



**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 **San Isidro ISD** CDN **214-902** ESC **01** UEI **TTBMJY8671G8**

Address **5 FM 1017** City **San Isidro** ZIP **78588** Vendor ID **746000677**

Primary Contact **Sara A. Alvarado** Email **sara.alvarado@sanisidroisd.org** Phone **956-481-3110**

Secondary Contact **Leonel Olivarez** Email **leo.olivarez@sanisidro.org** Phone **956-481-3110**

**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 **Sara A. Alvarado** Title **Superintendent**

Email **sara.alvarado@sanisidroisd.org** Phone **956-481-3110**

Signature *Sara A. Alvarado* Date **1/26/2024**

**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.

Through funding under the Summer CTE grant Focus Area 1, San Isidro ISD's (SIISD) goal is to offer up to up to 20 students a 2-week long Summer Bridge Program for incoming 8th and 9th graders (recently promoted 7th and 8th graders) held by the district's CTE Teachers. With focus on the Animal Science, Applied Agriculture Engineering (Agriculture, Food, and Natural Resources), Accounting and Financial Services (Business, Marketing, and Finance), and Culinary Arts (Hospitality and Tourism) Programs of Study (POS), students will familiarize themselves with the skills necessary under the POS, and students will receive hands-on experience/industry exposure. Additionally, students can receive course credit for Principles of Agriculture, Food, and Natural Resources, Principles of Business, Marketing, and Finance, and Introduction to Culinary Arts.

The district's overall MISSION is to "build on the tradition of pride and academic excellence, providing each student with the necessary skills to achieve their full potential." By establishing a bridge program SIISD aims to equip students with the knowledge and skills necessary for success in their chosen career, offering opportunities not typically available to them. Given the district's location being in a rural area (5 priority points) and its experience with high poverty, the high need for this program is evident. Additional proof of challenges impacting students and community growth includes:

- Median Household income is significantly lower compared to the state average (\$33,871 county vs \$72,284 state);
- 98.9% of the student population is Economically Disadvantaged (ED - Source: TAPR 2023);
- 100% of students are classified as Title 1, compared to the state's average 64.6% (Source: TAPR 2023);
- 42.9% of annual graduates are College, Career, or Military ready, compared to the state's average of 70% (Source: TAPR 2023);
- 58.5% of the county did not continue with their education past high school (Source: United States Census Bureau).

ADDRESSING NEEDS: Given the presented evidence, there is a clear demand to implement this type of program. SIISD is confident that by enhancing students' exposure to high-demand CTE POS, they will be inspired to further their education after high school, leading to well-paying occupations. The grant outcomes will not only improve students' academic knowledge and employability skills, but it will enhance post-secondary attendance leading to a lucrative careers, further addressing communities needs within the economy, workforce, and post-secondary readiness.

**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.

Under Focus Area 2, San Isidro ISD (SIISD) will target a total of ten (10) incoming 8th and 9th graders (recently promoted 7th and 8th graders) in a 4-week internship program. This program includes simulated workplace experiences, and field trips. Participants will be compensated for interning with the district's Maintenance Department. (Letter of Support attached: 1 priority point). The focus will be on teaching trade skills under HVAC and Sheet Metal, Plumbing and Pipefitting, Electrical (3 Priority Points), and Carpentry (Architecture and Construction) Programs of Study (POS). While interning, students will receive real-world work experience and complete activities such as: 1) Installing, serving, or repairing heating and air conditioning systems (HVAC and Sheet Metal: 1 Priority Point); 2) Assembling, installing, or repairing pipes, fittings, or fixtures of heating, water, or drainage systems (Plumbing and Pipefitting: 1 Priority Point); 3) Installing, maintaining, and repairing electrical wiring, equipment, and fixtures (Electrical: 1 Priority Point); and 4) Mastering fundamental carpentry techniques, including measuring, cutting, shaping, and joining wood materials (Carpentry).

The district's overall MISSION is to "build on the tradition of pride and academic excellence, providing each student with the necessary skills to achieve their full potential." By establishing a bridge program SIISD aims to equip students with the knowledge and skills necessary for success in their chosen career, offering opportunities not typically available to them. Given the district's location being in a rural area (5 priority points) and its experience with high poverty, the high need for this program is evident. Additional proof of challenges impacting students and community growth includes:

- Median Household income is significantly lower compared to the state average (\$33,871 county vs \$72,284 state);
- 98.9% of the student population is Economically Disadvantaged (ED - Source: TAPR 2023);
- 100% of students are classified as Title 1, compared to the state's average 64.6% (Source: TAPR 2023);
- 42.9% of annual graduates are College, Career, or Military ready, compared to the state's average of 70% (Source: TAPR 2023);
- 45.8% of the county are unemployed, compared to the state's average 37.9% (Source: United States Census Bureau); and
- 58.5% of the county did not continue with their education past high school (Source: United States Census Bureau).

