



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

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

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.Grant period from **March 20, 2024-September 30, 2024**Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

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

Amendment Number

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

N/A

Applicant Information

Organization CDN ESC UEI Address City ZIP Vendor ID Primary Contact Email Phone Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions Debarment and Suspension Certification
- General and application-specific Provisions and Assurances Lobbying Certification

Authorized Official Name Title Email Phone Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

FOCUS AREA 1: OVERVIEW OF THE PROGRAM: Pharr-San Juan-Alamo ISD (PSJA ISD) is seeking grant funds to implement a Summer CTE Grant Program that is 3 weeks long (June 10-June 27) and for 4 hours per day (M-Th) and will be used to familiarize up to 80 students in a bridge program with the different CTE Programs of Study (POS) in the Architecture and Construction Career Pathway, i.e., HVAC and Sheet Metal, Electric, and Plumbing and Pipefitting (3 priority points). As part of the program, students will study information related to the common expectations in the world of work as well as college and career opportunities that will be available to achieve a career in these fields.

SPECIFIC NEEDS: Part of PSJA ISD’s MISSION statement is to: “connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all- from early childhood through their chosen career.” The district has identified that this program would aid in meeting its mission and mediate some of the current district demographic NEEDS. These needs include but are not limited to:

- Student Population: 92.2% of the students are Economically Disadvantaged (ED) (state is 62%).
- Student Enrollment: 99.4% of the students are Hispanic, representing an overwhelming number of minorities (state is 52.9%).
- Graduates: 78.4% of the students are at-risk (state: 53.3%).
- Higher Education Enrollment: 46.6% of the students enroll in an Institution of Higher Education (IHE), whereas the state average is 51.3%

(Source: 2022-2023 TAPR).

Pharr-San Juan-Alamo ISD understands that it is crucial to address these needs. This is because with Focus Area 1 Pharr-San Juan-Alamo 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 needs listed above. When examining factors that put students at-risk for school failure, PSJA has 78.4% of students that qualify, which is one and a half times higher than the state level (53.3%). It is hoped that programs like this Summer CTE grant can counteract these factors.

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: Pharr-San Juan-Alamo ISD is seeking funds to implement a Summer CTE program that focuses on the Architecture and Construction Career Pathway (i.e., HVAC and Sheet Metal, Electric, and Plumbing and Pipefitting), which follow the Focus Area 2 guidelines. This program will run for 3 weeks (June 10-June 28) for 8 hours per day (M-F) and target up to 30 students within a Work-Based Learning Program. As part of the program, students will be paid to participate in internships alongside business and industry partners, Zitro Electric, LLC and the PSJA Maintenance Department.

PSJA ISD is implementing programming in the Architecture and Construction career pathway, specifically HVAC and Sheet Metal and Electric. By partnering with Zitro Electric, LLC (1 priority point) and the PSJA ISD Maintenance Department (1 priority point) interns will be able to conduct activities such as: 1. Checking air conditioning units; and 2) Learning how to use diagnostic equipment for HVAC; 3. Checking electrical wiring for shorts, and 4. Replacing light fixtures to practice electric work.

SPECIFIC NEEDS: Part of Pharr-San Juan-Alamo ISD’s MISSION statement is to: “connect all students with innovative instruction, outstanding facilities, technology, skills.” 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: 92.2% of the students are Economically Disadvantaged (ED) (state is 62%).
- Student Enrollment: 99.4% of the students are Hispanic, representing an overwhelming number of minorities (state is 52.9%).
- Graduates: 78.4% of the students are at-risk (state: 53.3%).
- Higher Education Enrollment: 46.6% 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 Pharr-San Juan-Alamo 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 HVAC and Sheet Metal as well as Electric are both high-demand jobs. By targeting these CTE areas, Pharr-San Juan-Alamo 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. While we are at state level for graduating students Career and Military ready, many of our graduates are not yet pursuing these careers. Our primary objective is to pay students for real-world experiences, which hopefully leads them to pursuing a career related to this internship.

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. Existing 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.
Federal/State Special Programs Director: Oversee the Summer Bridge program and ensure the curriculum and courses offered are essential. Existing Position	Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Must have 2 years of experience working on implementing CTE programs.
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 1 year 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. Existing 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. Existing Position	Must be certified 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).
Chief Financial Officer: Oversee all grant expenditures and ensure funds are spent appropriately. Existing Position	Minimum of a Bachelor’s Degree in finance, business, or accounting, Master’s Degree is preferred. Must have at least 2 years of experience working with LEAs to oversee expenditures.
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?

FOCUS AREA 1:
GOAL: Pharr-San Juan-Alamo ISD’s Focus Area 1 GOAL is to offer up to 80 students a Summer Bridge Program within the Architecture and Construction 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 curriculum in an exploratory CTE course; and 3. Help participating students understand the different career paths available in Architecture and Construction, specifically HVAC and Sheet Metal, Electric, and Plumbing and Pipefitting.
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 to create a course schedule that includes the CTE 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: Pharr-San Juan-Alamo ISD’s Focus Area 2 GOAL is to recruit up to 30 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, PSJA ISD will target students for the workplace in the Architecture and Construction Field, specifically HVAC and Sheet Metal, and Electric.
ACTIVITIES/STRATEGIES: The activities planned to achieve this goal and these objectives include collaborating with our own Maintenance Department and local business, Zitro Electric, LLC. This collaborative effort will be utilized to facilitate paid internships and real job activities fostering real-world work activities that include, but are not limited to:

- Assisting with the maintenance of HVAC systems.
- Assisting with the repairs and replacement of basic electrical needs.
- Replacing light fixtures.
- Practicing using diagnostic tools.

