



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

NOGA ID [Redacted]

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): [Redacted]

Applicant Information

Organization **Socorro Independent School District** CDN **071909** ESC [Redacted] UEI **ZB1CF1UCVQ7**

Address **12440 Rojas** City **El Paso** ZIP **79928** Vendor ID **1746029385**

Primary Contact **George Thomas** Email **gthomas@sisd.net** Phone **915-937-0303**

Secondary Contact **Adriana Romero** Email **aromer10@sisd.net** Phone **915-937-0126**

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 **Nate Carman** Title **Superintendent of Schools**

Email **ncarman@sisd.net** Phone **915-937-0013**

Signature *Nate Carman, Ed.D.* Date **1/25/24**

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.

Socorro Independent School District will continue to implement Focus Area 1 in the 2023-2024 Summer CTE program that will continue to increase the number of students entering and graduating from high school with adequate preparation and knowledge to be successful in high school, college, career, and military. The mission of the Socorro ISD is to optimize our students' academic, artistic, athletic, and interpersonal skills. Our vision is Tomorrow's Leaders Learning Today. To guide this mission/vision Socorro ISD utilizes a Strategic Plan with five directives. Direction Two is College and Career Readiness. Direction Four is Home, School, and Community Partnerships. The 2023-2024 Summer CTE grant will continue to support our objectives to prepare students for post-secondary opportunities through CTE and strengthen partnerships with business and industry, postsecondary education, and the Texas Workforce Commission. Grant funds used for Focus Area 1 will:

- 1) Implement a week-long CTE summer bridge program for incoming 9th graders at all our comprehensive high school advanced academies and Pathways in Technology Early College High Schools (P-TECHs).
- 2) Implement a week-long CTE summer bridge program at our six comprehensive high schools for students graduating from high school without currently being enrolled in a postsecondary program. Seniors identified through our Operation College Bound district-wide initiative who have not enrolled in a postsecondary program will be recruited into a bridge program to identify possible career paths and support these students with enrollment, FAFSA completion, and academic advising.
- 3) Implement an acceleration program designed to help students complete an advanced course in a CTE program of study. We will offer college courses in partnership with El Paso Community College to provide a seamless transition for our students to college.

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.

Socorro Independent School District will also continue to implement Focus Area 2 in the 2023-2024 Summer CTE program which will continue to increase the number of students entering and graduating from high school with adequate preparation and knowledge to be successful in high school, college, career, and military. The mission of the Socorro ISD is to optimize our students' academic, artistic, athletic, career, and interpersonal skills. Our vision is Tomorrow's Leaders Learning Today. To guide this mission/vision Socorro ISD applies a Strategic Plan with five directives. Direction Two is College and Career Readiness. Direction Four is Home, School, and Community Partnerships. The 2023-2024 Summer CTE grant will continue to support our objectives to prepare students for post-secondary opportunities through CTE and strengthen partnerships with business and industry, postsecondary education, and the Texas Workforce Commission. Grant funds used for Focus Area 2 will:

- 1) Provide 8th-grade students an opportunity to engage in a week-long career exploration work-based learning model at local businesses and industries.
- 2) Provide 10th-grade students with an opportunity to engage in a 3-week-long or longer shadowing work-based learning model, and
- 3) Provide 11th-grade and 12th-grade students with an opportunity to participate in a 3-week-long or longer internship work-based learning model. The intent is to braid the district, grant and workforce funding to support student paid work experiences wherever possible.

We continue to seek other grant resources that will help us achieve our goals of increasing those students who are College, Career, and Military Ready (CCMR) from 67% to 88% and those graduating with at least nine college credits to 37%. The above initiatives supported through this summer CTE grant program will aid us in providing the resources necessary so that many within our nearly 70% economically disadvantaged student population understand future career planning and equitable career paths available in our region.

