



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.

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**

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 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

DocuSigned by:

7B86A601E498413

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Summary of Program (Focus Area 1)

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

PROGRAM OVERVIEW FOR FOCUS AREA 1: Carlisle ISD (CISD) has an overall mission to “Promote an education to prepare all students for lifelong success, stressing a positive learning environment, preparing our students to become productive citizens”. With this mission in mind, Carlisle ISD will utilize FOCUS AREA 1 to fulfill that effort by implementing a 4-week CTE Summer Bridge program targeting up to 30 incoming 9th graders. CISD will offer the following programs of study: Agribusiness, Plant Science (Agriculture), Exercise Science and Wellness (Health Science), and Graphic Design and Multimedia Arts (Arts, Audio/Video Technology, and Communications). This program aims to enhance students' college and career readiness, by providing students with early exposure to career pathways, guiding them in selecting their preferred paths with the help of the designated campus Counselor, and offering TEA-approved Introductory Courses as part of CISD's CTE Programs of Study, taught by highly qualified teachers.

SPECIFIC NEEDS AT THE DISTRICT: Carlisle ISD used its mission statement to develop the Focus Area 1 program to help address the district's current specific needs derived from student and community demographics. The following district statistics demonstrate the severe needs: 1) A majority of Carlisle ISD's students are living in poverty. In fact, over 82.3% of the district's students are identified as economically disadvantaged, based on the Texas Academic Performance Report (TAPR). 2) CISD has 100% of students classified as Title 1 (TAPR – States Avg. 64.6%). 3) The student enrollment is 54.4% Hispanic (TAPR 2023). 4) Nearly 1 in every 2 adults in the area are currently unemployed; this is much higher than the national average of 35%. Unemployed parents living in poverty are unable to support their children and their children's efforts in school as well as parents more financially stable.

ADDRESSING NEEDS VIA FOCUS AREA 1 – To ensure that these needs can be addressed, CISD will offer the summer bridge 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 how they 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, Carlisle ISD (CISD) will target up to 15 students for a 2-week-long work-based learning program designed to familiarize students with various CTE programs of study. In this work-based learning experience, CISD will offer a paid internship program that enables students to work alongside department heads and staff members of the district in programs directly related to targeted areas of the grant (i.e. Information Technology Support and Services (IT Department), HVAC and Sheet Metal/Electrical/Plumbing and Pipefitting (Maintenance Department-3 Priority Points), Agribusiness (Agriculture Department), and Exercise Science and Wellness (Athletic Department)). As a result of participating in the internship activities, students will acquire real-world work experience and skills needed to obtain high paying careers such as Computer System Analyst and Support (\$87,568- average salary), Farmers, Ranchers, and Other Agricultural Managers (\$59,134-average salary), Heating, Air Conditioning, and Refrigeration Mechanics (HVAC – 1 Priority Point \$41,808- average salary), Electricians (Electrical- 1 Priority Point \$44,013- average salary), and Plumbers, Pipefitters and Steamfitters (Plumbing and Pipefitting- 1 Priority Point \$44,928- average Salary).

SPECIFIC NEEDS AT THE DISTRICT: Carlisle ISD used its mission statement to develop the Focus Area 1 program to help address the district's current specific needs derived from students and community demographics. The following district statistics demonstrate the severe needs: 1) A majority of Carlisle ISD's students are living in poverty. In fact, over 82.3% of the district's students are identified as economically disadvantaged, based on the Texas Academic Performance Report (TAPR). 2) CISD has 100% of students classified as Title 1 (TAPR – States Avg. 64.6%). 3) The student enrollment is 54.4% Hispanic (TAPR 2023). 4) Nearly 1 in every 2 adults in the area are currently unemployed; this is much higher than the national average of 35%. Unemployed parents living in poverty are unable to support their children and their children's efforts in school as well as parents more financially stable. These statistics needs must be addressed so the district can further achieve its MISSION statement (“Promote an education to prepare all students for lifelong success, stressing a positive learning environment, preparing our students to become productive citizens”).

