



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

NOGA ID

Authorizing legislation

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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

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

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.

**OVERVIEW OF THE PROGRAM:** Pawnee ISD is seeking funds to implement a Summer CTE Bridge Program for incoming 8th-11th grade students. This bridge program will include exploratory CTE courses that a maximum of 25 students will participate in. The intention of these exploratory courses is two-folded, 1) To give students an opportunity to identify their interests, and 2) To help Pawnee ISD identify which Programs of Study (POS) should be offered based on student participation and level of interest. These Exploratory CTE courses will be available Monday to Thursday, during the hours of 8:30 AM to 10:30 AM in the month of June on campus. These programs will be led by existing personnel with a wealth of experience in their designated departments or through the development of partnerships with organizations and agencies experienced in the various fields of study we intend for our students to explore. The offered courses include Exploring Equine Science, Exploring Small Animal Management, Exploring Livestock Production, Exploring Greenhouse Operation, Exploring Principles of Transportation Systems, and Welding Metal Fabrication.

**OVERALL MISSION:** Pawnee ISD strives to be the educational leader in our community and surrounding areas by providing a safe environment where students thrive academically and socially. We proudly lead by example with transparency of our initiative to continue being a District of Innovation, adhering to high standards to accommodate our students with what they need, despite demographic restrictions.

**SPECIFIC NEEDS:** Unfortunately, district needs are many due to our remote location, and as reflected by TEA classifications categorizing Pawnee ISD as a rural district (5 priority pts.). The district is also expanding to include a high school that currently has 9th and 10th grades, with plans to grow to a full high school within the next two years. These needs include but are not limited to: 89% of the student population being Economically Disadvantaged (ED), 11% being Homeless Youth (11 times higher than the state average), a 46.7% Teacher Turnover Rate, 84.2% of the student population being a minority, and 100% being Title 1.

**ADDRESSING NEEDS:** All of these statistics referenced above are significantly higher than the state averages (Source: TAPR 2022-2023). With that said, the district has identified that these programs can provide excellent opportunities to best support and serve our students, and further develop human capital in state-identified high-skill, high-wage, in-demand occupations.

**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:** Pawnee ISD is seeking grant funds to implement a Summer CTE Grant Program that is 4 weeks long in the month of June and will be used to familiarize our students with the following Programs of Study (POS): Masonry, Electrical (1 priority point), Welding, Plumbing and Pipefitting, (1 priority point), Animal Science, and Plant Science. Pawnee ISD will target up to 25 students and operate the program Monday through Thursday from 10:30 AM to 3:00 PM. To ensure these students receive the hands-on experience they need to learn more about these programs, the district will partner with the following business entities:

- Pawnee ISD Maintenance Department (Plumbing and Pipefitting/Electrical)
- RME Plumbing LLC (Plumbing and Pipefitting)
- Pawnee ISD Agriculture Department (Masonry)
- Coastal Bend College (Welding)

These partnerships will optimize our program's capacity by not only providing paid, but also, real-world work experience, through workplace tours, shadowing, hands on activities, and more.

**OVERALL MISSION AND NEEDS:** Pawnee ISD strives to be the educational leader in our community and surrounding areas by providing a safe environment where students thrive academically and socially. We proudly lead by example with transparency of our initiative to continue being a District of Innovation, adhering to high standards to accommodate our students with what they need, despite limitations and needs such as, but not limited to:

- 89% of the student population is Economically Disadvantaged (ED);
- 11% are Homeless Youth, 11x higher than the state average;
- 46.7% Teacher Turnover Rate;
- 84.2% of the student population are a minority; and
- 100% are Title 1.

**ADDRESSING NEEDS:** Pawnee ISD understands that it is crucial to address these needs. Therefore, the district will implement Focus Area 2 to the best of its abilities and in accordance with the guidelines. With Focus Area 2, Pawnee ISD students will not only gain experience and building blocks toward a high-demand CTE program of study but will also provide work-related experiences that will allow our students to gain knowledge and practice in CTE fields that are in high demand and where relevant certifications might be an option.