The Higher Education Coordinating board has reported that the six-year graduation rate at the University of Texas at El Paso is 35% and the ten-year graduation rate is 46%. These dismal figures indicate that we must prepare our students with industry recognized credentials and work skills that will help them attain a living wage while they attend college.

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
CTE Director; Existing position; Responsibilities include overseeing budget, personnel, and CTE program for the district; grant oversight	Ability to lead people, projects, and budgets; ability to communicate with district personnel and external partners, strengthen CTE pathway offerings, ensure program goals are met
CTE Coordinators/Facilitators; Existing positions; Order equipment and supplies, collaborate with sites to develop curriculum, schedule transportation	Knowledge of existing CTE programs, ability to develop new curriculum, ability to develop recruiting and project plans, ability to communicate with teachers and advanced academy coordinators, ability to modify plans when necessary
Teachers; Existing positions; recruit students for summer program, teach week-long bridge camp; mentor students in internships	Texas Teacher Certification; ability to implement bridge curriculum and mentor students; knowledge of CTE pathways, communicate with parents and staff
Advanced Academies Coordinators; Existing positions; Recruit students, schedule teachers and classrooms; coordinate with District CTE staff; teach	Ability to recruit teachers and students, collaborate with CTE Staff in curriculum development, and external consultant regarding performance measures, effective communication skills
CTE Coordinator/CTE Director; Existing Positions: Provide all required data performance measures and grant reports	Knowledge of Socorro ISD student systems and personnel to obtain all necessary student data for summer grant reporting; experience providing grant assessment and analyses relevant to program performance measures

Qualifications and Experience for Key Personnel (Focus Area 2)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
CTE Director; Existing position; Responsibilities include overseeing budget, personnel, and CTE program for the district; grant oversight	Ability to lead people, projects, and budgets; ability to communicate with district personnel and external partners, strengthen CTE pathway offerings, ensure program goals are met
CTE Coordinators/Facilitators; Existing positions; Order equipment and supplies, collaborate with sites to develop curriculum, schedule transportation	Knowledge of existing CTE programs, ability to develop new curriculum, ability to develop recruiting and project plans, ability to communicate with teachers and advanced academy coordinators, ability to modify plans when necessary
Teachers; Existing positions; recruit students for summer program, teach week-long bridge camp; mentor students in internships	Texas Teacher Certification; ability to implement bridge curriculum and mentor students; knowledge of CTE pathways, communicate with parents and staff
Advanced Academies Coordinators; Existing positions; Recruit students, schedule teachers and classrooms; coordinate with District CTE staff; teach	Ability to recruit teachers and students, collaborate with CTE Staff in curriculum development, and external consultant regarding performance measures, effective communication skills
CTE Coordinator/CTE Director; Existing Positions: Provide all required data performance measures and grant reports	Knowledge of Socorro ISD student systems and personnel to obtain all necessary student data for summer grant reporting; experience providing grant assessment and analyses relevant to program performance measures

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?

The major objective of the CTE week-long summer bridge program for incoming 9th graders is to acclimate students to high school so they can navigate their way through school and get familiar with the various career pathways available. The goal for Focus 1 includes increasing the number of students entering an advanced academy and Pathways in Technology Early College High Schools (P-TECHs) and completing AP, IB, or dual credit courses. The major goal of the Summer Bridge Academy for students graduating from high school without postsecondary enrollment is to decrease the number of students without postsecondary plans by 10 percent.

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?

The major goal of Focus 2, for the Work-Based Learning Experiences is to:

- 1) Increase the number of businesses and industries in the region that partner with Socorro ISD in work-based learning models so that teachers and students better understand the needs of industry in our city.
- 2) Establish, facilitate, and monitor work-based learning models with a minimum of ten local employers for at least 350 students where 50 8th-grade students have the opportunity to participate in week-long career exploration, 50 10th-grade students have an opportunity to complete a 3-week-long job shadowing opportunity, and 50 12th grade students have an opportunity to complete a 3-week-long internship opportunity.
- 3) Teach/mentor 350 CTE students how to complete electronic portfolios of their CTE work-based learning experience.
- 4) Facilitate and mentor project-based learning shadowing/internships where 100 students complete a project of value to an El Paso business through Career Preparation or CTE Practicum courses.