ADDRESSING NEEDS VIA FOCUS AREA 2 – To ensure these needs can be addressed, CISD 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
PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)	Qualifications: Minimum Qualifications of a Master’s Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.
SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)	Qualifications: Minimum Qualifications of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 2 years of experience being a Superintendent.
COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities in the bridge program. (EXISTING)	Qualifications: Minimum Qualifications of a Master’s Degree in Education or a related field. Experience: Must have 2 years minimum in Education or a related field.
SUMMER CTE PROJECT DIRECTOR: Responsible for overseeing the program and ensuring all performance measures are monitored. (PROPOSED)	Qualifications: Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Experience: Must have 1 year of experience with managing programs, grants, personnel, and budgets.
DISTRICT CTE STAFF: Responsible for providing Bridge program, as well as oversight and data collection. (EXISTING)	Qualifications: Minimum Qualifications of a Bachelor’s Degree; Experience: Must have at least 4 years of prior experience and knowledge in programs of study being taught.

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
SUMMER CTE TEACHERS: Responsible for informing students of the opportunity to participate in work-based learning opportunities. (EXISTING)	Qualifications: Minimum of a Bachelor’s Degree; Experience: Must have at least 4 years of prior experience and knowledge in programs of study being taught.
PARTNERING BUSINESS DEPARTMENT LIAISON: Responsible for implementing the selected work-based learning opportunities. (PROPOSED)	Qualifications: Minimum qualifications necessary to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.
PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)	Qualifications: Minimum of a Master’s Degree in Education or a related field. Experience: Must have at least 1 year of experience with managing programs, grants, personnel, and budgets.
COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the work-based learning experiences. (EXISTING)	Qualifications: Minimum of a Master’s Degree in Education or a related field. Experience: Must have at least 2 years in Education or a related field.
SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)	Qualifications: Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.

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?

Carlisle ISD developed its major FOCUS AREA 1 goals and activities after conducting a needs assessment (See stats below): Carlisle ISD is situated in a rural area (Rural District- 5 Priority Points), and the district identifies 82.3% of the as economically disadvantage; 59.9% of students are at-risk (TAPR 2023); and 49.5% of the county population are unemployed. These demographic statistics influence the district's decision to apply for this grant. This grant opportunity offers Carlisle ISD the opportunity to implement a Summer Bridge Program with the following GOALS/ACTIVITIES: Agribusiness, Plant Science (Agriculture), Exercise Science and Wellness (Health Science), and Graphic Design and Multimedia Arts (Arts, Audio/Video Technology, and Communications)

GOALS, OBJECTIVES AND ACTIVITIES – The first Carlisle ISD goal is to target and recruit up to 30 students incoming 9th graders for the Summer Bridge Program. To meet this goal, students will recruited from their 8th grade classes during the final month of school. The primary objective of the Summer Bridge Program is to encourage students to participate in activities such as 1) Exploring the different career pathways that lead to high-demand occupations 2) Participating in a campus tour to enhance familiarity with the environment 3) Collaborating with the designated campus counselor to choose a preferred pathway students will create a poster presentation on their chosen career, presenting it to middle school students and 4) Engaging in TEA-approved Introductory Courses, part of the CTE Programs of Study, taught by CISD's highly qualified teachers well-versed in the subject matter. Through completing the activities mentioned above, this will in turn assist us in meeting our overall GOAL of the grant as well as the CISD MISSION statement to promote an education to prepare all students for lifelong success.

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?