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: Pharr-San Juan-Alamo 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, PSJA 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; 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: Pharr-San Juan-Alamo 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 paid internships. 2. Total and average hours worked by students in the program. 3. Total and average hourly earnings of interns. 4. Written training plans for each student in the program. 5. Total number of business partners providing work-based learning experiences. 6. Evidence of support from business partners (Zitro Electric, LLC and PSJA ISD Maintenance Department). 7. Recognition of student completion. 8. Collection of data related to PEIMS. 9. Demographics of students participating and benefiting in program.

EFFECTIVENESS: To measure progress and effectiveness of these performance measures, PSJA ISD will utilize the following tools as specified in the grant guidelines: an analysis of Student Surveys at the end of the program and an analysis of anecdotal responses and observations from business partners. This data will help the district determine the effectiveness of each placement and whether each placement should be repeated in future summer internships. The data collected from grades, attendance, and PEIMS 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
- Analyzing business partners’ anecdotal feedback.

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 Pharr-San Juan-Alamo ISD drafted the following budget based on the needs and goals of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Pharr-San Juan-Alamo ISD’s proposed budget is as follows: • PAYROLL (\$8,250) - Payroll costs of bus drivers to the work sites and extra duty pay for support and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. • PROFESSIONAL AND CONTRACTED SERVICES (\$4,180) – Costs to cover attendance/program completion certification costs for the students. Also, for data collection and analyses of courses completed. • SUPPLIES AND MATERIALS (\$33,750) – Costs to purchase Focus 1 Area student supplies and materials for their projects and their coursework. • OTHER OPERATING EXPENSES (\$2,000) – Costs allocated to cover transportation costs for the program. • INDIRECT COSTS (\$1,820) - This is based on the approved indirect rate for PSJA ISD 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 includes covering 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: Pharr-San Juan-Alamo 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: PSJA ISD 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 (\$800) - Payroll costs of bus drivers to the work sites and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. • CONTRACTED SERVICES (\$4,180): Funds will be used to assist with data collection and analyses of work-based learning activities. • OTHER OPERATING EXPENSES (\$43,200) – Funds to cover costs associated with the paid internship programs. • INDIRECT COSTS (\$1,820) - This is based on the approved indirect rate for PSJA ISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At PSJA ISD, 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, and Texas Department of Agriculture allocations for the summer food.

ADJUSTMENTS TO MEET FUTURE NEEDS: PSJA ISD 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 1:
NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: Pharr-San Juan-Alamo ISD has a high minority population (99.4% Hispanic) with the majority (83.6%) reporting a language other than English is spoken at home. The district also has a very high percentage of students who are classified as economically disadvantaged/Title 1 (92.2%). Compounded by a local poverty rate (30.4%) (Source: 2022 U.S. Census Quick Facts), these factors underscore the imperative nature of securing funds for a career-promoting program like this.

ADDRESSING NEEDS: To address the need for the bridge course, the district has created a detailed grant budget that will encompass the needs of both the students and staff. For example, funds have been included to pay qualified teachers (\$1,800.00 per course) to an instruct exploratory course during the Summer, as well as to transport students to and from the program, reducing the number of potential barriers that put PSJA students at-risk for attendance. 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: Pharr-San Juan-Alamo ISD has a high minority population (99.4% Hispanic) with the majority (83.6%) reporting a language other than English is spoken at home. The district also has a very high percentage of students who are classified as economically disadvantaged/Title 1 (92.2%). Compounded by a local poverty rate (30.4%) (Source: 2022 U.S. Census Quick Facts), these factors underscore the imperative nature of securing funds for a career-promoting program like this.

ADDRESSING NEEDS: To address these needs (i.e., HVAC and Sheet Metal, and Electric) listed above, the district has created a detailed/specific grant budget that will encompass the needs of all stakeholders, i.e., the students, staff, and business partners. For example, funds have been included to pay 30 student at \$12 per hour for 8 hours a day for 3 weeks (\$43,200.00). In our poverty stricken area this additional \$1,440 per students will impact each student’s otherwise limited resources. By implementing this program effectively, PSJA students will be on a path to postsecondary education and a high-demand, high-paying job, which will help address the students’ and district’s needs discussed above.

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: Pharr-San Juan-Alamo ISD is gearing up to expand its educational offerings by introducing CTE courses within the Architecture and Construction career pathway. With this program, the district is anticipating the active involvement of 80 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 Architecture and Construction pathway is rooted in its alignment with high-demand occupations in HVAC and Sheet Metal, Electric, Plumbing and Pipefitting (i.e.: Texas Career Check). These Program of Studies will outline future careers and the pathways to achieve careers (e.g., Installing and repairing HVAC systems, wiring new construction sites, working as a plumber in both residential and commercial sites) for participating students.
In the framework of this program, one essential course has been designed to guide students through different high-demand, high-paying jobs in the Career and Technology Education pathways, with an emphasis on Architecture and Construction. This course is structured for 4 hours per day per course, 4 days a week, spanning 3 consecutive weeks. This initiative not only addresses the current demands in Architecture and Construction 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: Pharr-San Juan-Alamo ISD will offer up to 30 students pay for participating in internships alongside business and industry partners such as (letter of support attached- 2 points): Zitro Electric, LLC and the district's own Maintenance Department.

With collaboration and input from these partners, Pharr-San Juan-Alamo 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 1. using diagnostic tools of the trade; 2. maintaining HVAC units; and 3. replacing electrical fixtures.

These hands-on, real-world experiences are designed to ignite the interests of students with the goal of each of them pursuing a career pathway in the field.

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