



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

NOGA ID [Redacted]

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**.

Application stamp-in date and time

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**

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): [Redacted]

Applicant Information

Organization **Agua Dulce ISD** CDN **178901** ESC **2** UEI [Redacted]

Address **1 Longhorn Drive** City **Agua Dulce** ZIP **78330** Vendor ID **746000003**

Primary Contact **David Cantu** Email **david.cantu@adisd.net** Phone **361-998-2542**

Secondary Contact **Michael Gonzalez** Email **mgonzalez@ruralschoolsinnovationzone** Phone **361-522-0261**

Certification and Incorporation

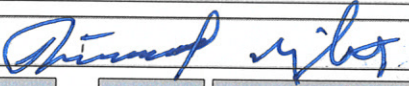
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 **Richard Wright** Title **Superintendent**

Email **rwright@adisd.net** Phone **361-998-2542**

Signature  Date **1/29/24**

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.

The Rural Schools Innovation Zone (RSIZ) is a collaborative of five rural school districts in South Texas. Member districts include Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD. RSIZ offers students from any member district the opportunity to attend specialized career-themed academies. Academy options include:

- 1.) Ignite Technical Institute at Brooks County ISD where students can train to become welders, HVAC technicians, heavy equipment operators, or electricians.
- 2.) Grow Your Own Educator Academy at Premont ISD where students can train to become future teachers.
- 3.) Next Generation Medical Academy at Freer ISD where students can train to become future health professionals.
- 4.) STEM Discovery Zone at Premont ISD where students can train to become future cybersecurity professionals and/or robotics and drone operators. Each academy is available at no direct cost to students.

The Focus Area 1 summer program organized by Agua Dulce ISD will specifically support students in the Information Technology Support and Services program of study currently offered at Agua Dulce ISD. While this is not an official RSIZ academy, the summer program will be open to any RSIZ student with interest in IT. The proposed summer program will provide an opportunity for students to take the Principles of Information Technology course (Service ID: 13027200) over the summer. Students completing the summer course will free up space in their schedules in later years to take more advanced IT coursework. Up to 20 students may be served through this summer program. Students may also have the opportunity to earn Microsoft Office certifications in Word and Excel during the program.

Agua Dulce ISD's vision is to be an innovative community which builds educational excellence for future generations. By offering the Information Technology Support and Services program of study in our rural community, we aim to prepare our students for career opportunities within, and outside of, our region of Texas.

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.

The Rural Schools Innovation Zone (RSIZ) is a collaborative of five rural school districts in South Texas. Member districts include Agua Dulce ISD, Benavides ISD, Brooks County ISD, Freer ISD, and Premont ISD. RSIZ offers students from any member district the opportunity to attend specialized career-themed academies. Academy options include:

- 1.) Ignite Technical Institute at Brooks County ISD where students can train to become welders, HVAC technicians, heavy equipment operators, or electricians.
- 2.) Grow Your Own Educator Academy at Premont ISD where students can train to become future teachers.
- 3.) Next Generation Medical Academy at Freer ISD where students can train to become future health professionals.
- 4.) STEM Discovery Zone at Premont ISD where students can train to become future cybersecurity professionals and/or robotics and drone operators. Each academy is available at no direct cost to students.

The Focus Area 2 summer program organized by Agua Dulce ISD will specifically support students in the Information Technology Support and Services program of study currently offered at Agua Dulce ISD. While this is not an official RSIZ academy, the summer program will be open to any RSIZ student with interest in IT who also have the requisite knowledge and skillset. The proposed summer program will facilitate a summer internship program for advanced IT students. Students will serve as interns for a variety of offices with Jim Wells County. Additionally, students may serve as interns for their home school district to support district IT staff in maintaining equipment and preparing equipment for the 2024-2025 academic year. Interns will complete 100 hours of supervised work. Up to 20 students may be served through this summer program.

