



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: If awarded the 2023-2024 Summer CTE program under Focus Area 1, our district will implement a 3-week long Summer Bridge Program designed to familiarize 30 8th and 9th grade students with various CTE Career Pathways (i.e. Agriculture, Food, and Natural Resources/Health Science).

SPECIFIC NEEDS: These offerings are relevant and necessary, when considering our district is a small, rural school (5 priority points) with very limited offerings due to financial constraints. Evidence of these constraints and the impact they have had on our community and children include: Median Household income is significantly lower of what the state average is (\$61,748 county vs \$72,284 state); Percentage of individuals we have with a Bachelor's Degree is also significantly less than the state average (21.1% county vs 33.9% state); Percentage of individuals who are in the workforce is considerably lower than the state average (45.5% county vs 62.1% state); and more than half of our economically disadvantage students do not pursue Post-Secondary Education (58%). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: Under Focus Area 1, we will offer Summer Career and Technical Education (CTE) courses that provides invaluable advantages for students both in the present and in their post-high school careers. These courses offer a unique opportunity for students to delve into specialized skills and knowledge relevant to various industries. The condensed timeframe of summer courses allows for focused learning, enabling students to acquire practical skills efficiently. Moreover, engaging in CTE during the summer can enhance students' resumes and college applications, showcasing their dedication to personal and professional development. The skills acquired through these courses not only contribute to academic success but also prepare students for future careers, giving them a competitive edge in the job market. By offering summer CTE courses, educational institutions empower students to explore their interests, build a solid foundation for future endeavors, and seamlessly transition into their chosen career paths after high school.

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: If awarded the 2023-2024 Summer CTE program under Focus Area 2, our district will target a total of twenty (20) students to participate in a 3-week long Work-based Learning Program. Students will receive pay for participating in an internship on campus alongside the district's Agricultural Department, Honey Badger, Ozarka, and Christus Health, each of whom have provided signed letters of support (2 priority points). While interning at these organizations, students will receive real-world experiences under the Environmental and Natural Resources Program of Study, Healthcare Diagnostics, and Healthcare Therapeutic (POS). Experiences that students may partake in include but are not limited to: 1) Evaluating hive site and health of bee colonies; 2) Recording observations; and 3) Constructing and maintaining beehives using hand tools.

In addition to these experiences, students will learn about personal protective equipment and how to avoid common hazards associated with beekeeping to ensure they are prepared for success once in this industry.

In addition to this, we will also work with Christus Health System to provide students with internship experiences in the Health Science career pathway. Experiences that could be provided to students include monitoring patients' vital signs, practicing bedside manners, developing and implementing care plans, etc.

SPECIFIC NEEDS: These offerings are relevant and necessary, when considering our district is a small, rural school (5 priority points) with very limited offerings due to financial constraints. Evidence of these constraints and the impact they have had on our community and children include: Median Household income is significantly lower of what the state average is (\$61,748 county vs \$72,284 state); Percentage of individuals we have with a Bachelor's Degree is also significantly less than the state average (21.1% county vs 33.9% state); Percentage of individuals who are in the workforce is considerably lower than the state average (45.5% county vs 62.1% state); and more than half of our economically disadvantage students do not pursue Post-Secondary Education (58%). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: Just like for Focus Area 1, to address these needs and help meet the mission of having students gain "knowledge, skills, and competence according to their abilities," the district will implement Focus Area 2 with high fidelity. With Focus Area 2, students will attain employability skills that include both career preparation and soft skills needed preparing them for the workforce and a high-paying job. This in turn will assist our district in addressing the economic, career, and post-secondary readiness needs that currently plagues our community.

Qualifications and Experience for Key Personnel (Focus Area 1)

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

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM MANAGER – Will supervise grant implementation, manage data collection, and assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Masters Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Master’s Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
CAMPUS TEACHERS/STAFF – Will introduce incoming 8th and 9th graders to CTE courses through a bridge program and offer CTE courses (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses by the partnering IHE. EXPERIENCE: 3 years of experience in providing CTE education.
CAMPUS PRINCIPAL – Manage day-to-day activities and oversee staff during curriculum delivery. (Existing)	QUALIFICATIONS: Minimum of a Master’s Degree in Education or a related field. EXPERIENCE: 2 years of experience in managing day-to-day school activities, and overseeing faculty/staff.