**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 - Oversee students on-site and assist with the management and oversight of grant-related services. Proposed Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor - Teach, support, and communicate the opportunities to participate in the bridge programs. Existing Position	Minimum of a Master’s Degree in Education or Counseling or a related field. Experience: Must have 2 years of experience in assisting students in selecting careers.
Superintendent – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. Existing Position	Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 1 year of experience being a Superintendent.
CTE Instructor (1) - Responsible for overseeing the program and ensuring all performance measures are monitored. Proposed Position	Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: 2 years of experience in teaching.

**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
Business/Industry Partner - Responsible for overseeing students receive the work-based learning opportunities. Proposed Position	Minimum Qualifications necessary are ability/knowledge to offer the targeted CTE training and oversight in work-based activities. Experience: Must have at least 4 years of experience in the targeted industry.
Project Director - Oversee students on-site and assist with management and oversight of grant-related services. Proposed Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor - Teach, support, and communicate the opportunities to participate in the CTE programs. Existing Position	Minimum of a Master’s Degree in Education or Counseling or a related field. Experience: Must have 2 years of experience in assisting students in selecting careers.
Superintendent – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. Existing Position	Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 1 year of experience being a Superintendent.

**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: Major Goals/Objectives of The Proposed Program:** Pawnee ISD's primary objective in Focus Area 1 is to provide 25 students with diverse opportunities to explore potential high-demand career pathways in Animal Science, Plant Science, and Diesel and Heavy Equipment fields. This objective is in line with the grant program's overarching goal and the district's broader mission of creating a secure environment where students excel academically and successfully navigate the evolving challenges of an expanding world.

**ACTIVITIES:** As part of this program, the main activities that will be offered are the exploratory courses. These courses, which were previously referenced in the overview, include:

- Exploring Equine Science.
- Exploring Small Animal Management.
- Exploring Livestock Production.
- Exploring Greenhouse Operation.
- Exploring Principles of Transportation Systems.
- Welding.
- Metal Fabrication.

**STRATEGIES:** To facilitate student participation in the aforementioned courses, Pawnee ISD has developed effective strategies to overcome attendance barriers. These include:

- Appoint a knowledgeable and engaging teacher to administer the coursework.
- Offer transportation to and from the campus, as necessary.
- Inform parents about the program and its advantages to enhance student engagement.

Through this program, students will gain a deeper understanding of high-demand CTE fields, develop employability skills in real-world settings, and attain improved post-school outcomes such as employment and post-secondary enrollment.

**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: Major Goals/Objectives:** Pawnee ISD's Focus Area 2 objective is to offer 25 students work-based learning opportunities through paid internships and workplace tours. This objective aligns with the grant program's goal and district's overall mission to ensure that all students thrive academically and socially and are prepared to meet the challenges of a changing society in their expanding world.

**ACTIVITIES/STRATEGIES:** In conjunction with its business partners, the district will implement a Summer CTE Grant Work-Based Learning program by providing participating students the opportunity to receive real-world work experience by conducting activities such as, but are not limited to:

- Assist in the design and building of pens and equine stalls;
- Installing various lighting fixtures (Electrical- 1 Priority Point);
- Building and maintaining greenhouses;
- Farming a variety of plants;
- Identifying, repairing, and installing various types of piping, tubing, and supports for plumbing projects (Plumbing and Pipefitting- 1 Priority Point); and
- Shadowing day-to-day operations.

These key and insightful experiences will increase student learning, develop employability skills for the workplace, 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:** Pawnee ISD has established its performance and evaluation criteria following the provided guidelines and incorporating some of its own measures to guarantee program excellence. The following metrics will be assessed:

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. Report all data related to PEIMS (In the Fall PEIMS Submission).
5. Projects designed.
6. Partnerships established.

**TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS:** Pawnee ISD will utilize the following means/tools to measure performance and ensure the program's effectiveness: Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. Future indicators of success will be based on the number of students interested and a review of increased enrollment numbers in CTE classes.

**PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES:** Pawnee ISD will utilize the data collected to determine whether the students in this program are meeting the goals/objectives and determine how effective the strategies for student success are. The process for data collection includes projects completed, reviewing attendance records daily, administering the surveys pre- and post-program completion, and reviewing PEIMS data and the TAPR report both pre- and post-program completion.

**Performance and Evaluation Measures (Focus Area 2)**

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

**FOCUS AREA 2 PERFORMANCE MEASURES:** Pawnee ISD determined its performance and evaluation measures based on TEA guidelines to ensure program efficacy. The metrics listed below will be utilized as part of the evaluation measures:

- 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: Total and average hourly earnings of students in the program.
- Training Plan(s) Developed: Evidence of training plan(s) for each student in the program.
- Partnership Agreements: Evidence of partnership agreements developed.
- Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program.
- Collection of data related to PEIMS if applicable.

**TOOLS USED TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS:** Pawnee ISD will utilize the following means/tools to measure performance and ensure the program efficacy: Student/Stakeholder Surveys, Work-based Applications, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as the number of after-school and summer jobs students acquire related to their field of study.

**PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES:** Pawnee ISD will utilize the data collected to determine whether the students in this program are meeting the goals and objectives, as well as how effective the strategies for student success are. The process for data collection includes reviewing attendance records daily, administering surveys pre- and post-program completion, reviewing student work-based applications weekly to ensure constant progression, and reviewing PEIMS data and the recent TAPR report both pre- and post-program completion.

**Budget Narrative (Focus Area 1)**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

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

- Pay for the Project Director. (Focus Area 1 - \$2,500)
- Extra Duty Pay for Professional Staff to provide CTE courses. (Focus Area 1 - \$2,000)
- Employee Benefits for all staff. (Focus Area 1 - \$1,125)
- Professional and Contracted Services for Data Collection and Analyses of Course Completion. (Focus Area 1 - \$3,956)
- Supplies and materials necessary for the delivery of the program (Focus Area 1 - \$26,286)
- Flat panels under capital outlay to assist with the delivery of courses (Focus Area 1 - \$11,200)
- Indirect fees to cover additional costs associated with implementing this program (Focus Area 1 - \$2,933).

HIGH-LEVEL SNAPSHOT: Pawnee ISD funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: The Project Director will meet with stakeholders to analyze the goals and objectives of the program. If adjustments are needed, stakeholders will evaluate how to modify the program. The district will reach out to TEA, if guidance is needed, so that TEA can address their concerns. The district will notify the board of trustees, parents, and the community with letters of any modifications to the program. If amendments are needed, the district will follow all TEA rules to amend the program.

**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.

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

- Pay for the Project Director. (Focus Area 2 - \$2,500)
- Extra Duty Pay for Professional Staff to provide WBL. (Focus Area 2 - \$2,000)
- Employee Benefits for all staff (\$1,125)
- Professional and Contracted Services for Data Collection and Analyses of WBL activities. Also, funds to provide students with work-based training. (Focus Area 2 - \$9,720)
- Supplies and materials necessary for the delivery of the program (Focus Area 2 - \$9,875)
- Internship money for students (Focus Area 2 - \$20,000)
- Travel costs for students (Focus Area 2 - \$1,000)
- Indirect fees to cover additional costs associated with implementing this program (Focus Area 2 - \$3,780).

HIGH-LEVEL SNAPSHOT: Pawnee ISD funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: The grant program manager will meet with stakeholders to analyze the goals and objectives of the program. If adjustments are needed, stakeholders will evaluate how to modify the program. The district will reach out to TEA, if guidance is needed, so that TEA can address their concerns. The district will notify the board of trustees, parents, and the community with letters of any modifications to the program. If amendments are needed, the district will follow all TEA rules to amend the program.

