



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**.

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):

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.

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 Freer ISD will specifically support students in the Next Generation Medical Academy (NGMA) and will be accessible by students from any RSIZ member district with students enrolled in the academy who also meet the target audience for the summer program. The proposed summer program will allow NGMA students to take the Medical Terminology course (Service ID: 13020300) over the summer; ultimately freeing up space in their schedules in future academic years to take additional dual credit courses related to healthcare and nursing. Up to 25 students may be able to take the Medical Terminology course in Summer 2024.

The Next Generation Medical Academy's mission is to prepare the future workforce in healthcare professions in South Texas. The summer school option to take Medical Terminology will help establish a strong foundation for students to take more advanced courses as upperclassmen.

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 Freer ISD will specifically support students in the Next Generation Medical Academy (NGMA) and will be accessible by students from any RSIZ member district with students enrolled in the academy who also meet the target audience for the summer program. The proposed summer program will facilitate internship opportunities with RSIZ's business and industry partner, CHRISTUS Spohn Hospital System. NGMA students will be placed at CHRISTUS Spohn hospital and clinic locations in Alice, Kleberg, Beeville, and Freer. Up to 25 students will have the opportunity to intern in Summer 2024; completing 100 hours of supervised work.

The Next Generation Medical Academy's mission is to prepare the future workforce in healthcare professions in South Texas. The summer internship program will allow upperclassmen in NGMA to gain real-world experience in our community and gain a better understanding of what it is like to work in a healthcare setting. NGMA students will learn about patient care, patient access, HIPAA regulations, and general workplace expectations.

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
Medical Terminology Instructor, will be responsible for instructional planning and delivery of the summer course	Experienced, credentialed instructor. Knowledge of instructional delivery and assessment best practices.
David Ortiz, Principal of Freer High School, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of the Next Generation Medical Academy goals
Conrad Cantu, Superintendent of Freer ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state grant programs; Experience strengthening programs and relationships
Michael Gonzalez, Executive Director of Rural Schools Innovation Zone, will coordinate logistics and support student recruitment	Experienced intermediary; Understands scheduling, logistics, and student populations for all five RSIZ districts

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
Next Generation Medical Academy Lead Teacher/Academy Director, will support pre-internship training and will formalize relationships with hosts	Certified teacher currently teaching health science courses in NGMA. Trained in work-based learning best practices. Experience formalizing relationships with business and industry partners.
Next Generation Medical Academy Teacher, will supervise interns and communicate with internship host sites	Certified teacher currently teaching health science courses in NGMA. Trained in work-based learning best practices. Experience monitoring work-based learning experiences. Knowledge of career advising practices.
David Ortiz, Principal of Freer High School, will oversee instructional delivery	Experience implementing and monitoring state grant programs; Strong understanding of the Next Generation Medical Academy goals
Conrad Cantu, Superintendent of Freer ISD, will coordinate financial aspects of grant activities	Experience implementing and monitoring state grant programs; Experience strengthening programs and relationships
Michael Gonzalez, Executive Director of Rural Schools Innovation Zone, will coordinate logistics and support student recruitment	Experienced intermediary; Understands scheduling, logistics, and student populations for all five RSIZ districts

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 objectives of the proposed summer program at Freer ISD are rooted in providing comprehensive support to Next Generation Medical Academy (NGMA) students. The foremost goal is to facilitate the attainment of course credit for the Medical Terminology course (Service ID: 13020300) during the upcoming Summer of 2024. This endeavor aims to accommodate the educational needs of up to 25 participating students, strategically opening up space within their future academic schedules. The intention is to pave the way for these students to seamlessly integrate additional dual credit courses specifically tailored to healthcare and nursing in subsequent academic years. Beyond the immediate goal of course credit acquisition, the program aspires to establish a robust and enduring foundation for NGMA students. By immersing them in a focused and intensive summer Medical Terminology course, taught by a qualified and experienced instructor, the initiative seeks to impart not only essential subject matter knowledge but also cultivate a passion and understanding for the intricacies of healthcare professions. The learning environment will be designed to be flexible, incorporating innovative teaching methods and resources to engage students and enhance their comprehension.

To ensure the success of participating students, the program will implement regular assessments, providing additional support and resources where needed. Collaborative opportunities with healthcare professionals will be integrated, offering students valuable real-world insights and perspectives. Counseling sessions will guide students in mapping out their academic trajectories, aligning their coursework with their aspirations in the healthcare field. The proposed summer program not only addresses immediate educational needs but also aligns with the broader mission of NGMA—to prepare a skilled and knowledgeable healthcare workforce in South Texas. Through a multifaceted approach encompassing academic, practical, and career-oriented elements, the program aims to contribute significantly to the holistic development of NGMA students and, by extension, the future healthcare professionals in the region.

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 proposed work-based learning program for the Next Generation Medical Academy (NGMA) is a comprehensive initiative with dual objectives: to increase student access to meaningful experiences in the medical field and to provide students with a realistic understanding of working in healthcare. This program, open to NGMA students from any RSIZ member district, is strategically designed to establish partnerships, particularly with CHRISTUS Spohn Hospital System.