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.

Socorro ISD, a data-driven district, The CTE coordinator and CTE Director will be responsible for ensuring all data is collected and analyzed for grant reporting in a timely manner.

Data from the Student Information System will be used for recruitment purposes to identify relevant 8th-grade students who have expressed interest in one of the six advanced academies. Students will be invited through their middle schools to attend the summer bridge, with the number of students enrolling and completing tracked, along with their corresponding demographic data.

Data from the Student Information System will be used to identify high school seniors who have not successfully completed the TSI and who have not enrolled in a postsecondary program. These students will be invited by CTE teachers to attend the summer bridge program. The number recruited, the number enrolling, and the number completed will be tracked with corresponding demographics.

The critical success factors are identified in the district goals in the above Goals and Objectives section, with outreach and recruitment, enrollment, completion, and postsecondary enrollment key milestones. Pathway identification is conducted through the Xello college and career readiness tool, and Region 19 will provide reports with those students not enrolled in postsecondary courses. The State Accountability reports are used to identify those with 9 or more dual credit hours. El Paso Community College (EPCC) Enrollment Report is also used to identify those seniors who have enrolled. Operation College Bound also provides reports of college enrollment at the University of Texas El Paso and EPCC. Meetings with the Operation College Bound Committee are held bi-weekly in the spring during the enrollment period.

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.

Socorro ISD, a data-driven district, The CTE coordinator and CTE Director will be responsible for ensuring all data is collected and analyzed for grant reporting in a timely manner.

The CTE Coordinator and CTE Director will collect data consistent with the Focus Area 2 Performance and Evaluation Measures. Students will not be paid for their internships. The CTE Coordinator will gather all data required from CTE teachers, coordinators, facilitators, and PEIMS support personnel to complete a timely performance report at the end of the summer program. The CTE Coordinator will ensure that partnership agreements and training plans are written and will provide the necessary evidence for culminating assessments and recognition of skills.

The critical success factors are identified in the district goals in the above Goals and Objectives section, with outreach and recruitment, enrollment, completion, and postsecondary enrollment key milestones. Pathway identification is conducted through the Career Cruising tool, and Region 19 will provide reports with those students not enrolled in postsecondary courses. The State Accountability reports are used to identify those with 9 or more dual credit hours. El Paso Community College (EPCC) Enrollment Report is also used to identify those seniors who have enrolled. Operation College Bound also provides reports of college enrollment at the University of Texas El Paso and EPCC. Meetings with the Operation College Bound Committee are held bi-weekly in the spring during the enrollment period.

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.

The proposed budget was derived from the Allowable Costs in the Program Guidelines to support the initiatives that we will undertake which will ultimately assist us in meeting our district goals of increasing the percentage of college-ready graduates by 10 percent, increasing the percentage of high school students who directly enter college by 10 percent, and increasing the percentage of students graduating with 9 or more college credit hours by 10 percent. Staffing, not to exceed 75% of the total budget in focus area 1 will be used to pay extra duty to approximately 12 teachers for the 9th-grade one-week summer bridge (2 per 6 high school) at 5 hours per day (\$12,000). For the graduating senior's postsecondary bridge program at all six comprehensive high schools, we will pay extra duty for one to two teachers per high school. All funds above the budgeted \$15,000 extra duty for Focus Area 1 will be paid out of the CTE district budget.

Supplies and Professional and Contracted Services are budgeted as follows:

- Lender equipment for trade programs such as culinary knives, automotive tool sets, and smocks for Health Sciences is budgeted at \$5,000.

- Textbooks for CTE courses are budgeted at \$6,000.

