



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

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.

OVERVIEW OF THE PROGRAM: Webb CISD is actively pursuing funds to implement a Summer CTE Grant that has the potential to profoundly impact its students, propelling them into three high-demand, high-wage programs of study. Specifically, Webb CISD has selected a Summer Bridge program that will focus on the Intro to Welding, Principles of Law, Public Safety, Corrections, and Security, and Principles of Agriculture, Food, and Natural Resources. A maximum of 21 students will participate in these CTE programs on our high school campus, from Monday to Friday, during the hours of 8 AM to 12 PM. These programs will be run by existing personnel with a multitude of experience in their designated field and department. With grant funds, an experienced staff, and a comprehensive curriculum in place, the district can significantly elevate the development of students' skills and expertise in high-demand, high-wage fields as recognized by the state.

MISSION: Webb CISD's overarching mission is to empower lifelong learners, nurturing their success and guiding them towards their future aspirations. This is accomplished through the provision of innovative and diverse opportunities. Consequently, this program not only aligns seamlessly with our mission statement but also offers essential support to students facing economic challenges.

SPECIFIC NEEDS: Unfortunately, the district faces different community and district demographic needs, as reflected by TEA classifications categorizing Webb CISD as a rural district (5 pts.). These needs include but are not limited to (Source: TAPR 2022-2023):

- A staggering 78.8% of our student population falls under the Economically Disadvantaged (ED) category, highlighting a pressing need for assistance, especially when compared to the state's average of 62.1%.
- Every single one of our students qualifies for Title 1 support, surpassing the state's average of 64.6%.
- A mere 21.7% of our students graduate college-ready, showcasing the desperate need for intervention (state's average 52.9%).
- Shockingly, none of our students, a distressing 0%, graduate with Associates' Degrees, while the regional average stands at 5.4%.

ADDRESSING NEEDS: In light of the challenges arising from the lack of post-secondary follow-through and the prevalence of poor economic status among our students, the district is dedicated to implementing Focus Area 1. This program will provide students with a pathway out of economic hardships by equipping them with the skills for high-wage jobs & opening doors to post-secondary education

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.

OVERVIEW OF THE PROGRAM: Webb CISD's Focus Area 2 funding will establish a vital 6-week Summer CTE Grant Program designed to offer economically disadvantaged students valuable work-based experiences in the fields of Plant Science and Animal Science. This program will cater to a maximum of 20 students, affording them a unique opportunity to participate in impactful activities, including the construction of animal pens, hands-on observation and study of plants and soil, animal handling, and plant cultivation, among others. What sets this program apart is that it will be conducted within our district, with the direct involvement of our experienced department heads in agriculture. With our own dedicated staff, the district can ensure that these students receive instruction from individuals who are deeply committed to the welfare of our district's students. They will impart the best skills, equipping students with unparalleled expertise as they prepare to enter the workforce.

The program is scheduled to run from Monday to Thursday, spanning from 1 PM to 4 PM. Additionally, it offers paid internships at a rate of \$10 per hour, providing crucial financial assistance to our students who face daily economic challenges. In light of these obstacles, this program serves as the key to unlocking doors to career opportunities and the financial stability that our students rightfully deserve. It represents an investment in both the future of our students and our community.

SPECIFIC NEEDS: Unfortunately, the district faces various community and district demographic needs, as reflected by TEA classifications, categorizing Webb CISD as a rural district (5 priority pts.). These needs include but are not limited to:

- A staggering 78.8% of our student population falls under the Economically Disadvantaged (ED) category, highlighting a pressing need for assistance, especially when compared to the state's average of 62.1%.
- Every single one of our students qualifies for Title 1 support, surpassing the state's average of 64.6%.
- A mere 21.7% of our students graduate college-ready, showcasing the desperate need for intervention (state's average 52.9%).
- Shockingly, none of our students, a distressing 0%, graduate with Associates' Degrees, while the regional average stands at 5.4%.