Under this program, advanced NGMA students will have the opportunity to participate in internships at various CHRISTUS Spohn hospital and clinic locations across Alice, Kleberg, Beeville, and Freer. A maximum of 25 students will engage in 100 hours of supervised work during the Summer of 2024. The overarching goal is to immerse students in the daily operations of healthcare settings, allowing them to gain hands-on experience in patient care, patient access, HIPAA regulations, and general workplace expectations.

By offering work-based learning experiences, the program aims to bridge the gap between theoretical knowledge acquired in the classroom and the practical application of that knowledge in a real-world healthcare environment. This initiative is particularly beneficial for NGMA upperclassmen, providing them with insights that extend beyond traditional academic learning. Ultimately, the program strives to better prepare students for their future healthcare professions, fostering a more comprehensive and practical understanding of the challenges and expectations within the medical field.

NGMA instructors will serve as work-based learning coordinators throughout the summer program to engage employer partners in helping to shape the student learning experiences.

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 25 students will be enrolled in the Medical Terminology course (Service ID: 13020300).

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.

Freer 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, 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 Freer ISD, Focus Area 1, aligns with the program's goals, covering critical elements such as staffing, supplies, materials, and operating expenses.

In the Payroll category (6100), totaling \$11,800, funds are strategically allocated for Extra Duty Pay and Benefits Contributions for instructors, emphasizing our commitment to recognizing and compensating the additional efforts put forth.

Professional/Contracted Services (6200): We do not anticipate any expenditure, reflecting the self-sufficiency and internal capabilities for the successful completion of this summer program. This underscores our emphasis on utilizing in-house resources and expertise.

In the Supplies/Materials category (6300), with a budget of \$32,200: funds are designated for instructional materials and training equipment specifically tailored for the Medical Terminology course. This allocation ensures that resources are directed towards enhancing the educational experience by providing comprehensive materials and equipment essential for effective training.

Allocating \$6,000 in the Other Operating Expenses category (6400) demonstrates consideration for miscellaneous costs crucial for the successful implementation of the program.

No funds have been allocated to Capital Outlay (6600) or Indirect Costs, reflecting a strategic decision based on the current assessment that capital investments and indirect costs are not immediately necessary for 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.

The proposed budget for Focus Area 2 reflects a strategic allocation of resources to effectively address the program's objectives and needs. In the Payroll category (6100), totaling \$15,930: \$10,000 is allocated for professional staff extra duty pay, emphasizing the importance of Work-Based Learning (WBL) coordination and monitoring. Additionally, \$3,500 is designated for paraprofessional support responsible for driving students to WBL sites, ensuring the smooth execution of the program. Benefits contributions of \$2,430 have been allocated.

Professional/Contracted Services (6200) account for a significant portion of the budget at \$31,250. This includes student intern stipends aimed at recognizing and rewarding successful program completion, fostering student engagement and achievement.

In the Supplies/Materials category (6300), a budget of \$1,700 is allocated specifically for pre-internship training materials and supplies. This targeted investment ensures that students are well-prepared with the necessary resources for a meaningful and impactful internship experience.

Other Operating Expenses (6400) are allocated \$1,120 to cover miscellaneous costs that may arise during the implementation of the program.

No funds have been allocated to Capital Outlay (6600) or Indirect Costs, reflecting the current assessment that such investments and costs are not deemed immediately necessary for the program.

The budget's strategic approach, encompassing payroll, contracted services, supplies, and operating expenses, underscores our commitment to effective fiscal management and the success of the summer internship program.

Adjustments will be made thoughtfully, considering ongoing assessments, program evaluations, and stakeholder feedback, ensuring optimal resource allocation in response to unforeseen circumstances or emerging opportunities.

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 for Focus Area 1 identifies critical challenges faced by Freer ISD in delivering the Next Generation Medical Academy (NGMA) curriculum and underscores the necessity of the proposed summer program. One significant impediment is the complex scheduling conflicts encountered by students enrolled in NGMA. Given the rigorous nature of the health science courses offered, students often face logistical challenges, particularly as they commute from other Rural Schools Innovation Zone (RSIZ) member districts to access NGMA courses at Freer ISD. This geographical dispersion leads to scheduling constraints, hindering the seamless completion of the health science program of study.

The decision to offer the Medical Terminology course over the summer is a strategic response to this challenge. By providing a summer option for this essential course, students can overcome scheduling conflicts, creating a more accessible and flexible pathway for learning. This initiative not only addresses the immediate need for course completion but also contributes to long-term solutions by freeing up space in students' schedules for more advanced health science classes in subsequent academic years.