Qualifications and Experience for Key Personnel (Focus Area 2)

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

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

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?

GOAL/OBJECTIVES: Our Focus Area 1 objective is to offer 30 students using a Summer Bridge CTE Program. This, in turn, will aid us in achieving our objective of ensuring that each child in the district is strategically prepared for success in college, career, and the military.

ACTIVITIES/STRATEGIES: To ensure we meet our goal/objective, the following activities will be conducted as part of the Summer Bridge Program: Provide incoming 8th and 9th grade students with a tour of the campus to help ensure they are confident on their first day of school; Provide an orientation workshop to upcoming 8th and 9th grade students and/or their parents. Introduce them to the importance of CTE in shaping their academic and career paths.; Schedule time for upcoming 8th and 9th grade students to meet with the Campus Counselor to develop action plans outlining the steps needed to achieve those goals.; and provide introductory courses for a variety of Texas Education Agency (TEA)-approved Career and Technical Education (CTE) Program of Study (POS).

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: Our Focus Area 2 objective is to offer 20 students work-based learning opportunities. This, in turn, will help us achieve our district’s objective of strategically preparing every district child for post-secondary success, whether in an Institution of Higher Education or the workforce.

ACTIVITIES/STRATEGIES: To ensure the attainment of our goal/objective, the work-based learning program will include the following activities: Collaborating with business partners to create a learning schedule that accommodates both students and the businesses; Compensating students for their participation in the program; and Offering transportation to and from the business sites, if necessary. As part of the Environmental and Natural Resources work-based learning program, relevant real-world experiences will be embedded in regular programming and provided to students. These experiences could include but are not limited to:

- Beekeeping: demonstrate knowledge of honeybee development, castes, bee behavior, division of labor, and the life cycle; and evaluate factors such as climatic characteristics and food sources for a potential beehive to determine if it is suitable for honey harvesting and pollination.
- Honey Processing: describe the tools and equipment used in honey production, including but not limited to, bee brush, fume board, honey drip tray, nectar detector, escape board, and extractor. Importantly, it demonstrates the safe usage of honey harvesting tools.

For our Health Science (Partnership with Christus Health System) Program, we will focus on areas such as monitoring patients’ vital signs, developing and implementing care plans, etc. These experiences will increase student learning and can be used to transition directly into the workforce or can be used as building blocks toward 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.

Our district will collect data on a weekly basis for both our proposed summer bridge program offerings (Focus Area 1). This constant collection process will ensure STUDENT OUTCOMES are evaluated consistently throughout the program period. PERFORMANCE MEASURES - To evaluate performance, the following quantitative measures will be employed: Demographic information of the students served; Enrollment figures for the summer program; Completion rates of students in the summer program; and All data pertaining to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will collect and evaluate various data points, including, but not limited to, student intake forms, questionnaires, progress reports, grades, attendance sheets, and student products (e.g., career directories, student poster presentations). Meetings with CTE teachers will additionally provide valuable insights for gauging program and student performance, ensuring quality in this Focus Area.

ENSURING EFFECTIVENESS: The collected data will assist the district in assessing whether the students in this program are achieving the established goals and objectives and evaluating the effectiveness of strategies for student success. In Focus Area 1, grades will be scrutinized on a weekly basis to ensure ongoing effectiveness.

Performance and Evaluation Measures (Focus Area 2)

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

Our district will collect data on a weekly basis for the grant program (Focus Area 2). This constant collection process will ensure STUDENT OUTCOMES are evaluated consistently throughout the program period.

