



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

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.

Grant period from **March 20, 2024-September 30, 2024**

Pre-award costs permitted from **Not Permitted**

**Required Attachments**

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

**Select Focus Area (Applicants May Select One or Both Focus Areas)**

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **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.

**FOCUS AREA 1:**

**OVERVIEW OF THE PROGRAM:** Point Isabel ISD (PIISD) is seeking grant funds to implement a Summer CTE Grant Program that is 4 weeks long and will be used to familiarize students with the high-demand jobs in Health Science, specifically Nursing Science. PIISD will partner with Valley Regional Hospital and UT Health Systems to target up to 15 students wishing to pursue an education in Nursing Science. The students in this program will not only learn more about the medical field but study information related to the broad world of work, and college and career opportunities that will be available to achieve a career in the nursing field.

**SPECIFIC NEEDS:** Part of PIISD's MISSION statement is to: "cultivate academic programs that prepare students for college, career, and workforce readiness." The district has identified that this program would aid in meeting its mission and assist with some of the current district demographic NEEDS. These needs include but are not limited to:

- Student Population: 87.4% of the students are Economically Disadvantaged (ED) (state is 62%).
- Student Enrollment: 93.3% of the students are Hispanic, representing an overwhelming number of minorities (state is 52.9%).
- Graduates: Only 34.7% of the students actually graduated Career or Military Ready (state: 62.4%).
- Higher Education Enrollment: 40.9% of the students enroll in an Institution of Higher Education (IHE), whereas the state average is 51.3% (Source: 2022-2023 TAPR).

Point Isabel ISD understands that it is crucial they address these needs. With Focus Area 1, Point Isabel ISD students will not only gain experience and building blocks toward a high-demand CTE program of study but will also expedite the pace at which they receive relevant certifications in high-demand fields. Additionally, with this program, our students will be on a path to a postsecondary education and a high-paying job, which will help meet the aforementioned needs listed above.

**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.

**FOCUS AREA 2:**

**OVERVIEW OF THE PROGRAM:** Point Isabel ISD is seeking funds to implement a Summer CTE program that focuses on two (2) Programs of Study (POS), both of which follow the Focus Area 2 guidelines. This program will run for 4 weeks and target up to 15 students within a Work-Based Learning Program. As part of the program, students will be paid to participate in internships alongside various business and industry partners. For the Nursing component of the program, partners include: Valley Regional (1 priority point) and the district's nursing department. By partnering with these organizations, students will receive real-world work experience by conducting activities such as: Filing and tracking vaccination forms; Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with primary healthcare in case of injury or acute illness.

In addition to Nursing Science, PIISD is implementing programming in the Architecture and Construction career pathway, specifically HVAC and Sheet Metal, Electrical, and Plumbing and Pipefitting (3 priority points). By partnering with Noble Texas Builders (1 priority point) and the PIISD Maintenance Department interns will be able to conduct activities such as: 1. Checking air conditioning units; 2) Unclogging and installing plumbing pipes as needed; and 3) Learning how to use diagnostic equipment for HVAC and Electric work.

**SPECIFIC NEEDS:** Part of Point Isabel ISD's MISSION statement is to: "cultivate academic programs that prepare students for college, career, and workforce readiness." The district has identified that these programs would aid in meeting its mission and assist with some of the current district demographic NEEDS. These needs include but are not limited to:

- Student Population: 87.4% of the students are Economically Disadvantaged (ED) (state is 62%).
- Student Enrollment: 93.3% of the students are Hispanic, representing an overwhelming number of minorities (state is 52.9%).
- Graduates: Only 34.7% of the students graduate Career or Military Ready (state: 62.4%).
- Higher Education Enrollment: 40.9% of the students enroll in an Institution of Higher Education (IHE), whereas the state average is 51.3% (Source: 2022-2023 TAPR).

**ADDRESSING NEEDS:** Focus Area 2 will provide Point Isabel ISD's students with the necessary employment skills, preparation for the workforce, and outline a pathway to a high-paying job. The chosen areas of Nursing Science and Construction are both high-demand jobs. By targeting these CTE areas, Point Isabel ISD and its students will be able to address the aforementioned needs of the district, while planning for future employment and subsequently a reduction in poverty for the area.