Carlisle ISD's has identified that 82.3% of the area are economically disadvantage, based on the Texas Academic Performance Report (TAPR) (2023). In an already impoverished area, this number is a heavy burden for the local society; additionally, 59.9% of students are at-risk and need remedial assistance; and 49.5% of the county population are unemployed; High poverty and unemployment rates lead to low CAREER achievement. Therefore, Carlisle ISD has designed a work-based learning program with the following GOALS/OBJECTIVES for the FOCUS AREA 2 Program. Carlisle ISD GOAL it to target and recruit up to 15 students through presentations at the graduating 8th grade classes. The OBJECTIVE is to provide work-based learning opportunities for students, so they can explore career opportunities in high-demanding fields. This will be achieved through 1) Internships and apprenticeships (work-based learning opportunities will be offered through the district directly, and they have signed a letter of support 2 points). By doing so, our continued goal is to empower students with the skills and abilities necessary for a seamless transition from their educational experiences to the workforce. This program will equip students in a way that cannot be replicated within the confines of a traditional classroom setting. and 2) Interviews for the different jobs/positions that are seen at their internships. In small groups, students will do mock interviews for jobs observed in their internships. During students work-based learning program, they will be able to conduct real-world work ACTIVITIES that include but are not limited to: Maintenance of heating, ventilation, and air conditioning (HVAC and Sheet Metal – 1 Priority Point) systems, Select, Replace, and Install various lighting fixtures (Electrical- 1 Priority Point), Identify, Repair, and Install various types of piping, tubing, and supports for plumbing projects (Plumbing and Pipefitting- 1 Priority Point), Hands-on experience in practical skills such as electrical stimulation and wrapping techniques for sports injuries (Exercise Science and Wellness), installing and checking out new computers (Information Technology Support and Services), etc. Through these opportunities, students will learn more about a high-demand CTE field, build employability skills in real-world settings, make transitioning from school to the workforce more effortless, and achieve better results under employment and post-secondary enrollment.

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 - CISD will collect weekly data for the Summer CTE Bridge programs proposed (FOCUS AREA 1). The Summer CTE Project Director 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 - CISD will collect weekly data for the work-based learning opportunities proposed (FOCUS AREA 2). The Summer CTE Teachers will collaborate with one another and additional 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.

Carlisle ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and equipment, to meet the needs and goals of the program. With that said, the following is the proposed budget: 1) PAYROLL (\$20,500) – Payroll costs for a Program Director and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. 2) PROFESSIONAL AND CONTRACTED SERVICES (\$4,003) – Grant funds will be used to assist with data collections and analysis for course completions that is necessary to assess the success of the program, the integration of activities, and ensure goals and objectives of this summer programming are met. 3) SUPPLIES AND MATERIALS (\$17,500) – Costs to purchase students in the Focus 1 Area supplies and materials for their projects and their coursework during their hands-on training opportunities. 4) CAPITAL OUTLAY (\$6,000) – Grant funds will be used to purchase a commercial refrigerator for students under the Plant Science (Agriculture) Program of Study (POS) to store plant samples, conduct temperature-controlled experiments, and more. 5) INDIRECT COSTS (\$1,997) – This is based on the approved indirect rate for Carlisle ISD and will be used to cover the associated overhead costs. While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used for similar projects include: \$625,000 for CTE programs and \$50,000 for introductory courses offered during the year. In addition to this, we cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms, which will be needed during this program. These expenses 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. These offerings will help offset the expense associated with implementing the grant program. ADJUSTMENTS TO MEET FUTURE NEEDS: Carlisle ISD understands the need for continued sustainability in the summer bridge program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to goals.

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.

Carlisle ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and other operating expenses, to meet the needs and goals of the program. With that said, the following is the proposed budget: 1) PAYROLL (\$20,500) - Payroll costs for the Program Director, and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. 2) PROFESSIONAL AND CONTRACTED SERVICES (\$4,003) – Costs will be used to assist with data collection and analyses of work-based learning activities. 3) SUPPLIES AND MATERIALS (\$13,420) – Costs to purchase students in the Focus 2 Area supplies and materials for their projects and their coursework during their hands-on training opportunities. 4) OTHER OPERATING EXPENSES (\$10,080) –Carlisle ISD allocated funds to cover costs associated with the paid internships and pre-apprenticeship/youth apprenticeship programs. 5) INDIRECT COSTS (\$1,997) - This is based on the approved indirect rate for Carlisle ISD and will be used to cover the associated overhead costs. While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used for similar projects include: \$625,000 for CTE programs and \$50,000 for introductory courses offered during the year. In addition to this, we cover the cost of facilities, cafeteria personnel, computers/software, and classrooms, which will be needed during this program. These expenses 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. These offerings will help offset the expense associated with implementing the grant program. ADJUSTMENTS TO MEET FUTURE NEEDS: Carlisle ISD understands the need for continued sustainability in this work-based learning program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to goals.