Agua Dulce ISD's vision is to be an innovative community which builds educational excellence for future generations. By offering the Information Technology Support and Services program of study in our rural community, we aim to prepare our students for career opportunities within, and outside of, our region of Texas.

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
Mike Gonzalez, Executive Director, Rural Schools Innovation Zone: Responsible for overall coordination between RSIZ schools	Knowledge and experience overseeing projects with multiple stakeholders. Experience with TEA grants. Experience overseeing CTE programs.
Principles of Information Technology Teacher: Responsible for instruction of the summer course.	Qualified teacher, credentialed to teach Principles of Information Technology. Experience creating engaging student learning activities.
David Cantu, Principal: Responsible for instructional oversight and school operations during the summer program	Credentialed High School Principal. Knowledge of, and experience overseeing CTE programs.
Business Manager: Responsible for ensuring proper financial reporting associated with the grant program	Experience with TEA grant financial reporting requirements. Knowledge of allowable expenses associated with grants.
RSIZ Member District School Counselors: Responsible for promoting the summer program opportunity to their students.	Qualified school counselors. Knowledge of, and/or experience supporting CTE programs. Knowledge of RSIZ operational standards and expectations.

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
Mike Gonzalez, Executive Director, Rural Schools Innovation Zone: Responsible for overall coordination between RSIZ schools	Knowledge and experience overseeing projects with multiple stakeholders. Experience with TEA grants. Experience overseeing CTE programs.
Instructor or Work-Based Learning Coordinator: Responsible for oversight of WBL program and routine communication with employers & interns	Knowledge of work-based learning best practices (training plans, training agreements, career advising/coaching). Has taken TEA WBL online training or WBL training at service center
David Cantu, Principal: Responsible for instructional oversight and school operations during the summer program	Credentialed High School Principal. Knowledge of, and experience overseeing CTE programs.
Business Manager: Responsible for ensuring proper financial reporting associated with the grant program	Experience with TEA grant financial reporting requirements. Knowledge of allowable expenses associated with grants.
RSIZ Member District School Counselors: Responsible for promoting the summer program opportunity to their students.	Qualified school counselors. Knowledge of, and/or experience supporting CTE programs. Knowledge of RSIZ operational standards and expectations.

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?

The primary goals of the proposed summer program are to enhance the educational opportunities for students interested in the Information Technology Support and Services program of study within Agua Dulce ISD. The specific objectives include:

1. Principles of Information Technology Course Completion: Provide students with the opportunity to complete the Principles of Information Technology course during the summer. Offer targeted coursework, ensuring comprehensive coverage of the subject matter. Utilize experienced instructors and hands-on learning experiences to enhance understanding and retention.
2. Advanced IT Coursework Preparation: Enable students to free up space in their schedules for more advanced IT coursework in subsequent academic years. Structure the program to align with the curriculum, ensuring seamless integration with the existing IT Support and Services program. Provide counseling and guidance to help students plan their future coursework.
3. Certification Attainment: Offer students the opportunity to earn Microsoft Office certifications in Word and Excel. Integrate certification preparation modules into the program, covering relevant content and providing practice assessments. Collaborate with industry professionals or certified trainers for effective certification training.
4. Inclusivity for RSIZ Students: Extend the program to any RSIZ student with an interest in IT, promoting inclusivity and collaboration across member districts. Publicize the program across RSIZ member districts, emphasizing its accessibility to all interested students. Facilitate communication and coordination among participating districts to ensure seamless enrollment.
5. Career Readiness and Regional Preparedness: Align the program with Agua Dulce ISD's vision of preparing students for career opportunities within and outside the region. Incorporate real-world applications of IT skills, such as industry guest speakers, site visits, or practical projects. Foster partnerships with local businesses to provide insights into regional career 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?