**Program Requirements**

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

**SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY:** Pawnee ISD has a high percentage of minority students (Hispanic/African American), and a very high percentage of our students are classified as economically disadvantaged/Title 1. These factors, alongside current poverty rates of 28.7% within the surrounding area make transportation funds for a program like this a necessity (Source U.S. Census Quick Facts). With approximately 52% of Pawnee ISD’s enrollment being transfer students, Pawnee ISD has determined that the limited transportation provided by parents beyond the regular school hours is due to this factor. Therefore, these factors are major contributing forces that hinder course completion within the program(s) of study.

**ADDRESSING NEEDS:** To address the needs listed above, the district has created a detailed/specific grant budget that will provide the funding needed to transport students to and from the school. Additionally, funds will be allocated to cover costs associated with paying qualified teachers to instruct courses and provide real-world job related skills during the summer. By doing so, our students will be on a path to post-secondary education and a high-paying job, which is more likely to 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.)

**SPECIFIC AREA OF NEEDS OF THE LEA TO OFFER WORK-BASED LEARNING OPPORTUNITIES:** Pawnee ISD has a high percentage of students classified as economically disadvantaged (89%)/Title 1(100%), as well as having a high minority student population (84.2%).

Additionally, only 11.5% of our county (Bee) has a Bachelor’s degree or higher, with 28.7% considered to be living in poverty being majority in a minority group, leading to a lower tax base and fewer opportunities for the households’ students (such as paid internships). Therefore, this is a specific area of improvement that needs to be addressed. (Source: U.S. Census Quick Facts)

**ADDRESSING NEEDS:** To address Pawnee ISD's needs, the district has created a detailed/specific grant budget that will provide funding needs to transport students to and from the district's partner’s locations. Pawnee ISD has also ensured that it will allocate funding to cover costs associated with paying students to participate in the work-based learning opportunities during the summer. By addressing these needs, Pawnee ISD will increase engagement/participation and be more likely to meet its mission statement of well-prepared students who can thrive academically and socially.



**Program Requirements, cont'd.**

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

PROGRAM(S) OF STUDY AND THE CTE COURSE THAT WILL BE OFFERED: Pawnee ISD will implement a Summer CTE Bridge Program for incoming 8th-11th-grade students that will include exploratory CTE courses for a maximum of 25 students. These Exploratory CTE courses will be available Monday to Thursday, during the hours of 8:30 AM to 10:30 AM in the month of June on campus. The exploratory courses that will be provided include:

- Exploring Equine Science.
- Exploring Small Animal Management.
- Exploring Livestock Production.
- Exploring Greenhouse Operation.
- Exploring Welding/Metal Fabrication
- Exploring Plumbing

The intention of these exploratory courses is to give students an opportunity to identify their interests and help Pawnee ISD identify which Programs of Study (POS) should be offered based on student participation and level of interest.

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: Since Pawnee ISD is a rural district (5 priority points), we will partner with our District’s Maintenance and Agricultural Departments, as well as RME Plumbing LLC, and Coastal Bend College, who will offer Work-Based Learning in the Plumbing and Pipefitting and Welding/Metal Fabrication POS. Each of these entities have provided a signed letter signifying their support of the program (2 priority points). Cesar Rodriguez, a local home builder, has verbally committed to providing work-based learning in the area of masonry and construction.

WORK-BASED LEARNING MODEL(S): Our work-based model is designed to be face-to-face, operating from 10:30 AM to 3:00 PM over a span of 4 weeks. This model integrates real-world work activities to ensure students not only receive instruction but also actively apply their learning. Students will engage in diverse activities, including but not limited to:

- Building pens and equine stalls;
- Installing various lighting fixtures;
- Building and maintaining greenhouses;
- Farming a variety of plants;
- Identifying, repairing, and installing various types of piping, tubing, and supports for plumbing projects; and
- Shadowing day-to-day operations.

Through these skills and opportunities, students will learn more about a high-demand CTE field, build employability skills in real-world settings, make transitioning from school to the workforce more effortless, and achieve better post-school results like employment and post-secondary enrollment.

**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**