**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
Project Director: Assist with management and oversight of grant-related services. Proposed Position	Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Must have 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor: Teach, support, and recruit students for the opportunities to participate in the bridge program. Existing Position	Minimum Qualifications of a Master’s Degree in Education or a related field. Must have 2 years of experience in assisting students in selecting careers.
Nurse: Responsible for the health and welfare of students at each campus and will instruct students in Health Science career options. Existing Position	Minimum Qualifications of a Bachelor’s Degree in Education/Health-related or a related field. Experience: Must have 2 years in health care, especially in public schools.
Superintendent: Supervise the grant program and ensure all data is reported back to TEA as required. Existing Position	Minimum Qualifications of a Master’s Degree in Education or a related field; and Superintendent Certification. Must have at least 4 years of experience being a Superintendent.
CTE Teachers: Provide Summer Bridge CTE courses, as well as oversight and data collection. Existing Position	Minimum Qualifications of a Bachelor’s Degree. Must have at least 4 years of prior experience and knowledge in programs of study being taught.

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

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

Title and Responsibilities of Position	Required Qualifications and Experience
Project Director: Assist with management and oversight of grant-related services. Proposed Position	Minimum Qualifications of a Bachelor’s Degree in Education or a related field (Qualifications). Must have 1 year of experience with managing programs, grants, personnel, and budgets (Experience).
Campus Counselor: Teach, support, and recruit students for the opportunities to participate in the internship program. Existing Position	Minimum Qualifications of a Master’s Degree in Education or a related field. Must have 2 years of experience in assisting students in selecting careers (Experience).
Business Liaison: Provide work-based experiences to the students in the program.	Minimum Qualifications with the certification to do work in the targeted Program of Study (Qualifications). Must have at least 2 years of work-based experience in the targeted POS (Experience).
Maintenance Department: Provide work-based experiences to the students in the program.	Minimum Qualifications with the ability/knowledge to offer the targeted CTE trainings and oversight in work-based activities. Must have 4 Years of experience in the targeted industry (Experience).
Nurse: Responsible for the health and welfare of students at each campus and will instruct students in Health Science career options. Existing Position	Minimum Qualifications of a Bachelor’s Degree in Education/Health-related or a related field. Experience: Must have 2 years in health care, especially in public schools.

**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:**

**GOAL:** Point Isabel ISD’s Focus Area 1 GOAL is to offer up to 15 students a Summer Bridge Program within the Health Science Pathway. This goal aligns with the grant program and the district's overall mission of preparing students for “college, career, and workforce readiness.”

**OBJECTIVES:** To ensure the district’s mission and goal are met, the following OBJECTIVES will be targeted: 1. Recruit graduating 8th graders for the Summer Bridge Program; 2. Provide up-to-date Nurse Science curriculum in the course Principles of Health, and 3. Help participating students understand the different career paths available in Nurse Science, e.g., Nursing Assistant, Vocational Nurse, etc.

**ACTIVITIES/STRATEGIES:** The ACTIVITIES that will be implemented to achieve this goal and these objectives include 1. Offer incoming 8th-grade students a tour of the campus to help ensure they are confident on their first day of school; 2. Provide an orientation to 8th-grade students and/or their parents that details the benefits of pursuing the targeted CTE pathway; 3. Schedule time for 8th-grade students to meet with the Campus Counselor create a course schedule that includes the Health Science coursework; and 4. Ensure that each student has a plan for how to achieve their career goal. This will include post-secondary options like vocational training or college/university courses.

**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:**

**GOAL:** Point Isabel ISD’s Focus Area 2 GOAL is to recruit up to 15 students to participate in work-based learning opportunities. This objective aligns with the grant program’s goal and the district's overall mission of preparing students for college, career, and workforce readiness.

**OBJECTIVES:** To effectively meet the district’s grant goal and mission, PIISD will target two (2) objectives: 1. Prepare students for the workplace in the Nursing Field; 2. Enable students to leave with First Aid certifications (e.g., OSHA approved First Aid, CPR, and Stop the Bleed) and 3. Prepare students for the workplace in the Architecture and Construction Field.