The major goals and objectives are aligned with our commitment to providing students with a comprehensive and hands-on experience in the field of Information Technology Support and Services. The program aims to achieve the following key objectives:

1. Skill Enhancement: The primary goal is to enhance the skills and knowledge of students enrolled in the Information Technology Support and Services program. Through a carefully crafted curriculum and practical experiences, we aim to deepen their understanding of IT concepts and applications.
2. Internship Opportunities: Provide meaningful summer internships for advanced IT students. Interns will have the opportunity to work in various offices within Jim Wells County, gaining real-world experience and exposure to different facets of IT support.
3. Community Engagement: Foster community engagement by allowing students to serve as interns for their home school districts. This not only supports district IT staff in equipment maintenance but also establishes a collaborative relationship between students and their local communities.
4. Workforce Readiness: Prepare students for future career opportunities within and beyond our region of Texas. By offering a targeted program of study, we aim to equip students with the necessary skills and experiences to excel in the field of Information Technology.

To meet these goals, the program will implement the following activities and strategies:

1. Structured Curriculum: Develop and implement a structured curriculum that combines theoretical knowledge with hands-on practical experiences. This will ensure that students gain a well-rounded understanding of IT concepts.
2. Internship Placements: Collaborate with offices in Jim Wells County to secure diverse and meaningful internship placements for students. This will expose them to different aspects of IT support and services.
3. Supervised Work Experience: Ensure that interns complete 100 hours of supervised work, providing a balance between autonomy and guidance to maximize their learning experience.

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.

The program will utilize various performance measures to evaluate student outcomes and ensure the effectiveness of project objectives and strategies. The demographic assessment will be conducted through the Fall PEIMS collection, providing insights into the demographics of students served. Regular updates and systematic reviews of this data will be performed to align the program with the needs of diverse student populations.

Enrollment tracking will be employed to monitor the number of students participating in the summer program. A real-time tracking system will be maintained, allowing for regular updates and identification of any enrollment trends or challenges. Program completion rates will be assessed by tracking the number of students successfully completing the summer course. Completion records and participant feedback will be utilized to evaluate the program's success in meeting educational objectives.

Comprehensive reporting of all data related to PEIMS will be ensured during the Fall PEIMS Submission. A systematic approach will be developed for compiling and reporting the required data, with internal audits conducted to verify accuracy and completeness before submission. Continuous monitoring and evaluation will be integral to the process, with periodic reviews and feedback mechanisms utilized to assess ongoing performance and make necessary adjustments to keep the program aligned with its goals. Through these measures, the program aims to provide comprehensive insights and maintain its effectiveness.

RSIZ staff will coordinate the data collection and reporting across the RSIZ member districts. Up to 20 students will be enrolled in the Principles of Information Technology course (Service ID: 13027200).

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.

Agua Dulce ISD and RSIZ have identified key performance measures aligned with student outcomes and overarching program objectives. These measures include tracking the number of students participating in internships or pre-apprenticeship training, student information submitted in the Fall PEIMS, a list of business and industry partners, total and average hours worked by students, total and average hourly earnings, evidence of training plans for each student, evidence of partnership agreements, and evidence of culminating assessments or recognition of skills for each student.

The measurement tools encompass program attendance records and internship participation logs for tracking student engagement, PEIMS submission data for demographic insights, a comprehensive list of partnering businesses and industries, timekeeping records and program databases for monitoring student work hours, payroll records and financial documentation for tracking earnings, individualized training plans for each student, official partnership agreements and contracts, culminating assessment reports and skill recognition documentation.

To ensure the effectiveness of project objectives and strategies, the program will maintain an updated list of business partners and internship host locations, consistently track and document student hours and earnings, develop individualized training plans, secure partnership agreements, implement culminating assessments, and adhere to PEIMS reporting guidelines. The continuous improvement process involves regular program evaluations, stakeholder feedback sessions, and collaboration with industry partners. This streamlined approach efficiently captures the program's performance metrics and ensures ongoing improvements for the benefit of participating students.

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.

