



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.

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.

OVERVIEW OF THE PROGRAM: Under Focus 1 San Diego ISD (SDISD) will offer up to 30 students a 6-week long Summer Bridge Program for incoming 9th and 10th graders (recently promoted 8th and 9th graders) held by the district’s Industrial Technology Department (Letter of Support attached: 1 priority point). This summer program will offers students from SDISD hands-on experience and industry exposure in the Welding Program of Study (POS). Incoming 9th graders will receive course credit for Introduction to Welding. Meanwhile, incoming 10th graders who have completed the introduction course can receive course credit for Welding I and will have the chance to earn the National Center for Construction Education and Research (NCCER) Welding Level 1 certification.

MISSION AND SPECIFIC NEEDS - The district’s overall MISSION is to have “students graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.” Through establishing this Summer CTE program SDISD can further implement their mission by ADDRESSING the SPECIFIC community and district NEEDS listed: 1) Median Household income is significantly lower compared to the state average (\$50,697 county vs \$72,284 state); 2) 90.2% of the student population is Economically Disadvantaged (ED- Source: TAPR 2023); 3) 100% of students are classified as Title 1, compared to the state’s average 64.6% (Source: TAPR 2023); 4) 52.7% of the county are unemployed, compared to the state’s average 37.9% (Source: United States Census Bureau); and 5) 58.5% of the county did not continue with their education past high school (Source: United States Census Bureau).

ADDRESSING NEEDS: When considering SDISD is small, rural (5 priority points), and experience financial constraints limiting the opportunities available, it is clear that there is a high need to fulfill this type of program. The program aims to showcase how increased exposure to academic experiences can motivate students to pursue education beyond high school, ultimately leading to well-paying occupations. To effectively tackle these challenges and fulfill its mission, the district will implement Focus Area 1 with a high level of commitment. Through this focus area, students will not only enter high school with additional knowledge and familiarity in high-demand CTE programs of study, but they will also expedite the pace at which they receive relevant certifications in high-demand fields. These grant outcomes will set students on a clear path toward postsecondary education and high-paying jobs, helping to address the economic, career, and post-secondary readiness needs in the community.

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: Under Focus Area 2, San Diego ISD (SDISD) will target a total of thirty (30) incoming 9th and 10th graders (recently promoted 8th and 9th graders) to participate in a 6-week long internship program. Students will receive compensation for their participation in internships held by the district’s Industrial Technology Department (Letter of Support attached: 1 priority point). SDISD will teach the students relevant trade skills under the Carpentry Program of Study (POS). While interning, students will receive real-world work experience and complete activities such as: Constructing frameworks and structures such as picnic tables; Mastering fundamental carpentry techniques, including measuring, cutting, shaping, joining wood materials; Operating machinery like saws, milling machines, and drill presses; Implementing safety protocols and knowledge of safe working practices to ensure a secure working environment; and Applying finishing touches to carpentry projects, such as sanding, staining, painting, and varnishing.

MISSION AND SPECIFIC NEEDS - The district’s overall MISSION is to have “students graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.” Through establishing this Summer CTE program SDISD can further implement their mission by ADDRESSING the SPECIFIC community and district NEEDS listed: 1) Median Household income is significantly lower compared to the state average (\$50,697 county vs \$72,284 state); 2) 90.2% of the student population is Economically Disadvantaged (ED- Source: TAPR 2023); 3) 100% of students are classified as Title 1, compared to the state’s average 64.6% (Source: TAPR 2023); 4) 52.7% of the county are unemployed, compared to the state’s average 37.9% (Source: United States Census Bureau); and 5) 58.5% of the county did not continue with their education past high school (Source: United States Census Bureau).

ADDRESSING NEEDS: When considering SDISD is small, rural (5 priority points), and experience financial constraints limiting the opportunities available, it is clear that there is a high need to fulfill this type of program. This program will demonstrate how increased exposure to real-life work experiences can inspire students to pursue well-paying occupations. To successfully address the challenges SDISD faces and fulfill its mission, the district will implement Focus Area 2 with a high level of commitment. Through this focus area, students will not only graduate high school with additional knowledge and familiarity in a high-demand CTE program of study, but they will also expedite the pace at which they become employed in a high-demand field.