ADDRESSING NEEDS: The presented evidence highlights a clear demand for implementing this program. SIISD is confident that enhancing students' exposure to Work-Based Learning opportunities will develop employability skills in real workplaces, facilitating smooth transitions from education to the workforce. This focus area will bring several benefits to the district and community, such as enhancing post-secondary attendance, delivering more valuable education for students, and increasing the number of workplace-ready individuals who contribute to economic productivity, thereby improving workforce and economic stability.

**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 education and knowledge of grant components, data collection, and budgeting.                                    |
| CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing) | QUALIFICATIONS: Master's Degree [preferred] in School Counseling or related field. EXPERIENCE: 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. (Existing)                    | QUALIFICATIONS: Bachelor's Degree in Education or related field and/or a Level-3 Educational Aide Certification in the targeted CTE Programs of Study. EXPERIENCE: 1 year of experience in providing CTE education.   |
| CAMPUS PRINCIPAL – Will manage day-to-day activities, and oversee staff during curriculum delivery. (Existing)                             | QUALIFICATIONS: Bachelor's Degree in Education or a related field. EXPERIENCE: 2 years of experience in managing day-to-day school activities, overseeing faculty/staff, and assisting students in selecting careers. |
| NOT APPLICABLE   | NOT APPLICABLE  |

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

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

| Title and Responsibilities of Position  | Required Qualifications and Experience   |
|---|--|
| 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 education and knowledge of grant components, data collection, and budgeting. |
| CAMPUS COUNSELOR – Will promote the grant program and aid with enrollment. (Existing)   | QUALIFICATIONS: Master's Degree [preferred] in School Counseling or related field. EXPERIENCE: 2 years of experience in assisting students in selecting career pathways.           |
| PARTNERING BUSINESS LIAISON – Will oversee 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: 24 years of experience in the targeted industry.         |
| NOT APPLICABLE  | NOT APPLICABLE   |
| NOT APPLICABLE  | NOT APPLICABLE   |

**Goals, Objectives, and Strategies (Focus Area 1)**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

San Isidro ISD's (SIISD) goal is to offer up to up to 20 students a 2-week long Summer Bridge Program for incoming 8th and 9th graders (recently promoted 7th and 8th graders) held by the district's CTE Teachers. With focus on the Animal Science, Applied Agriculture Engineering (Agriculture, Food, and Natural Resources), Accounting and Financial Services (Business, Marketing, and Finance), and Culinary Arts (Hospitality and Tourism) Programs of Study (POS). This will in turn assist the district in meeting our GOAL to "build on the tradition of pride and academic excellence, providing each student with the necessary skills to achieve their full potential."

To ensure the achievement of the district's MISSION and GOAL, the following ACTIVITIES will be implemented under the Summer Bridge Program:

- Campus Tours - Provide incoming 8th and 9th graders with a comprehensive tour of the campus to ensure they are familiar with key locations, classrooms, and facilities, enhancing their confidence on the first day of school.
- Deliver Orientation - Host an orientation session for incoming 8th and 9th graders and/or their parents, offering detailed information about the Career and Technical Education (CTE) Programs of Study (POS) available at the high school.
- Introductory Courses - Offer TEA-approved introductory courses in the specified CTE Programs of Study. This allows the incoming 8th and 9th graders to experience the foundational aspects of the career paths offered, familiarize themselves with the skills necessary, and can receive course credit for Principles of Agriculture, Food, and Natural Resources, Principles of Business, Marketing, and Finance, and Introduction to Culinary Arts.

In conclusion, the outcomes from SDISD's Focus Area 1 Summer CTE Grant will not only improve students' academic, technical, and employability skills, but this grant can inspire students to pursue post-secondary education leading to a lucrative career, further addressing the needs within the community's economy, workforce, and post-secondary readiness.

**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?

Our Focus Area 2 OBJECTIVE is to target a total of ten (10) incoming 8th and 9th graders to participate in a 4-week long internship program that will involve simulated workplace experiences and workplace tour field trips. Students will receive compensation for their participation in the internships held by the district's Maintenance Department (Letter of Support attached: 1 priority point). SIISD will teach the students relevant trade skills under the HVAC and Sheet Metal, Plumbing and Pipefitting, Electrical (3 Priority Points), and Carpentry (Architecture and Construction) Programs of Study (POS). This will, in turn, assist us in meeting our GOAL to "build on the tradition of pride and academic excellence, providing each student with the necessary skills to achieve their full potential."

To ensure our goal/objective is met, the following STRATEGIES will be conducted as part of the internship program: 1) Develop a learning schedule that is conducive to both the student and the district's Maintenance Department; 2) Pay students to partake in the program; and 3) Provide transportation to and from the business site, if needed.