(Source: TAPR 2022-2023)

ADDRESSING NEEDS: Given the challenges stemming from the lack of work-based learning opportunities and the widespread economic struggles faced by our students, the district is wholeheartedly committed to implementing Focus Area 2. This program is nothing short of essential, as it offers our students an essential pathway to escape economic hardships by equipping them with the skills necessary for high-wage jobs.

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 Teachers - Responsible for overseeing the program and ensuring all performance measures are monitored. Existing Position	Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses. Experience: 2 years of experience in providing CTE education.
Project Director - Oversee students on-site and assist with the management and oversight of grant-related services. Proposed Position	Minimum of a Bachelor's Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor - Teach, support, and communicate the opportunities to participate in the bridge programs. Existing Position	Minimum of a Master's Degree in Education or a related field. Experience: Must have 2 years of experience in assisting students in selecting careers.
Superintendent – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. Existing Position	Minimum of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 2 years of experience being a Superintendent.
NOT APPLICABLE	NOT APPLICABLE

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
Project Director - Oversee students on-site and assist with the management and oversight of grant-related services. Proposed Position	Minimum of a Bachelor's Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
Superintendent – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. Existing Position	Minimum of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 2 years of experience being a Superintendent.
Partnering Business Liaison – Will be responsible for overseeing students as they receive work-based learning opportunities. Proposed Position	Ability/knowledge to offer the targeted CTE trainings and oversight in work-based learning activities. Experience: 2 years of experience in the targeted industry.
NOT APPLICABLE	NOT APPLICABLE
NOT APPLICABLE	NOT APPLICABLE

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: Major Goals/Objectives of The Proposed Program: The objective of Webb CISD's Focus Area 1 Program is to provide up to 21 students with the opportunity to participate in Summer Bridge programs within the Agricultural, Law and Public Service, and Manufacturing pathways. This Summer Bridge Program has been meticulously crafted to emphasize a variety of pathways that can lead to post-secondary education, high-wage jobs, and, above all, create a brighter and more promising future for our students.

ACTIVITIES/STRATEGIES: To maximize the district's chances of achieving these objectives and delivering impactful programs, Webb CISD will implement the following activities as part of the Bridge Program:

- Facilitating one-on-one meetings between students and counselors to develop a long-term plan for achieving their career goals.
- Organizing campus tours for incoming 8th and 9th-grade students to boost their confidence in high school.
- Conducting parental and student meetings to provide detailed information about the diverse array of Career and Technical Education (CTE) Programs of Study available at the high school.
- Implementing introductory courses that comprehensively cover a variety of TEA CTE Programs of Study.

In summary, Webb CISD's Focus Area 1 Program offers up to 21 students a transformative Summer Bridge program that leads to post-secondary education and high-wage jobs, promising a brighter future. Through activities like counseling, campus tours, informative meetings, and courses, we provide essential support. This program is not just an investment in individual success but also in our community's prosperity. It's a crucial initiative with the potential to positively shape our students' future and our community as a whole.

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: Major Goals/Objectives: Webb CISD's objective for the Focus Area 2 program is to offer economically disadvantaged students invaluable work-based experiences in Plant Science and Animal Science. This program is designed to serve up to 20 students, with the overarching aim of providing them with vital employability skills essential for high-paying careers while concurrently facilitating a pathway to post-secondary education.

ACTIVITIES/STRATEGIES: In order to ensure the attainment of these goals, the district, given its rural location and limited business opportunities, will leverage its district agriculture department head (signed letter of support – 1 priority point). As part of this strategy, the district will provide participating students a priceless opportunity to gain practical work experience through a variety of activities, including, but not limited to:

- Building animal pens;
- Observing and studying plants and soil;
- Handling animals; and
- Cultivating plants.

These pivotal and enlightening experiences will enhance student learning, cultivate valuable employability skills for the job market, facilitate a smoother transition from education to the workforce, and improve post-school outcomes, including employment and attendance in post-secondary education.

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.

FOCUS AREA 1 PERFORMANCE MEASURES: Webb CISD determined its performance and evaluation measures based on the guidelines to ensure the program performs well. Therefore, the following metrics will be measured: 1. Student Diversity: Student information to determine the demographics of the students served. 2. 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 AND TO ENSURE EFFECTIVENESS: Webb CISD will utilize the following means/tools to measure performance and ensure the program's effectiveness: Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. Future indicators of success will be based on the number of students interested and a review of increased enrollment numbers in CTE classes.

PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES: Webb CISD will utilize the data collected to determine whether the students in this program are meeting the goals/objectives and determine how effective the strategies for student success are. The process for data collection includes the following:

- Analyzing grades after each week of programming;
- Reviewing Attendance Records Daily;
- Administering the surveys pre-and post-program completion; and
- Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

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.

FOCUS AREA 2 PERFORMANCE MEASURES: Webb CISD determined its performance and evaluation measures based on TEA guidelines to ensure program efficacy. The metrics listed below will be utilized as part of the evaluation measures:

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: Total and average hourly earnings of students 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 developed.
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 AND ENSURE EFFECTIVENESS: Webb CISD will utilize the following means/tools to measure performance and ensure the program efficacy: 1) Student/Stakeholder Surveys; 2) Work-based Applications; 3) Attendance Records; and 4) PEIMS data.

PROCESSES USED TO ENSURE EFFECTIVENESS: Webb CISD will collect data to assess student progress and the effectiveness of strategies. This includes daily attendance record reviews, pre- and post-program surveys, weekly work-based application reviews for progress, and pre- and post-program examination of PEIMS data and the recent TAPR report. This data will guide improvements in the program.

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.

Webb CISD drafted the following budget based on the needs and goals of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Webb CISD’s proposed budget is as follows:

- Grant Manager compensation (Focus Area 1 - \$2,000)
- Extra Duty Pay for Professional Staff (Focus Area 1 - \$8,640)
- Funding allocated for a bus driver to transport students to and from program locations (Focus Area 1 - \$1,632)
- Funds for employee benefits (Focus Area 1 - \$3,068)
- Funds for fees associated with data collection analysis for course completion (Focus Area 1 - \$6,000)
- Procurement of necessary supplies and materials for program delivery (Focus Area 1 - \$22,660)
- Other operational expenses to cover program-related travel costs, including gas and maintenance (Focus Area 1 - \$6,000)

HIGH-LEVEL SNAPSHOT: Webb CISD funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, along with Title funding.

ADJUSTMENTS TO MEET FUTURE NEEDS: Webb CISD will always be on the lookout for additional grant funds, business donations, consideration from the board for continued services, and aligning current funding streams to grant 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.

Webb CISD drafted the following budget based on the needs and goals of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Webb CISD’s proposed budget is as follows:

- Grant Manager compensation (Focus Area 2 - \$2,000)
- Extra Duty Pay for Professional Staff (Focus Area 2 - \$8,640)
- Funding allocated for a bus driver to transport students to and from program locations (Focus Area 2 - \$1,632)
- Funds for employee benefits (Focus Area 2 - \$3,068)
- Funds for fees associated with data collection analysis for work-based learning activities. (Focus Area 2 - \$6,000)
- Procurement of necessary supplies and materials for program delivery. (Focus Area 2 - \$4,960)
- Operational expenses include covering program-related travel costs, such as gas and maintenance. Additionally, funds are allocated to support student-paid internships. (Focus Area 2 - \$23,700)

HIGH-LEVEL SNAPSHOT: Webb CISD funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, along with Title funding.

ADJUSTMENTS TO MEET FUTURE NEEDS: Webb CISD will always be on the lookout for additional grant funds, business donations, consideration from the board for continued services, and aligning current funding streams to grant 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.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY: Webb CISD faces an array of challenges that significantly hinder the achievement of course completion within our program(s) of study during the regular school schedule:

- 1. Overwhelming Economic Disadvantage: A staggering 78.8% of our student body grapples with economic disadvantage on a daily basis. Moreover, it's crucial to note that approximately 20.9% of the population within the surrounding area is living in poverty (Source: U.S. Census Quick Facts). These factors compound the hardships our students face, as they struggle to access basic educational resources and transportation to afterschool programs due to their families' financial constraints. Parents often lack the necessary funds for gas, the time due to multiple jobs, or adequate childcare.
- 2. Title 1 Students: The district lastly faces 100% of its students considered as Title 1 students.