- Contractual Services include \$15,000 for college course tuition

In the event that lead times are inadequate or enough teachers cannot be obtained, the program may need to be consolidated or reduced. This could include a reduction in number of students recruited and enrolling. Another potential adjustment could be using other funding remaining at the end of our fiscal year for these CTE initiatives. Our fiscal year ends June 30th, so all funds must be expended prior to that time or require rollover to our 2023-2024 budget. Finally, we will work closely with our Chief Financial Officer and Business Services to create a new program budget that works with our year-end processing and budget rollover and the allowable grant spending timeline.

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.

The proposed budget was derived from the Allowable Costs in the Program Guidelines to support the initiatives that we will undertake which will ultimately assist us in meeting our district goals of increasing the percentage of college-ready graduates by 10 percent, increasing the percentage of high school students who directly enter college by 10 percent, and increasing the percentage of students graduating with 9 or more college credit hours by 10 percent.

Focus Area 2 has budgeted the full \$37,500.00 allowable (75%) for extra duty pay for teachers/mentors to assist with securing sites with work experiences that match each student's program of study. Teachers/mentors will also monitor and document students' activities and provide orientation, requirements, and additional support to ensure successful work-based learning experiences for students from the six comprehensive high schools.

Focus Area 2 career explorations, shadowing, and internships will require transportation, budgeted at \$6,068.00 for the summer. Residual funds not used for transportation will be applied to certifications.

Supplies and Professional and Contracted Services are budgeted as follows:

- General Supplies includes safety equipment. A total of \$4,000.00 has been budgeted.

- Contractual Services is budgeted at \$1,500.00 college course tuition

In the event that lead times are inadequate or enough teachers cannot be obtained, the program may need to be consolidated or reduced. This could necessitate a reduction in number of students recruited and enrolling. Another potential adjustment could be using other funding remaining at the end of our fiscal year for these CTE initiatives. Our fiscal year ends June 30th, so all funds must be expended prior to that time or require rollover to our 2024-2025 budget. Finally, we will work closely with our Chief Financial Officer and Business Services to create a new program budget that works with our year-end processing and budget rollover and the allowable grant spending timeline.

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.)

A needs assessment for a SISD school district facing challenges with course completion in a program of study involves a comprehensive evaluation of various factors affecting student success. The assessment aims to identify barriers hindering completion rates and develop targeted interventions. Initially, gathering quantitative data on completion rates, dropout rates, and student demographics provides a baseline understanding. Concurrently, qualitative data, such as interviews with students, teachers, and administrators, offers insights into the underlying issues.

SISD CTE will continue to focus on providing opportunities for our special needs, ELLs, military connected as well as our economically disadvantaged students. The students who fall within these categories tend to be underserved and may require additional support to ensure that they participate and that they are successful. Nontraditional participation in CTE programs must also be realized and supported to ensure students who have chosen a pathway can see that their participation is welcomed and relevant to the goals of each program.

Analyzing curriculum effectiveness, instructional methods, and resource allocation helps pinpoint areas needing improvement. Additionally, assessing the socio-economic factors impacting students, like access to resources and support systems, is crucial. Collaboration with community stakeholders, including parents and local organizations, enhances the assessment's depth.

The needs assessment should extend beyond identifying challenges to proposing actionable solutions. This may involve implementing mentorship programs, academic support initiatives, or addressing resource disparities among schools within the district. Continuous monitoring and evaluation ensure the effectiveness of interventions. In conclusion, a holistic needs assessment serves as a foundation for strategic planning, fostering a more conducive learning environment and ultimately improving course completion rates in the SISD school 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.)

The need for students to engage in work-based learning during the summer arises from the recognition of conflicts that hinder their ability to participate effectively during the school year. Various factors contribute to these conflicts, such as overloaded academic schedules, extracurricular commitments, and personal challenges. Students often find it challenging to balance academic responsibilities with hands-on learning experiences, impacting their holistic development.