During student's internship program, they will be able to conduct real-world work ACTIVITIES under the selected POS targeting high-paying career pathways (i.e., Heating, Air Conditioning Mechanics, Plumbers, and Electricians). Experiences that students could partake in include but are not limited to: 1) Installing, serving, or repairing heating and air conditioning systems (HVAC and Sheet Metal: 1 Priority Point); 2) Assembling, installing, or repairing pipes, fittings, or fixtures of heating, water, or drainage systems (Plumbing and Pipefitting: 1 Priority Point); Installing, maintaining, and repairing electrical wiring, equipment, and fixtures (Electrical: 1 Priority Point); and 4) Mastering fundamental carpentry techniques, including measuring, cutting, shaping, and joining wood materials (Carpentry).

These experiences will enrich student academic learning, advance post-school outcomes, and increase the number of workplace-ready individuals who become economically productive members of society, thereby improving the stability of the workforce and economy.

**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 the proposed summer bridge program (FOCUS AREA 1). This constant collection process will ensure STUDENT OUTCOMES are evaluated consistently throughout the program period.

PERFORMANCE MEASURES - To assess performance, the following quantitative measures will be used:

- 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 gather and assess several pieces of data, 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 the CTE teacher will also contribute valuable information for measuring program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are.

**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 - 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 and 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 collect and evaluate various data, encompassing student intake forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and engage in meetings with business partner liaisons. This comprehensive approach will ensure we have access to a diverse set of information that measures both program and student performance.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In the FOCUS 2 AREA, students will be analyzed each day of programming to ensure 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.

**MEET NEEDS/GOALS:** Considering the district’s needs and goals for academic growth and prosperity in Focus Area 1, the proposed budget was customized for Summer CTE Grant. Through additional research, the district gathered the expenses related to staffing, supplies, materials, curriculum, and software essential to removing potential needs or gaps. Taking into account the targeted number of students and program requirements, the budget we created is listed below: 1) Payroll (\$6,375) – Payroll costs of a Grant Program Manager and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. 2) Professional and Contracted Services (\$4,254) – Grant funds will be used to assist with data collections and analysis for course completion 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 (\$19,825) – Costs to purchase supplies and materials for projects and coursework during hands-on training opportunities. 4) Other Operating Expenses (\$1,000) – Transportation for college campus tours. 5) Capital Outlay (\$16,800) – Grant funds will be used to purchase interactive technology with embedded student curriculum focused on Animal Science, Applied Agriculture Engineering (Agriculture, Food, and Natural Resources), Accounting and Financial Services (Business, Marketing, and Finance), and Culinary Arts (Hospitality and Tourism) CTE Programs of Study (POS). 6) Indirect Costs (\$1,746) – This is based on the approved indirect rate for SIISD 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 on current district funds alone. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms that can support the proposed grant program. The activities are being paid from local funds, state and federal allocations the district receives. These funds will be used to offset costs associated with our proposed grant. **ADJUSTMENTS:** If adjustments to the program are needed, our grant stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly.

**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:** Considering the district’s needs and goals for economic growth and prosperity in Focus Area 2, the proposed budget was customized for our Summer CTE Grant. Through additional research, the district gathered the expenses related to staffing, supplies, materials, and curriculum to removing potential needs or gaps. Taking into account the targeted number of students and program requirements, the budget below was created: 1) Payroll (\$5,625) - Payroll costs for the Grant Program Manager, and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. 2) Professional and Contracted Services (\$3,370) – Costs will be used to assist with data collection and analyses of work-based learning activities. 3) Supplies and Materials (\$21,475) – Costs to purchase students in the Focus 2 Area supplies and materials for their projects and their coursework during their hands-on training opportunities. 4) Other Operating Expenses (\$16,900) –SIISD allocated funds to cover costs associated with the paid internships program and associated with providing transportation for workplace tours. 5) Indirect Costs (\$2,630) - This is based on the approved indirect rate for SIISD 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 and state transportation funds. These funds will be used to offset costs associated with our proposed grant.

**ADJUSTMENTS:** If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders 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 stakeholders. 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. Considering the district's rural location (earning 5 priority points) and its encounter with high poverty, this needs assessment further confirms the evident high need for this program. Additional proof of challenges impacting students and community growth includes:

- Median Household income is significantly lower compared to the state average (\$33,871 county vs \$72,284 state);
- 98.9% of the student population is Economically Disadvantaged (ED - Source: TAPR 2023);
- 100% of students are classified as Title 1, compared to the state's average 64.6% (Source: TAPR 2023);
- 42.9% of annual graduates are College, Career, or Military ready, compared to the state's average of 70% (Source: TAPR 2023);
- 45.8% of the county are unemployed, compared to the state's average 37.9% (Source: United States Census Bureau); and
- 58.5% of the county did not continue with their education past high school (Source: United States Census Bureau).