**ACTIVITIES/STRATEGIES:** The activities planned to achieve this goal and these objectives include collaborating with local businesses, including Valley Regional, the school nurse, Noble Texas Construction, and PIISD’s Maintenance Department. This collaborative effort will be utilized to facilitate paid internships and job shadowing activities fostering real-world work activities that include, but are not limited to:

- Updating student/patient medical history.
- Monitoring the school environment to ensure students/staff are in a safe and healthy environment.
- Providing students/patients with primary healthcare in case of injury or acute illness.
- Completing the curriculum for OSHA certification(s).
- Assisting with the maintenance of HVAC systems.
- Assisting with the repairs and replacement of basic electrical and plumbing needs.

These key and insightful experiences will increase student learning, develop employability skills in actual workplaces, provide a smoother transition from education into the workforce, and improve post-school outcomes such as employment and post-secondary attendance.

**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:** Point Isabel ISD selected its PERFORMANCE MEASURES based on the TEA-provided guidelines to ensure the program can be monitored efficiently and effectively. These performance measures include: 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. 5. Collection of data related to PEIMS.

**EFFECTIVENESS:** To measure progress and EFFECTIVENESS of these performance measures, Point Isabel ISD will utilize the following TOOLS: Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. The data collected will be instrumental in determining the effectiveness of project objectives and strategies. The data collection will occur regularly and involve the PROCESS outlined below:

- Analyzing grades after each week of programming;
- Analyze the difference between number of students enrolling and number of students completing the program;
- 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:** Point Isabel ISD selected its performance measures based on the TEA-provided guidelines to ensure the program can be monitored efficiently and effectively. These performance measures include: 1. The number of students participating in internships. 2. PEIMS data on student demographics. 3. Total and average hours worked by students in the program. 4. Total and average hourly earnings of interns. 5. Written training plans for each student in the program. 6. Evidence of support from business partners (Noble Texas Construction and PIISD Maintenance Department). 7. Recognition of student completion. 8. Offering evidence of established partnership agreements. AND 9. Gathering student information to understand the demographics of those benefiting from the program.

**EFFECTIVENESS:** To measure progress and effectiveness of these performance measures, Point Isabel ISD will utilize the following tools as specified in the grant guidelines: An analysis of Student/Stakeholder Surveys at the end of the program, and an analysis of anecdotal responses and observations from business partners, . The data collected will be instrumental in determining the effectiveness of project objectives and strategies. The data collection will occur regularly and involve the process outlined below:

- 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.

**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.

**FOCUS AREA 1: BUDGET**

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

- PAYROLL (\$14,175) - Payroll costs of bus drivers to the work sites, a Project Director, and extra duty pay professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
- PROFESSIONAL AND CONTRACTED SERVICES (\$3,470) – Costs to cover the IHE fees and certification costs for the students. Also, for data collection and analyses of courses completed.
- SUPPLIES AND MATERIALS (\$21,325) – Costs to purchase Focus 1 Area student supplies and materials for their projects and their coursework during their hands-on training opportunities, and the gasoline for transportation.
- OTHER OPERATING (\$2,500) - Costs for transportation for college campus tours.
- CAPITAL OUTLAY (\$6,000) – Costs to purchase an EKG Simulator to teach cardiac rhythms and dysrhythmias in order for students to learn how to recognize cardiac disorders.
- INDIRECT COSTS (\$2,530) - This is based on the approved indirect rate for PIISD and will be used to cover the associated overhead costs.

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used for similar projects include CTE programs and for introductory courses offered during the year. In addition to this, we cover the cost of facilities, cafeteria personnel, computers/software, and classrooms, which will be needed during this program. These expenses are being paid from local funds for facilities and maintenance, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products. These offerings will help offset the expense associated with implementing the grant program. ADJUSTMENTS TO MEET FUTURE NEEDS: Point Isabel ISD is always looking 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.

**FOCUS AREA 2:**

PIISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and travel, to meet the needs and goals of the program. With that said, the following is the proposed budget:

- PAYROLL (\$8,575) - Payroll costs of bus drivers to the work sites, a Program Director, and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
- CONTRACTED SERVICES (\$3,150): Funds will be used to assist with data collection and analyses of work-based learning activities.
- SUPPLIES AND MATERIALS (\$7,725) – Costs to purchase students in the Focus 2 Area supplies and materials for their projects and their coursework during their hands-on training opportunities, and the gasoline for transportation.
- OTHER OPERATING EXPENSES (\$27,700) – PIISD allocated funds to cover costs associated with the paid internship programs.
- INDIRECT COSTS (\$2,850) - This is based on the approved indirect rate for PIISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At PIISD, there are currently no paid internships being offered by the district. However, 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, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: PIISD understands the need for continued sustainability in this work-based learning program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to 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.)