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, & 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: Master's Degree in School Counseling or related field. EXPERIENCE: 2 years of experience in assisting students in selecting career pathways.
CAMPUS TEACHERS/STAFF – Will introduce incoming 9th and 10th graders to CTE courses through a bridge program. (Existing)	QUALIFICATIONS: Locally certified to teach CTE courses, credentialed to teach welding courses by IHE partner(s). EXPERIENCE: 3 years of experience in successfully teaching skills leading to the NCCER Core credential.

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 and aid with enrollment. (Existing)	QUALIFICATIONS: Master's Degree 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: 4 years of experience in the targeted industry.

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 Diego ISD (SDISD) Focus Area 1 OBJECTIVE is to target up to 30 students for a summer bridge within the Welding Program of Study (POS). This will in turn assist the district in meeting our GOAL of ensuring all “students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.”

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

- Summer Bridge Program – 1) Campus Tours - Provide comprehensive campus tour for incoming 9th-grade students, familiarizing them with key locations to enhance their confidence on the first day of school. 2) Deliver Orientation - Host an orientation session for incoming 9th-grade students and/or their parents, regarding the Welding Career and Technical Education (CTE) POS. 3) Counselor Meetings - Schedule individualized sessions for incoming 9th-graders and the Campus Counselor, for students to receive guidance and determine which CTE POS aligns best with their interests, skills, and future goals. 4) Introductory Courses - Offer TEA-approved introductory course in the specified CTE POS for incoming 9th graders to explore foundational aspects of the career paths offered.
- Summer Bridge Program – 1) Parent Sessions - Host a session for incoming 10th-grade student’s parents, offering detailed information about the Welding CTE POS including the goals, objectives, and outcomes of CTE course and certification. 2) Counselor Meetings - Schedule individualized sessions for incoming 10th-grade students and the Campus Counselor to discuss continuing the Welding CTE pathway and reviewing the degree plan, requirements, and prerequisites. 3) Introductory Courses and Certification - Offer TEA-approved introductory courses in the specified CTE POS, allowing incoming 10th-graders to earn credit under the Welding 1 CTE course and complete the National Center for Construction Education and Research (NCCER) Welding Level 1 certification.

In conclusion, SDISD's Focus Area 1 Summer CTE Grant will not only provide foundational skills, but students will be instilled with the essential skills necessary to position them for profitable careers and post-secondary education opportunities.

Goals, Objectives, and Strategies (Focus Area 2)

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

Our Focus Area 2 OBJECTIVE is to offer 30 students internships. This will, in turn, assist us in meeting our GOAL of ensuring all “students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.”

To ensure our goal/objective is met, the following STRATEGIES will be conducted as part of the internship and project-based learning program: 1) Develop a learning schedule that is conducive to both the student and the district; 2) Pay students to partake in the program; and 3) Have students construct tables for the district to utilize for the lunch area and activities for the upcoming school year.

During student's internship program, they will be able to conduct real-world work ACTIVITIES under the Carpentry Program of Study (POS) targeting high-paying career pathways (i.e., Cost Estimators and Carpenters). Experiences that students could partake in include but are not limited to:

- Constructing frameworks and structures such as picnic tables;
- Mastering fundamental carpentry techniques, including measuring, cutting, shaping, joining wood materials;
- Operating machinery like saws, milling machines, and drill presses;
- Implementing safety protocols and knowledge of safe working practices to ensure a secure working environment; and
- Applying finishing touches to carpentry projects, such as sanding, staining, painting, and varnishing.

These experiences will enhance student learning, cultivate employability skills in actual workplaces, facilitate a seamless transition from education into the workforce, and improve post-school outcomes, including employment and attendance in post-secondary education.

Performance and Evaluation Measures (Focus Area 1)

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

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.

- 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 member. 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 our 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, SDISD created the following budget: 1) Payroll (\$8,750) – Payroll costs for a Grant Program Manager, and professional staff to administer the program. Employee Benefits have been included in payroll. 2) Professional and Contracted Services (\$3,742) – Grant funds will support data collections and analysis for course completions that is necessary to assess program success, activity integration, and ensure goals and objectives of the program are met. 3) Supplies and Materials (\$23,050) – 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 Expenses (\$1,000) – SDISD allocated funds for the National Center for Construction Education and Research (NCCER) Welding Level 1 certification costs. 5) Capital Outlay (\$11,200) – Grant funds will be used to purchase interactive flat panels with embedded student curriculum focused on Welding CTE POS and activities that are instrumental in the pathway. 6) Indirect Costs (\$2,258) – This is based on the approved indirect rate for SDISD 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, 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 the program requires adjustments, the grant stakeholders will meet to discuss necessary changes for the success of the program. Should the stakeholders need guidance, they will contact TEA to address their concerns properly. If modifications must be made, letters of intent to modify will be sent to all stakeholders, and any changes will be made in compliance with TEA's rules for amendments.