Given the presented evidence, it is clear that due to their rural location there is high-demand to implement this type of program. SIISD is confident that by enhancing students' exposure to high-demand CTE programs of study, they will be inspired to further their education after high school, leading to well-paying occupations. To effectively address these challenges and fulfill the program's mission, SIISD will wholeheartedly prioritize and administer Focus Area 1. Through the implementation of this focus area, students will have the opportunity to advance their careers by acquiring advanced knowledge and skills necessary for success at a younger age. The outcomes from this grant will only improve students' academic, technical, and employability skills, inspire students to pursue post-secondary education leading to a lucrative career, and further address the needs within the communities economy, workforce, and post-secondary readiness.

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. Considering the district's rural location (earning 5 priority points) and its encounter with high poverty, this needs assessment further confirms the evident high need for this program. Additional proof of challenges impacting students and community growth includes:

- Median Household income is significantly lower compared to the state average (\$33,871 county vs \$72,284 state);
- 98.9% of the student population is Economically Disadvantaged (ED - Source: TAPR 2023);
- 42.9% of annual graduates are College, Career, or Military ready, compared to the state's average of 70% (Source: TAPR 2023);
- 45.8% of the county are unemployed, compared to the state's average 37.9% (Source: United States Census Bureau); and
- 58.5% of the county did not continue with their education past high school (Source: United States Census Bureau).

Given the presented evidence, it is clear that due to their rural location there is high-demand to implement this type of program. SIISD is confident that by enhancing students' exposure to Work-Based Learning opportunities, they will develop employability skills in actual workplaces; provide seamless transitions from education to the workforce; and address community needs, such as higher median annual earnings and increased post-secondary attendance. To effectively address these challenges and fulfill the program's mission, SIISD will wholeheartedly prioritize and administer Focus Area 2. Through the implementation of this focus area, the district and community will experience various benefits, including: Improving employee retention and morale; Providing more relevant and valuable education for students; Gaining access to workplace facilities, techniques, and technology, and promoting faculty interaction with the community; and Increasing the number of workplace-ready individuals who become economically productive members of society and improving the workforce and economic stability.



**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 targets incoming 8h and 9th graders. As part of this bridge program, our students will have the opportunity to be introduced to the Animal Science, Applied Agriculture Engineering (Agriculture, Food, and Natural Resources), Accounting and Financial Services (Business, Marketing, and Finance), and Culinary Arts (Hospitality and Tourism) Programs of Study (POS). Students will familiarize themselves with the skills necessary under the POS, and they can receive credit for the following CTE courses:

- Principles of Agriculture, Food, and Natural Resources,
- Principles of Business, Marketing, and Finance,
- Introduction to Culinary Arts.

By participating in these courses, we hope to enable students to advance their careers early by gaining essential knowledge and skills, empowering them to explore their interests and aspirations, as well as, guiding them toward a profession that is currently in high demand (i.e. Farmers, Ranchers, and Other Agricultural Managers, Welders, Accountants and Auditors, and Food and Beverage Managers). The outcomes from this grant will enhance students' academic, technical, and employability skills, serving as motivation for pursuing post-secondary education and lucrative careers, further addressing the needs within the communities economy, workforce, and post-secondary readiness.

**NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED:** The district is anticipating having up to 20 students participate in the Summer Bridge Program. These courses will be offered to students for 5 hours per day, 4 days a week, for 2 consecutive weeks (total 40 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 on-campus internships facilitated by our district's Maintenance Department, where students can acquire skills in HVAC and Sheet Metal, Plumbing and Pipefitting, Electrical (3 Priority Points), and Carpentry (Architecture and Construction) Programs of Study (POS). During internships, students will actively engage in real-world work experience by conducting activities such as: Installing, serving, or repairing heating and air conditioning systems (HVAC and Sheet Metal: 1 Priority Point); Assembling, installing, or repairing pipes, fittings, or fixtures of heating, water, or drainage systems (Plumbing and Pipefitting: 1 Priority Point); Installing, maintaining, and repairing electrical wiring, equipment, and fixtures (Electrical: 1 Priority Point); Mastering fundamental carpentry techniques, including measuring, cutting, shaping, and joining wood materials (Carpentry); etc.

As students are completing the internship, which simulated workplace experiences, they are further enhancing their skills needed to become economically productive members of society, thereby improving the stability of the workforce and economy. Beyond 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.

**NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED:** The district is anticipating having up to 10 students participate in the Summer Bridge Program. These work-based learning activities will be offered to students for 6 hours per day, 4 days a week, for 4 consecutive weeks (total 96 hours).

**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**