



**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](mailto:loiapplications@tea.texas.gov).

Application stamp-in date and time

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**

**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):

**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:** Brooks County ISD's dedicated team has meticulously assessed the grant guidelines, purpose, and performance objectives. After a comprehensive review, it became evident that seeking Summer Career and Technical Education (CTE) funds is not just a choice but a necessity for our remote community. Consequently, we will establish two separate four-week Summer Bridge Programs. The first program is specially designed for incoming 9th-grade students, offering them an opportunity to delve into the high-demand Architecture and Construction Pathway, specifically focusing on the HVAC and Sheet Metal (1 priority point) and Electrical (1 priority point) Programs of Study (POS). Additionally, the district will establish a second four-week Summer Bridge Program targeting incoming 11th and 12th-grade students, with a primary focus on the high-demand Manufacturing Pathway, particularly, the Welding POS. Our team strongly believes that this grant can offer students the vital support and resources needed for their educational journey, preparing them for prosperous careers. This initiative aligns perfectly with Brooks County ISD's mission of preparing every student for post-graduation success in all avenues of life.

**SPECIFIC NEEDS:** To demonstrate the great need for a program like this, here are some concerning statistics we face: A significant 93.3% of our students grapple with economic disadvantage, a figure substantially higher than the state's average of 62.1%. Almost the entirety of our student body, precisely 99.8%, falls within the Title 1 classification, underscoring the widespread necessity for added support. Academic achievement paints a worrying picture, as only 7% of our students attain Mastery on the STAAR tests, in stark contrast to the state's 20% average. Adding to the district's challenges, the median household income in Brooks County is less than half of the state's average, at a mere \$30,566 compared to \$73,035.

**ADDRESSING NEEDS:** Given BCISD's unique attributes, such as its small size, remote location, and financial constraints, the urgent need for this program is undeniable. Through this focus area, students will not only graduate with advanced knowledge in high-demand CTE programs but also accelerate their entry into sought-after careers. This outcome is anticipated to yield improved community statistics and enable the district to fulfill its mission by offering valuable opportunities to students amid these challenges.

**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:** In the 2023-2024 Summer CTE program, as part of Focus Area 2, Brooks County ISD is committed to engaging 15 students in an immersive 4-week Work-based Learning Program, with a specific emphasis on the HVAC and Sheet Metal and Electrical Programs of Study (2 priority points). This comprehensive initiative includes a paid internship partnership with local businesses, R Trevino Electric and Refrigeration and RC Electric, for which we have secured supporting letters, earning us an additional 2 priority points.

During this partnership, students will gain invaluable experience in HVAC and Electrical work. Their responsibilities will encompass a wide range of tasks, from ductwork installation, HVAC system assessments, and electrical wiring work to fixture maintenance. These hands-on experiences will equip our students with essential skills and immerse them in real-world contexts, effectively preparing them for promising careers in the HVAC and Electrical fields.

**SPECIFIC NEEDS:** To demonstrate the great need for a program like this, here are some concerning statistics we face: A significant 93.3% of our students grapple with economic disadvantage, a figure substantially higher than the state's average of 62.1%. Almost the entirety of our student body, precisely 99.8%, falls within the Title 1 classification, underscoring the widespread necessity for added support. Academic achievement paints a worrying picture, as only 7% of our students attain Mastery on the STAAR tests, in stark contrast to the state's 20% average. Adding to the district's challenges, the median household income in Brooks County is less than half of the state's average, at a mere \$30,566 compared to \$73,035.

**ADDRESSING NEEDS:** Considering the unique characteristics of BCISD, encompassing its small size, remote location, and financial constraints limiting opportunities, the vital need for a program like this becomes indisputable. Through this focus area, students will not only graduate from high school with a heightened understanding and proficiency in high-demand CTE programs but will also fast-track their entry into high-demand fields of employment. This outcome is expected to yield improved statistics within the community and enable the district to fulfill its mission by providing valuable opportunities for its students despite these distinctive challenges.

**Qualifications and Experience for Key Personnel (Focus Area 1)**

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

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM MANAGER - Oversees grant implementation, data collection, and program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 2 years in CTE and grant management.
CAMPUS COUNSELOR - Promotes the program, aids with enrollment, and guides students in CTE choices. (Existing)	QUALIFICATIONS: Master's Degree in School Counseling. EXPERIENCE: 2 years in career pathway guidance.
SUPERINTENDENT - Supervises grant personnel and ensures data submission to TEA. (Existing)	QUALIFICATIONS: Master's Degree in Education, Superintendent Certification. EXPERIENCE: 2 years in administrative supervision.
CAMPUS TEACHERS/STAFF - Introduces 9th and 11th/12th graders to CTE via a bridge program. (Existing)	QUALIFICATIONS: Bachelor's Degree, CTE certification. EXPERIENCE: 2 years in CTE education.
CAMPUS PRINCIPAL - Manages daily activities, oversees staff, and assists students in career choices. (Existing)	QUALIFICATIONS: Master's Degree in Education. EXPERIENCE: 2 years in school management.