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, SDISD created the following budget: 1) Payroll (\$3,750) - 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 (\$3,590) – Costs will be used to assist with data collection and analyses of work-based learning activities. 3) Supplies and Materials (\$11,450) – 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 (\$28,800) – San Diego ISD allocated funds to cover costs associated with the paid internships and pre-apprenticeship/youth apprenticeship programs. 5) Indirect Costs (\$2,410) - This is based on the approved indirect rate for San Diego 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, 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 the program requires adjustments, the grant stakeholders will meet to discuss necessary changes for the success of the program. Should the stakeholders need guidance, they will contact TEA to address their concerns properly. If modifications must be made, letters of intent to modify will be sent to all stakeholders, and any changes will be made in compliance with TEA's rules for amendments.

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. Based on the assessment, it is evident that SDISD is in urgent need of funding to provide this program. Key indicators highlighting our critical need for grant support include: The student population includes 90.2% economically disadvantaged individuals; the student enrollment reflects a 98.2% minority composition; the students are classified as 100% Title 1 (State average: 64.6%); the median household income is significantly lower than the state average (\$50,697 county vs \$72,284 state); the percentage of individuals with a Bachelor’s Degree is over four times lower than the state average (7.8% county vs 33.9% state); and the percentage of individuals who are unemployed is significantly higher than the state average (52.7% county vs 37.9% state).

To address these needs, we will provide students with the opportunity to be exposed to CTE programs at an early age as part of our incoming 9th and 10th graders (recently promoted 8th and 9th graders) summer bridge program. Additionally, students will be provided with a 6-week accelerated CTE course in the Manufacturing career pathway under the Welding Program of Study (POS). These courses not only accelerate students' entry into meaningful careers but also empower them to break the cycle of low educational attainment and poverty. By providing an early start on pathways to college or high-demand, high-paying careers, we aspire to make a lasting impact on their futures.

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. Based on the assessment, it is evident that SDISD is in urgent need of funding to provide this program. Key indicators highlighting our critical need for grant support include: The student population includes 90.2% economically disadvantaged individuals; the student enrollment reflects a 98.2% minority composition; the students are classified as 100% Title 1 (State average: 64.6%); the median household income is significantly lower than the state average (\$50,697 county vs \$72,284 state); the percentage of individuals with a Bachelor’s Degree is over four times lower than the state average (7.8% county vs 33.9% state); and the percentage of individuals who are unemployed is significantly higher than the state average (52.7% county vs 37.9% state).

It is simple to see how impactful these statistics can be on the students of San Diego ISD and the surrounding community. However, the internship program will help address the aforementioned 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 experiences will not only expedite entry into meaningful careers but also empower students to break the cycle of low educational attainment and poverty. By providing an early start on pathways to college or high-demand, high-paying careers, 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: With the implementation of this grant, our district plans to launch a summer bridge program that caters up to 30 incoming 9th and 10th graders (recently promoted 8th and 9th graders). As part of this bridge program, our students will have the opportunity to be introduced to CTE courses in the Welding Program of Study (POS). Additionally, Incoming 10th graders who have already completed the introduction course will have the chance to earn the National Center for Construction Education and Research (NCCER) Welding Level 1 certification.

CTE COURSES THAT WILL BE OFFERED: Below you will find the CTE courses that will be offered as part of Focus Area 1:

- Introduction to Welding, and
- Welding I.

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: The district is anticipating having up to 30 students participate in the coursework.

By participating in these courses, we hope to empower students to explore their interests and aspirations, as well as guide them toward a profession that is currently in high demand (i.e. Welders, Cutters, Solderers, Brazers, Welding Soldering and Brazing Machine Setters).

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 department head, the Industrial Technology Department, where students can acquire skills in Carpentry.

WORK-BASED LEARNING MODEL(S): During internships, students will actively engage in real-world work experience by conducting activities such as: Constructing frameworks and structures such as picnic tables; Mastering fundamental carpentry techniques, including measuring, cutting, shaping, joining wood materials; Operating machinery like saws, milling machines, and drill presses; Implementing safety protocols and knowledge of safe working practices to ensure a secure working environment; and Applying finishing touches to carpentry projects, such as sanding, staining, painting, and varnishing.

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.

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