FOCUS AREA 2:  
 NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: Point Isabel ISD has a high minority population (93.3% Hispanic), with the majority (55.3%) reporting a language other than English spoken at home. The district also has a very high percentage of students who are classified as economically disadvantaged/Title 1 (87.4%). Compounded by a local poverty rate (26.2%) (Source: 2022 U.S. Census Quick Facts), these factors underscore the imperative nature of securing funds for a career-promoting program like this one.

ADDRESSING NEEDS: To address both needs (i.e., Nursing Science and Construction) listed above, the district has created a detailed/specific grant budget that will encompass the needs of both the students and staff. For example, funds have been included to pay teachers to travel to work sites to supervise students and as well as transport students to and from the program job sites, reducing the number of potential barriers that students with limited resources often face. By creating a comprehensive budget and implementing this program effectively, our students will be on a path to postsecondary education and a high-paying job, which will help address the aforementioned needs of the district.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

FOCUS AREA 2:  
 NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: Point Isabel ISD has a high minority population (93.3% Hispanic), with the majority (55.3%) reporting a language other than English spoken at home. The district also has a very high percentage of students who are classified as economically disadvantaged/Title 1 (87.4%). Compounded by a local poverty rate (26.2%) (Source: 2022 U.S. Census Quick Facts), these factors underscore the imperative nature of securing funds for a career-promoting program like this one.

ADDRESSING NEEDS: To address both needs (i.e., Nursing Science and Construction) listed above, the district has created a detailed/specific grant budget that will encompass the needs of both the students and staff. For example, funds have been included to pay teachers to travel to work sites to supervise students and as well as transport students to and from the program job sites, reducing the number of potential barriers that students with limited resources often face. By creating a comprehensive budget and implementing this program effectively, our students will be on a path to postsecondary education and a high-paying job, which will help address the aforementioned needs of the district.



**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.

FOCUS AREA 1:  
PROGRAM(S) OF STUDY AND THE CTE COURSE THAT WILL BE OFFERED: Point Isabel ISD is gearing up to expand its educational offerings by introducing CTE courses within the Health Science program of study. With this program, the district is anticipating the active involvement of 15 students and is committed to ensuring that these students are not only engaged but also well-supported throughout this coursework. The strategic selection of the Health Science POS is rooted in its alignment with high-demand occupations in Nursing Science, which include but are not limited to Nursing Assistants, Patient Care Technicians, Medical and Health Service Managers, Licensed Practical and Licensed Vocational Nurses, among others (Source: Texas Career Check).  
In the framework of this program, one essential course, "Principles of Health Science," will be offered. This course is structured for 7 hours per day per course, 4 days a week, spanning 4 consecutive weeks. This initiative not only addresses the current demands in the healthcare field but also underscores the district's commitment to delivering a well-rounded and intensive educational experience for its students.

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.

FOCUS AREA 2:  
BUSINESS AND INDUSTRY PARTNERS INVOLVED: Point Isabel ISD will offer up to 15 students pay for participating in internships alongside various business and industry partners such as (letter of support attached- 2 points): Valley Regional, Noble Texas Construction, and the district's nursing and maintenance departments.  
With collaboration and input from these partners, Point Isabel ISD will be able to engage and support students as they receive real-world work experience. experiences students will be able to partake in as part of our work-based learning model include but are not limited to: Filing and tracking vaccination forms; Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with basic healthcare in case of injury or acute illness; Understanding the maintenance schedules of large HVAC systems; Exploring the different fields of Construction like electrical or plumbing and pipefitting. In addition to these experiences, students choosing the Nursing Science pathway will be able to exit the program with OSHA First Aid certificates.  
This certification, along with the work experiences students receive will make students more marketable for the workforce. This, in turn, will give them a competitive advantage 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**