**Qualifications and Experience for Key Personnel (Focus Area 2)**

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

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM MANAGER - Oversees grant implementation, data collection, and program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 2 years in CTE and grant management.
CAMPUS COUNSELOR - Promotes the program, aids with enrollment, and guides students in CTE choices. (Existing)	QUALIFICATIONS: Master's Degree in School Counseling. EXPERIENCE: 2 years in career pathway guidance.
SUPERINTENDENT - Supervises grant personnel and ensures data submission to TEA. (Existing)	QUALIFICATIONS: Master's Degree in Education, Superintendent Certification. EXPERIENCE: 2 years in administrative supervision.
PARTNERING BUSINESS LIAISONS - Oversees students during work-based learning. (Proposed)	QUALIFICATIONS: Proficient in CTE training. EXPERIENCE: 2 years of industry experience.
CAMPUS PRINCIPAL - Manages daily activities and oversees staff. (Existing)	QUALIFICATIONS: Master's Degree in Education. EXPERIENCE: 2 years in school management.

**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?

In Focus Area 1, Brooks County ISD is committed to enrolling a minimum of 15 students in a summer bridge program offered within the HVAC/Electrical and Welding Programs of Study (POS). This initiative will not only equip these students with advanced knowledge in high-demand CTE programs but also expedite their entry into high-demand career paths. To accomplish this goal/objective, we will implement the following activities:

- Summer Bridge Program for Incoming 9th-grade students:
  - 1) Campus Tours - Providing a comprehensive campus tour to familiarize students with key locations and facilities.
  - 2) Orientation - Hosting orientation sessions to inform students and parents about the HVAC/Electrical Career and Technical Education (CTE) Program of Study.
  - 3) Counselor Meetings - Conducting individualized meetings with students to guide them in choosing the most suitable CTE Program of Study.
  - 4) Introductory Courses - Offering TEA-approved introductory courses in specific CTE pathways for 9th-grade students.
- Summer Bridge Program for Incoming 11th/12th -grade students:
  - 1) Parent Sessions - Holding information sessions for parents to understand the Welding CTE Program of Study.
  - 2) Counselor Meetings - Providing one-on-one meetings for 11th/12th-grade students to plan their continued CTE pathway.
  - 3) Courses and Certification - Offering TEA-approved courses, allowing 11th/12th-grade students to earn credits and complete NCCER Welding Level I certification.

In conclusion, BCISD's Focus Area 1 Summer CTE Grant will equip students not only with foundational skills but also essential capabilities to thrive in lucrative careers and pursue further education opportunities.

**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?

**GOALS AND OBJECTIVES:** In Focus Area 2, our main goal/objective is to offer work-based learning opportunities to 15 students specializing in the HVAC and Electrical fields, earning 2 Priority Points for in-demand Programs of Study. These hands-on experiences will equip our students with essential skills and immerse them in real-world contexts, effectively preparing them for promising careers in HVAC and Electrical fields.

**ACTIVITIES/STRATEGIES:** To ensure the realization of our goal/objective, the following activities will be executed within the work-based learning program:

- Collaborating with the business partners (RC Electric, R Trevino Electric and Refrigeration) to create a student-friendly learning schedule that accommodates both their needs and the businesses' operations.
- Offering financial compensation to participating students.
- Providing transportation assistance to students, if required.

Within the work-based learning program, students will have the invaluable opportunity to develop their expertise in HVAC and Electrical work. Their responsibilities will encompass activities like:

- Installing ductwork;
- Assessing HVAC systems;
- Working on electrical wiring; and
- Repairing electrical components.

These hands-on experiences will empower our students with essential skills and immerse them in the real-world context, aptly preparing them for promising career prospects within the HVAC and Electrical fields.

**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.

Our district is committed to a consistent data collection process for the proposed summer bridge program (FOCUS AREA 1), ensuring a thorough evaluation of STUDENT OUTCOMES throughout the program duration.

PERFORMANCE MEASURES - To gauge performance, the following quantitative measures will be utilized:

- Student Diversity: Student information to determine the demographics of the students served;
- Number Served: Number of students enrolled in the summer program;
- Program Completion: Number of students completing the summer program; and
- Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The grant program manager will employ various tools to ensure this data is acquired. These tools/methods for data acquisition include: student intake forms, questionnaires, progress reports, grades, attendance records, and student-generated materials such as career directories and poster presentations. Additionally, meetings with CTE teachers will be held to provide valuable insights into program and student performance, ensuring quality in this focus area.