PERFORMANCE MEASURES: The program evaluation will assess the number of students in internships or pre-apprenticeship training, fall PEIMS student information, and the list of business partners providing work-based learning experiences. It will also consider the total and average hours worked, total and average hourly earnings of students, evidence of training plans, partnership agreements with businesses, and evidence of culminating assessments or skills recognition for each student. This comprehensive approach aims to gauge the program's effectiveness and impact on students.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess a wide range of data, including student intake forms, surveys, performance reports, questionnaires, grades, attendance records, and feedback from meetings with business partner liaisons (collected through end-of-summer surveys from both students and business partners). This comprehensive approach ensures access to a diverse set of information, allowing for a thorough measurement of both program and student performance.

ENSURING EFFECTIVENESS: The collected data will serve as a critical tool for the district to assess the extent to which students in the program are achieving established goals and objectives, as well as the effectiveness of strategies for student success. In Focus Area 2, a daily analysis of students throughout the programming will be conducted to continuously evaluate the efficacy of project objectives and strategies. This analysis will include thorough observations from business partners and insightful interviews with teachers, providing a comprehensive understanding of student performance and the success of implemented 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.

MEET NEEDS/GOALS: To develop the proposed budget, we researched the cost of the staffing, supplies and materials, curriculum, software, and capital outlay needed to reach those goals. Based on the courses that will be available and program needs, our staff developed the following budget: 1) Payroll (\$5,625) - Does not Exceed 75% of Grant Request) – Funds will be used so that teachers can provide instruction in the identified CTE courses, a stipend will be provided to a Grant Program Manager who will help oversee the program activities, and benefits for all professional and support staff (extra-duty pay) will be covered; 2) Professional and Contracted Services (\$4,574)– Grant funds will be used to assist with data collections and analysis for course completions that is necessary to assess the success of the program, the integration of activities, and ensure goals and objectives of this summer programming are met. 3) Supplies and Materials (\$21,427) Costs to purchase students in the Focus 1 Area supplies and materials for their projects and their coursework during their hands-on training opportunities. 4) Other Operating (\$1,000) – Grant funds will be used to pay transportation to business and school. 5) Capital Outlay (\$15,948) Grant funds will be used to purchase: Gas Welder, ECG Simulator, and Adult Nursing Manican. 5) Indirect Costs (\$1,426) This is based on the approved indirect rate for Hawkins ISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide a Summer Bridge Program in the Summer. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products. These funds will be used to offset costs associated with our proposed grant.

ADJUSTMENTS: If adjustments to the program are needed, our grant staff will meet to discuss what changes are needed for the success of the program. If the staff require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, we will send out letters of intent to modify to all involved parties.

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.

MEET NEEDS/GOALS: To develop the proposed budget for the Summer CTE Grant, our district outlined needs, goals, and milestones for student development and success in Focus Area 2. We also researched the cost of the staffing, supplies and materials needed to reach those goals. Based on the target number of 20 students and needs of the program, the following budget has been created: 1) Payroll (\$9,375) - Does not Exceed 75% of Grant Request) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional and support extra-duty pay, and employee benefits. 2) Professional and Contracted Services (\$3,905) – Funds will be used to assist with data collection and analyses of work-based learning activities. 3) Supplies and Materials (\$12,025) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 4) Other Operating Costs (\$22,600) - The district will cover the cost associated with paying at least 20 students to receive work-based training, as well as, travel to and from the work site. 5) Indirect Costs (\$2,095) This is based on the approved indirect rate for Hawkins ISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide students with paid internships during the Summer. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products. These funds will be used to offset costs associated with our proposed grant.

ADJUSTMENTS: If adjustments to the program are needed, the grant staff will meet to discuss what changes are needed for the success of the program. If the staff require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all interested parties. If modifications are needed, all TEA rules for amendments will be followed to amend the program.

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.)