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.)

The following statistics are a part of the district needs assessment and are specific areas of need: 1) Carlisle ISD students are primarily living in poverty with 82.3% of the area being identified under economically disadvantage, based on the Texas Academic Performance Report (TAPR 2023). 2) We have nearly 100% of our students classified as Title 1 (TAPR – States Avg. 64.6%). 3) 54.4% of the student enrollment is a minority (Hispanic) (TAPR 2023). 4) We have 49.5% of our Adults not working, while the national average is only 35% (Economic Innovation Group-Distressed Communities).

The cards seem stacked against the students of CISD. 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 CISD 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): 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.)

The following statistics are a part of the district needs assessment and are specific areas of need: 1) Carlisle ISD students are primarily living in poverty with 82.3% of the area being identified under economically disadvantage, based on the Texas Academic Performance Report (TAPR 2023). 2) We have nearly 100% of our students classified as Title 1 (TAPR – States Avg. 64.6%). 3) 54.4% of the student enrollment is a minority (Hispanic) (TAPR 2023). 4) We have 49.5% of our Adults not working, while the national average is only 35% (Economic Innovation Group-Distressed Communities).

Therefore, with programs like the Summer CTE, Carlisle 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.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED: Carlisle ISD is fully prepared to provide a Summer CTE Program for 8th-grade students transitioning to 9th grade, specifically targeting Agribusiness, Plant Science (Agriculture), Exercise Science and Wellness (Health Science), and Graphic Design and Multimedia Arts (Arts, Audio/Video Technology, and Communications), in alignment with Focus Area 1. Completion and pursuit of these POS are designed to lead students towards high-paying occupations in the state, including roles such as Farmers, Ranchers, and Other Agricultural Managers, Athletic Trainer, Soil and Plant Scientists, and Graphic Designers. During this Summer Bridge Program, up to 30 students will have the opportunity to engage in course sampling through a weekly rotation featuring introductory courses in Agribusiness, Plant Science (Agriculture), Exercise Science and Wellness (Health Science), and Graphic Design and Multimedia Arts (Arts, Audio/Video Technology, and Communications). These courses will be conducted at the high school by highly qualified staff. The CISD administrators believe that offering these CTE courses during this critical transition year will empower students to embark on their high school journeys more efficiently. This early exposure is anticipated to yield long-term benefits, facilitating the completion of coursework, acquisition of certifications, and setting a trajectory towards an Associate’s degree, should students choose to pursue this path.

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.

BUSINESS AND INDUSTRY PARTNERS INVOLVED: Carlisle ISD is situated in a rural area (Rural District- 5 Priority Points), distanced from major corporations. In response, the district is initiating a two-week paid internship program (Monday through Thursday, 24 hours per week) up to 15 students. This program entails engaging students in work-based learning modules and experiences, allowing them to collaborate with their respective district department heads in daily operations, providing valuable insights into the professional world. To reinforce Focus Area 2, the district has submitted a signed letter of support. (2 priority pts.).

WORK-BASED LEARNING MODEL(S): From partaking in this program, students at Carlisle ISD will receive real-world work experience by conducting activities such as: Maintenance of heating, ventilation, and air conditioning (HVAC and Sheet Metal – 1 Priority Point) systems, Select, Replace, and Install various lighting fixtures (Electrical- 1 Priority Point), Identify, Repair, and Install various types of piping, tubing, and supports for plumbing projects (Plumbing and Pipefitting- 1 Priority Point), Hands-on experience in practical skills such as electrical stimulation and wrapping techniques for sports injuries (Exercise Science and Wellness), installing and checking out new computers (Information Technology Support and Services), etc. Not only will this be a great learning experience, but students at Carlisle ISD will become more marketable for the workforce by learning skills such as communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. This grant will also allow CISD to provide valuable work-based learning opportunities for economically disadvantaged students, while also earning pay for their efforts. This will also 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.

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