During the school year, students are immersed in a demanding curriculum, leaving limited room for practical, real-world applications of their knowledge. Work-based learning offers a unique opportunity for students to bridge the gap between theory and practice, fostering a deeper understanding of their academic studies. Summer, being a relatively less hectic period academically, becomes an ideal timeframe for students to immerse themselves in work-based learning experiences. Furthermore, the summer break provides an extended timeframe for students to explore potential career paths, gain valuable skills, and enhance their employability. This aligns with the evolving demands of the job market, where employers increasingly seek candidates with a combination of academic knowledge and practical, hands-on experience. In conclusion, the need for students to engage in work-based learning during the summer is driven by a desire to optimize their educational journey, address conflicts during the school year, and equip them with the skills necessary for future success in their chosen fields.

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.

Our week-long summer bridge program will be offered for all students accepted into a high school advanced academy at one of our six comprehensive high schools. The programs and number of students accepted in each program are: 1) Socorro High School Health Professions (200 students recruited) and Fire Science (80 students recruited), 2) Eastlake High School SATA Computer Science (170 students recruited), 3) Americas High School Libertas Law, Government, and Public Administration (100 students recruited), 4) Montwood High School Synergi4 STEM Academy (180 students recruited), 5) El Dorado High School Aztec Architecture (80 students recruited), 6) Pebble Hills High School Sparta Business and Finance (100 students recruited). There are two P-TECHs at each of the six campuses. Each P-TECH admits 25 students each for a total of 300 students.

Recruitment for the postsecondary summer bridge program will occur at all six comprehensive high schools. Planned offerings include Culinary Arts with 12-18 students from all campuses, Education and Training with 12-18 students from all campuses, Automotive for 6-9 students, offered at three campuses, Fire Science at one campus with 3-6 students, and Health Sciences with 12-18 students at one campus. Tuition, books, and materials will be provided for these students. All students will be supported and mentored during the summer college CTE courses to provide a seem less transition to postsecondary education. A critical success factor for this activity will be the understanding of earning a living wage and equitable and available career paths for students in our border city.

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 currently committed to the summer career exploration/shadowing/internship work-based learning program include: Spectrum Services, Prod-Design, Rush Peterbilt Trucking Center, Socorro ISD Department of Technology, SISD Department of Transportation, Year-One Electrical, Beltran Electrical Contractor, JC Penny, Far East Animal Services, various veterinary offices, Keats Manufacturing, Plastic Molding Technology, Delphi Technologies, City of El Paso, Double-Scope Films, AllState Insurance, ADT Security Services, Cardinal Health, Caseem Staffing, CBS 4, Chick-Fil-A, El Paso Electric, El Paso Zoo, Family Medical Center, GC Services, GECU, First Light, Hospital of Providence, Jay's Automotive, Casa Ford, Sunset Resources, El Paso Electricians JATC, and El Paso Association of Contractors. An Additional 100 businesses will continue to be sought to increase our work-based learning program. 350 students are targeted for engagement in the summer program utilizing career exploration, shadowing, and internship work-based learning models. All work-based learning models will be unpaid.

150 8th-grade students will be recruited from the CTE Career Preparation course offered at our 15 K-8 middle schools to participate in a week-long summer career exploration work-based learning model. In this activity, teachers will mentor students in groups of 12-15, provide an orientation including safety training, and accompany these students to local businesses to learn more about business and industry in their region. Students will journal their activities using the Xello Electronic Portfolio.

Approximately 100 tenth-grade students will be recruited from our CTE programs at our six comprehensive high schools to complete a 3-week or longer job shadowing work experience. These students will be recruited from the Financial Literacy CTE class. Seventy-five 12th-grade students will be recruited from our CTE programs at our six comprehensive high schools to complete a 3-week unpaid internship work experience. These students will be recruited from different CTE programs where they have completed an endorsement.

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