Furthermore, the growing interest in NGMA poses another challenge for Freer ISD, a small, rural school with limited resources. As student enrollment in NGMA increases each year, the school faces capacity constraints due to a lack of additional staff credentialed to teach health science courses beyond the existing NGMA teachers. The summer program serves as a crucial mechanism to expand the capacity of the academy by offering additional course options during a time when traditional academic schedules may be less congested. This not only addresses the current demand for NGMA but also positions the academy for sustained growth in the face of increasing student interest. In essence, the Needs Assessment underscores the dual challenges of scheduling constraints for commuting students and the growing demand for NGMA courses. The proposed summer program emerges as a strategic solution to address these needs, providing immediate relief to scheduling conflicts while enhancing the overall capacity of the NGMA to meet the rising demand for health science education in the 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.)

The Needs Assessment for Focus Area 2 identifies a crucial challenge faced by the Freer ISD and RSIZ in offering meaningful work-based learning opportunities, specifically internships, during the traditional school year. The primary obstacle lies in the time-intensive process of transporting students to high-quality internship host sites, exemplified by the collaboration with CHRISTUS Spohn locations. This challenge, rooted in transportation limitations, significantly hampers the feasibility of providing students with immersive, on-the-job learning experiences throughout the regular academic calendar.

The logistical constraints associated with transportation impact the efficiency and effectiveness of work-based learning programs, hindering the ability to maximize students' time spent shadowing healthcare professionals during internships. Recognizing this limitation, the proposal suggests an innovative solution—shifting the timeframe of internships to the summer. By doing so, Freer ISD and RSIZ aim to mitigate the challenges posed by transportation limitations during the traditional school year.

The proposed summer internships will afford students more time each day to engage in hands-on experiences, shadow healthcare professionals, and immerse themselves in the daily operations of healthcare settings. This strategic adjustment not only addresses the transportation challenge but also optimizes the learning environment for students, allowing them to derive greater benefit from their work-based learning experiences.

The Needs Assessment underscores the necessity of adapting the timing of internships to overcome transportation limitations and enhance the overall quality of work-based learning opportunities for students. This adjustment aligns with the broader goal of providing meaningful and effective experiences that contribute to the professional development of NGMA students within the healthcare field.

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.

The Focus Area 1 summer program, organized by Freer ISD, serves as a tailored intervention to bolster the academic journey of students enrolled in the Next Generation Medical Academy (NGMA). This initiative extends its reach beyond Freer ISD, ensuring accessibility to students from any Rural Schools Innovation Zone (RSIZ) member district with enrollment in NGMA, provided they meet the stipulated criteria for participation in the summer program. At the heart of this program lies a strategic focus on the Healthcare Therapeutic program of study. The cornerstone of the proposed initiative is the provision of the Medical Terminology course (Service ID: 13020300) during the Summer of 2024. This carefully chosen course aligns seamlessly with the overarching goals of NGMA, fostering a foundational understanding of essential medical terminology crucial for future healthcare professionals.

The summer program is designed to engage and support up to 25 NGMA students, enabling them to earn valuable course credit for Medical Terminology. Beyond the immediate benefits of credit acquisition, the program aims to have a lasting impact by alleviating scheduling constraints. By freeing up space in students' schedules in subsequent academic years, this initiative opens the door for them to undertake additional dual credit courses specifically related to healthcare and nursing. The ripple effect of this approach is anticipated to empower students to delve deeper into their Healthcare Therapeutic program of study, preparing them for advanced coursework and specialization as they progress through their academic journey.

The Focus Area 1 summer program serves as a targeted and inclusive effort to support NGMA students within the Healthcare Therapeutic program of study. Its deliberate focus on Medical Terminology not only addresses immediate academic needs but strategically positions students for future success by enhancing the depth and breadth of their healthcare education. This initiative is a testament to Freer ISD's commitment to fostering excellence in healthcare education within the RSIZ 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.

In the proposed Focus Area 2 initiative, Freer ISD is proud to collaborate with the esteemed business and industry partner, CHRISTUS Spohn Hospital System, a cornerstone in providing valuable work-based learning opportunities for Next Generation Medical Academy (NGMA) students. This partnership reflects a shared commitment to fostering the professional development of aspiring healthcare professionals within South Texas.

The chosen work-based learning model for this initiative is a supervised internship program. This model is designed to provide a structured and supportive environment for students, ensuring that their internship experiences are guided, educational, and aligned with the objectives of NGMA. Under this model, students will benefit from the mentorship and oversight of experienced professionals within CHRISTUS Spohn, gaining hands-on experience in patient care, patient access, and other critical aspects of healthcare operations. The primary business and industry partner, CHRISTUS Spohn, will play a pivotal role in the supervised internship program. Interns, totaling up to 25 NGMA students, will be strategically placed at various hospital and clinic locations across Freer, Beeville, Alice, and Kleberg. This multi-location placement ensures a diverse range of experiences and exposure to different aspects of healthcare settings, enriching the learning journey for participating students.

The proposed initiative leverages the strategic partnership with CHRISTUS Spohn as the primary business and industry partner, deploying a supervised internship program to engage and support up to 25 NGMA students. This collaborative effort aims to not only provide valuable work-based learning experiences but also contribute significantly to the mission of preparing a skilled and knowledgeable healthcare workforce in South Texas.

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