The proposed budget for our program has been designed to effectively address the unique needs and goals of the initiative across various key areas, such as staffing, supplies and materials, contracts, and travel. In the Payroll category (6100), totaling \$11,800, we prioritize the allocation of funds for Extra Duty Pay for Grant Managers and Instructors, as well as employee benefits. This strategic approach ensures that our dedicated team members are appropriately compensated, fostering a conducive environment for the successful execution of the program. While Professional/Contracted Services (6200) are not anticipated for this program, we have allocated \$30,700 in the Supplies/Materials category (6300). These funds are earmarked for Principles of Information Technology Instructional Materials and Supplies, as well as Certification Preparation Fees (GMetrix). This allocation underscores our commitment to providing comprehensive resources for effective course delivery, including materials essential for instructional purposes and fees associated with certification preparation to enhance student outcomes. In the Other Operating Expenses category (6400), with a budget of \$7,500, we have considered and accounted for miscellaneous expenses crucial for the successful implementation of the Principles of IT course delivery. This allocation allows for flexibility to cover unforeseen costs, ensuring the overall success and smooth functioning of the program. No funds have been allocated to Capital Outlay (6600), indicating our current assessment that capital investments are not deemed necessary for the program's immediate needs. We choose not to claim Indirect Costs for this grant. This decision ensures that the grant's impact is maximized directly on program elements without diverting resources to indirect expenses. Adjustments to the budget will be made proactively and responsively, considering evolving needs and unforeseen circumstances.

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.

The proposed budget for the Focus Area 2 Summer Program is aligned with the program's overarching goals and specific needs, covering critical aspects such as staffing, supplies, materials, contracts, and other operating expenses. In the Payroll category (6100), totaling \$12,450, specific roles for the Lead Internship Facilitator and Grant Manager are designated, emphasizing our commitment to securing skilled individuals. Benefits Contributions further underscore our dedication to staff well-being. In Professional/Contracted Services (6200), a substantial allocation of \$30,000 is earmarked for Student Intern Pay, reflecting our commitment to providing valuable opportunities for student participation and enhancing their learning experience. Stipends will be paid upon successful completion of the internship program's requirements. The Supplies/Materials category (6300), with a budget of \$6,550, emphasizes the acquisition of Certiport Materials and other essential items crucial for the effective implementation of the program. This strategic allocation ensures that resources are directed towards supporting key program components. In the Other Operating Expenses category (6400), \$1,000 is allocated for miscellaneous expenses, demonstrating our consideration of unforeseen costs essential for the successful execution of the program and allowing flexibility to address emerging needs. No funds have been allocated in the Capital Outlay category (6600). We choose not to allocate or claim Indirect Costs. The flexibility of the budget allows for adjustments informed by ongoing assessments, program evaluations, and stakeholder feedback. Regular reviews will guide modifications, ensuring optimal resource allocation in response to unforeseen circumstances or emerging opportunities. Leveraging insights from past program experiences and drawing on the success of comparable initiatives, the budget reflects a strategic allocation approach, fostering a thoughtful and informed utilization of resources.

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.)

The Needs Assessment Summary for Agua Dulce Independent School District identifies a specific area of need related to the constraints faced by students in completing courses within the Information Technology Support and Services program of study. The unique challenges in our small, rural community, situated west of Corpus Christi, include limited flexibility in the high school's master schedule.

In Agua Dulce, our high school students actively engage in a variety of curricular and extra-curricular activities, such as athletics, clubs, and fine arts (band). The extensive involvement in these activities often results in scheduling conflicts, limiting the number of courses students can take during the regular school year. This restriction becomes a significant hindrance to their ability to fully participate in the Information Technology Support and Services program.

To address this challenge, the proposed summer program focuses on offering the Principles of Information Technology course. By doing so during the summer, we aim to provide students with an alternative timeframe to complete this foundational course. This strategic approach allows students to free up space in their future high school schedules, facilitating greater flexibility for them to enroll in more advanced IT courses. The summer program is a proactive measure designed to overcome the scheduling constraints posed by the limited flexibility of the high school master schedule and the multifaceted involvement of students in various activities.

