing and updating medical records, and providing support to healthcare professionals with the guidance of our nursing department.
- Teaching Program of Study: Assisting teachers in classroom activities, preparing educational materials, and providing support to students, all under the mentorship of our dedicated educators.

Participating students will not only enhance their workforce readiness but will also have the opportunity to develop essential soft skills, including communication, enthusiasm and attitude, teamwork, networking, problem-solving, critical thinking, and professionalism. These skills will give them a competitive advantage in achieving their career goals.

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