ENSURING EFFECTIVENESS: The gathered data will serve as a critical tool in assessing whether students in this program are meeting established goals and objectives, while also evaluating the effectiveness of the strategies implemented for student success.

**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.

Our district is committed to a consistent data collection process for the proposed work-based learning opportunities (FOCUS AREA 2), ensuring a thorough evaluation of STUDENT OUTCOMES throughout the program duration.

PERFORMANCE MEASURES - To evaluate the program, the following measures will be used:

- Student Diversity: Student information to determine the demographics of the students served;
  - Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program;
  - Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program;
  - Hours Completed: Total and average hours worked by students in the program;
  - Hourly Earnings: Students' total and average hourly earnings in the program;
  - Training Plan (s) Developed: Evidence of training plan (s) for each student in the program;
  - Partnership Agreements: Evidence of partnership agreements;
  - Assessment/Recognition: Evidence of culminating assessments or recognition of skills for each student in the program;
- and
- Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The grant program manager will employ various tools to ensure this data is acquired. These tools/methods for data acquisition include: student intake forms, surveys, performance reports, questionnaires, grades, attendance records, and meetings with business partners. This comprehensive approach provides a wide range of information to assess both program and student performance.

ENSURING EFFECTIVENESS: The collected data will help determine if students are meeting program goals and objectives and assess the effectiveness of strategies for student success. In FOCUS AREA 2, students will undergo daily analysis during program sessions to continually monitor 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.

**BUDGET OVERVIEW:** Brooks County ISD has conducted an extensive review of grant objectives and formulated the subsequent budget to facilitate the implementation of Focus Area 1:

- Budget Code (6100) - Allocated for expenses related to a bus driver, a grant manager, professional staff extra-duty pay, and employee benefits. (\$10,805)
- Budget Code (6200) - Designated for data collection and analyses pertaining to course completion. (\$4,686)
- Budget Code (6300) - Allocated for the procurement of instructional supplies and necessary resources. (\$26,195)
- Budget Code (6400) – Reserved for student transportation to/from the program. (\$2,000)
- Budget Code (6600) – Reserved for the purchase of interactive panels that will aid in instruction delivery. (\$5,000)
- Indirect Cost Rate - Utilized to cover the grant management costs. (\$1,314)

**HIGH-LEVEL SNAPSHOT:** Despite navigating financial challenges, Brooks County ISD is steadfast in its commitment to optimize available resources. While dedicated funding for the Summer Bridge program is currently unavailable, our existing financial resources cover various aspects, including facilities, transportation, cafeteria staffing, computer/software acquisitions, and classroom enhancements. These expenses draw support from diverse funding sources, including local funds for infrastructure, state funds for transportation, Texas Department of Agriculture backing for summer nutrition, and the Instructional Materials Allotment (IMA) for hardware/software.

**ADJUSTMENTS:** In the event that program adjustments become imperative, our approach prioritizes collaboration among all stakeholders. A comprehensive meeting will be convened to engage in a thorough discussion and determination of the essential changes required for program success. Should program modifications be deemed necessary, Brooks County ISD will initiate the issuance of letters of intent to all stakeholders, ensuring transparent communication. These modifications will be conducted in strict adherence to TEA regulations for amendments, ensuring a seamless and compliant adjustment process.

**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.

**BUDGET OVERVIEW:** Brooks County ISD has conducted an extensive review of grant objectives and formulated the subsequent budget to facilitate the implementation of Focus Area 2:

- Budget Code (6100) - Allocated for expenses related to a bus driver, a grant manager, professional staff extra-duty pay, and employee benefits. (\$14,875)
- Budget Code (6200) - Designated for data collection and analyses pertaining to work-based learning experiences. (\$3,540)
- Budget Code (6300) - Allocated for the procurement of instructional supplies and necessary resources. (\$15,185)
- Budget Code (6400) – Reserved for student transportation to/from the program and any additional travel requirements. Additionally, to provide paid internships to students. (\$14,940)
- Indirect Cost Rate - Utilized to cover the grant management costs. (\$1,460)

**HIGH-LEVEL SNAPSHOT:** Despite grappling with financial constraints, we remain resolute in our commitment to maximize available resources. While we may not be able to offer paid summer internships at present, our existing funding allocations prioritize fundamental components that can be repurposed to offset the operational costs associated with the Work-Based Learning (WBL) Program. Notably, these allocations encompass funding for facilities, transportation, cafeteria staffing, computer/software provisions, and classroom enhancements. These allocations draw support from funding sources, including local resources earmarked for maintenance, state funding for transportation, Texas Department of Agriculture allocations for summer nutrition programs, and the Instructional Materials Allotment (IMA) for hardware/software.