As part of our application process, we conducted a thorough needs assessment on both our district and county. Not only were these statistics alarming but validated our desperate need to receive funding under this program. Key indicators of our critical need for grant support include: Median Household income is significantly lower of what the state average is (\$61,748 county vs \$72,284 state); Percentage of individuals we have with a Bachelor’s Degree is also significantly less than the state average (21.1% county vs 33.9% state); Percentage of individuals who are in the workforce is considerably lower than the state average (45.5% county vs 62.1% state); and more than half of our economically disadvantage students do not pursue Post-Secondary Education (58%). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

To address these needs, we will provide students with the opportunity to be exposed to multiple CTE programs at an early age as part of our 8th to 9th grade summer bridge program. Additionally, we developed a budget to encompass travel expenses to and from the campus, reducing transportation barriers that may be imposed due to financial constraints. This exposure to CTE fields, coupled with complimentary transportation, will foster CTE engagement and enhance post-secondary persistence, contributing to the disruption of the cycle of low educational attainment and poverty.

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.)

As part of our application process, we conducted a thorough needs assessment on both our district and county. Not only were these statistics alarming but validated our desperate need to receive funding under this program. Key indicators of our critical need for grant support include Median Household income is significantly lower of what the state average is (\$61,748 county vs \$72,284 state); Percentage of individuals we have with a Bachelor’s Degree is also significantly less than the state average (21.1% county vs 33.9% state); Percentage of individuals who are in the workforce is considerably lower than the state average (45.5% county vs 62.1% state); and more than half of our economically disadvantage students do not pursue Post-Secondary Education (58%). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

It is easy to see how impactful these statistics can be on the students of Hawkins ISD. However, the internships in the work-based learning CTE program will help address the community and district needs. This is because the program will provide students with employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance.

Additionally, these work-based learning experiences will not only expedite entry into meaningful careers but also empower students to break the cycle of low educational attainment and poverty. By improving students’ academic, technical, and employability skills, we aspire to make a lasting impact on their futures.

Program Requirements, cont'd.

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED: With the implementation of this grant, our district plans to launch a Summer Bridge Program that caters to a minimum of 30 incoming 8th and 9th-grade students. As part of this bridge program, our students will have the opportunity to be introduced to various CTE courses in numerous Programs of Study (POS). These POS and the courses that will be provide can be seen below:

- 1. POS: Environmental and Natural Resources – Course: Principles of Agriculture, Food, and Natural Resources
- 2. POS: Healthcare Diagnostics – Course: Principles of Health Science
- 3. POS: Healthcare Therapeutic – Course: Principles of Health Science

These courses will be crafted to empower students to explore and select a POS that resonates with their interests and aspirations, guiding them toward a profession that is currently in high demand. According to data provided by Texas Career Check, the following occupations that are in demand and can be pursued by student’s post-high school graduation include: Environmental Engineers, Environmental Scientists, Speech Language Pathologists, Occupational Therapists, Etc. All occupations are above the median salary of Woods County.

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: The district is anticipating having up to 30 students participate in the coursework. These courses will be offered to students for 4 hours per day, 4 days a week, for 3-consecutive weeks from 8am-12pm (total 48 hours).

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: If awarded funds under Focus Area 2, we will have students receive pay for participating in internships at Honey Badger, Ozarka, and Christus Health System. Additionally, on-campus internships will be facilitated in collaboration with our district department heads, such as the Agriculture Department, where students can acquire work-based skills.

WORK-BASED LEARNING MODEL(S): The main component of our work-based learning model will be to facilitate hands-on work experience. Hence, if awarded, we will ensure students can partake in:

- Environmental and Natural Resources POS: demonstrating knowledge of honeybee development, castes, bee behavior, division of labor, and the life cycle; evaluating factors such as climatic characteristics and food sources for a potential beehive to determine suitability; and constructing and maintaining beehives using hand tools; and
- Healthcare Diagnostics and Healthcare Therapeutic POS: practicing bedside manners, reviewing blood pressure levels, developing and implementing care plans, checking glucose levels of patients, etc.

In addition to enhancing students' employability by providing hands-on experiences, this initiative aims to fortify six key soft skill areas: communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These skills will endow students with a competitive advantage as they pursue and achieve 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