RSIZ member school districts face similar challenges. Through partnership and collaboration, we aim to serve students from across our region to help introduce them to the Information Technology career cluster and related occupations. Our region needs more IT and STEM professionals and we wish to help develop a future pipeline of IT workers in the Coastal Bend region.

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.)

Agua Dulce ISD, being situated in a highly rural area, faces unique challenges in providing work-based learning opportunities, particularly during the school year. The district has identified specific areas of need related to work-based learning opportunities, emphasizing the following aspects in the Needs Assessment Summary:

1. Transportation Limitations: Transporting students to internship sites during the school year poses significant challenges due to time and distance constraints in our rural setting. Limited transportation options hinder students' access to valuable work-based experiences that align with their program of study.
2. Scheduling Conflicts: Scheduling conflicts within the regular school year make it challenging for students to seamlessly integrate work-based learning opportunities into their academic calendars. Conflicting schedules restrict the availability of students to engage in meaningful internships, limiting their exposure to real-world applications of their studies.
3. Specific Program of Study Teacher Availability: Availability of teachers specializing in the specific program of study may be limited during the regular school year. A scarcity of program-specific teachers reduces the guidance and mentorship available to students interested in work-based learning, impacting the overall effectiveness of the program.

Summer Flexibility: Recognizing these challenges, the district leverages the flexibility provided by the summer to address the identified needs effectively. During the summer months, transportation constraints are mitigated, allowing students greater access to internship sites. Additionally, the scheduling conflicts that arise during the school year are alleviated, providing students with more extensive opportunities to engage in work-based learning experiences. The district aims to optimize the summer period to overcome these challenges and offer students a richer and more comprehensive work-based learning program.

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.

Agua Dulce ISD intends to engage and support a cohort of up to 20 students in collaboration with other Rural Schools Innovation Zone (RSIZ) member districts through our summer learning program. The program will be centered around the Information Technology career cluster, with a specific emphasis on the Information Technology Support and Services program of study. The primary course offered will be the Principles of Information Technology (Service ID: 13027200), serving as a foundational introduction to the career cluster and program of study.

Our strategic focus on the Information Technology program aims to attract students to this field by providing a comprehensive overview and fostering interest in related occupations. By offering the Principles of Information Technology course during the summer, we aim to overcome scheduling constraints and allow students to free up space in their regular academic schedules. This flexibility encourages greater participation in advanced IT coursework during the academic year.

The target of up to 20 students reflects our commitment to providing a personalized and impactful learning experience. We believe that by introducing students to the Information Technology Support and Services program of study, we can inspire them to explore high-wage, in-demand opportunities within our region. This aligns with our broader vision of preparing students for successful careers and contributing to the growth of our community.

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.

Agua Dulce ISD is proud to collaborate with prominent business and industry partners in the implementation of the Focus Area 2 Summer Program. The primary partners include Jim Wells County, where student interns will gain valuable experience working in county IT offices and departments. Additionally, students may intern at Agua Dulce ISD, supporting the district's IT staff in completing projects to prepare IT equipment for the upcoming school year. These partnerships are integral to providing students with diverse and hands-on work-based learning opportunities.

The chosen work-based learning model for Focus Area 2 is internships. Students will engage in internships supervised by a dedicated Work-Based Learning Coordinator, who will oversee the overall coordination of the program. Additionally, students will receive supervision and mentorship from professionals at their respective internship host sites, whether in Jim Wells County IT offices or within Agua Dulce ISD's IT department. This model ensures a comprehensive and immersive experience, allowing students to apply theoretical knowledge in practical, real-world settings.

Up to 20 student interns will be actively engaged and supported throughout the summer program. This cohort will benefit from hands-on experiences, working on meaningful projects, and gaining exposure to the day-to-day operations of IT offices. The program's structure ensures that students receive ongoing support from the Work-Based Learning Coordinator, industry professionals at the host sites, and district IT staff. This holistic approach aims to maximize student learning, skill development, and overall readiness for future career opportunities in the Information Technology 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

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