However, there are no scheduling conflicts or lack of teacher availability for administering this Summer Bridge Program. The facilities, staff, and equipment are available. Funds are the missing component that this grant can assist our district with.

ADDRESSING THESE NEEDS: To address these pressing needs head-on, Webb CISD has meticulously crafted a comprehensive plan of action:

- 1. Transportation Support: Recognizing the overwhelming economic hardship faced by a significant majority of our students, we acknowledge that many miss out on invaluable educational opportunities, including participation in this program, due to transportation challenges. We are committed to providing transportation support to students.
- 2. Program Assistance: Offering this summer program will be the best possible chance for district students to embark on a path towards a brighter future.

Through these initiatives, Webb CISD aims to dismantle the barriers that obstruct our students' educational journey.

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.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY: The district conducted a needs assessment and based on this, there are no scheduling conflicts or lack of staff availability for administering this Summer Work-based Learning Program. The facilities and staff are available. However, the district doesn't have funds to pay or run a paid internship program. In addition to those findings, the district found the following items:

- 1. Overwhelming Economic Disadvantage: A staggering 78.8% of our student body grapples with economic disadvantage. Moreover, it's crucial to note that approximately 20.9% of the population within the surrounding area is living in poverty (Source: U.S. Census Quick Facts). These factors compound the hardships our students face, as they struggle to access basic educational resources and transportation to afterschool programs due to their families' financial constraints. Parents often lack the necessary funds for gas, the time due to multiple jobs, or adequate childcare.
- 2. Title 1 Students: The district lastly faces 100% of its students considered as Title 1 students.

ADDRESSING THESE NEEDS: To address these needs head-on, Webb CISD has crafted a plan of action:

- 1. Transportation Support: Recognizing the overwhelming economic hardship faced by a significant majority of our students, we acknowledge that many miss out on invaluable educational opportunities, including participation in this program, due to transportation challenges. We are committed to providing transportation support to students.
- 2. Work-Based Learning and Paid Internships: In direct response to the challenges listed, the CTE program is positioned to play a crucial role in addressing the pressing needs of both the students and the district. This program provides a transformative opportunity by instilling essential employability skills in students within real workplace environments. It promotes smooth transitions from education to the workforce, leading to improved outcomes, including higher median annual earnings and increased post-secondary attendance.

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.

Webb CISD is actively pursuing funding to implement a Summer CTE Grant program with the potential to significantly impact its students, guiding them into three high-demand, high-wage program pathways. Specifically, Webb CISD has chosen Summer Bridge CTE programs that will focus on the following Programs of Study: Welding, Law Enforcement, and Animal Science. Within these programs, student can take part in any of the following courses: Intro to Welding, Principles of Law, Public Safety, Corrections, and Security, and Principles of Agriculture, Food, and Natural Resources. A maximum of 21 students will participate in these CTE programs on our high school campus, Monday through Friday, from 8 AM to 12 PM.

These selected programs align with high-demand occupations in the state, including roles such as Farmers, Ranchers, Welders, and Police and Sheriff's Patrol Officers, as indicated by data sourced from the TEA-approved Statewide CTE Program of Study website.

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: Webb CISD's Focus Area 2 aims to provide 20 students with valuable work-based learning opportunities through paid internships in collaboration with the district's agriculture department head. (Attached is a letter of support-1 priority point)

WORK-BASED LEARNING MODEL(S): Collaborating with the district's agriculture department head, the Focus Area 2 program will provide participating students with genuine hands-on work experiences. These experiences will include activities such as constructing animal pens, actively observing and studying plants and soil, mastering animal handling, and cultivating plants.

The ultimate goal of providing these students with job experience is to ensure they graduate with the ability to secure employment. Soft skills also play a crucial role in maintaining employment, so in addition to hands-on experience, students will receive training in essential soft skills including communication, enthusiasm, teamwork, networking, problem-solving, critical thinking, and professionalism.

These skills will not only enhance the marketability of participating students in the workforce but also give them a competitive edge 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