**ADJUSTMENTS:** In case the need arises for program adjustments, our approach is collaborative, involving all stakeholders. We will convene a comprehensive meeting to facilitate in-depth discussions and decide on crucial modifications necessary for the program's continued success. If program changes are deemed necessary, the district will communicate this through letters of intent to all stakeholders, ensuring transparent and open communication. Our commitment is to adhere strictly to TEA regulations governing amendments, ensuring a smooth and compliant adjustment process.

**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: Brooks County ISD, a small remote district with a significant number of economically disadvantaged students and Title 1 campuses, faces a set of distinctive challenges. Its remote location translates into limited transportation options, posing difficulties for parents, particularly during the summer, and adding to the financial strain of families who must budget for gas to transport their students to programs.

Moreover, this economic situation leads to reduced tax revenue for the district, which in turn reduces the opportunities available to students, including access to Summer CTE Bridge Programs.

ADDRESSING NEEDS: To tackle these challenges, Brooks County ISD has implemented a comprehensive grant budget tailored to meet these specific needs. This budget will ensure adequate funding for student transportation to and from the activity site. Furthermore, funds will be allocated to cover all expenses related to the supplies and materials required for students to participate in the program without incurring any additional costs to parents. This proactive approach not only ensures that students successfully complete their courses but also graduate with valuable knowledge about high-paying job opportunities in the workforce.

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: Brooks County ISD, a small remote district with a significant number of economically disadvantaged students and Title 1 campuses, faces a set of distinctive challenges. Its remote location translates into limited transportation options, posing difficulties for parents, particularly during the summer, and adding to the financial strain of families who must budget for gas to transport their students to programs.

Moreover, this economic situation leads to reduced tax revenue for the district, which in turn reduces the opportunities available to students, including access to Summer CTE Bridge Programs.

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**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 THAT WILL BE OFFERED:**  
 Focus Area 1 for 9th graders will concentrate on the HVAC and Sheet Metal and Electrical Programs of Study. The introductory course that will be offered for these programs, "Principles of Construction," aims to familiarize students with various career options within these fields. It emphasizes the demand for skilled professionals in these areas such as Heating, Air Conditioning, and Refrigeration Mechanics, Construction Managers, and Sheet Metal Workers. Students will gain insights into each specialization and comprehend the education and training requirements needed to pursue a career in their chosen pathway.

Focus Area 1 for 11th and 12th graders will specifically target the Welding Program of Study (POS). The course that will be offered for this program, "Welding II/Lab," will introduce students to career opportunities in Welding Pipelines, Sheet Metal Welding, and Industrial Technology Maintenance Welding. It is designed to ensure students' safety while working with welding equipment and provide them with hands-on experience in welding techniques.

**NUMBER OF STUDENTS WHO WILL BE ENGAGED AND SUPPORTED:** A minimum of 15 students will participate in these programs, with these 15 students being distributed between the two Bridge programs. The Summer Bridge program will specifically target incoming 9th graders, selected from their 8th-grade classes. These students will receive support from the campus counselor and depart with a personalized plan for achieving their goals, whether through post-secondary training or enrollment in vocational and community colleges.

Incoming 11th and 12th graders will be recruited from their homerooms during the last month of the school year. These students will also benefit from the support of the campus counselor and develop a customized plan to pursue their goals, which may include post-secondary education or vocational and community college programs.

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:** In Focus Area 2, our selected business partners, which include RC Electric, R Trevino Electric and Refrigeration, and BCISD Maintenance Department, hold a pivotal role in showcasing the versatility of HVAC/Electrical skills and their applications across diverse domains. Their unwavering support is evident through the attached Letters of Support, which aid our application in the acquisition of 2 Priority Points.

Students will gain practical experience in applying HVAC and Electrical skills throughout their paid internships. These experiences encompass a wide range of activities, providing students with the opportunity to observe real-world applications in the HVAC/Electrical field. Some of the activities offered will include:

- Installing ductwork,
- Assessing HVAC systems,
- Working on electrical wiring, and
- Repairing electrical components.

**NUMBER OF ENGAGED STUDENTS:** Up to 15 students will actively participate in these programs.

This immersive exposure not only strengthens their readiness for diverse and rewarding career paths but also equips them with a well-rounded skillset, enabling them to excel in their chosen professions

**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**