



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

NOGA ID

Authorizing legislation

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

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

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

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.

Grant period from **March 20, 2024-September 30, 2024**

Pre-award costs permitted from **Not Permitted**

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

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

Amendment Number

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

Applicant Information

Organization **Deweyville ISD** CDN **176903** ESC **05** UEI **TEF8L8SQC96**

Address **43200 HWY 87 S.** City **Orange, TX** ZIP **77632** Vendor ID **1741588715**

Primary Contact **LaJuan Addison** Email **laddison@deweyvilleisd.com** Phone **409-746-2681**

Secondary Contact **Vanessa Bennett** Email **vbennett@deweyvilleisd.com** Phone **409-746-2685**

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 **LaJuan Addison** Title **Superintendent**

Email **laddison@deweyvilleisd.com** Phone **409-746-2681**

Signature *LaJuan Addison* Date **1/12/2024**

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: If awarded the 2023-2024 Summer CTE program under Focus Area 1, our district will implement a 4-week long Summer Bridge Program designed to familiarize students with various CTE programs of study (i.e. HVAC, Nursing, etc.). In addition to this Summer Bridge Program, we plan to offer an accelerated learning program to assist upperclassman in completing advanced courses in the HVAC and Sheet Metal (1 priority point); Electrical (1 priority point); Carpentry and Teaching and Training Programs of Study. These programs will target up to 6 students.

SPECIFIC NEEDS: These offerings are relevant and necessary, when considering our district is a small, rural school (5 priority points) with very limited offerings due to financial constraints. Evidence of these constraints and the impact they have had on our community and children include: Median Household income is nearly half of the state average (\$38,116 county vs \$72,284 state); Percentage of individuals we have with a Bachelor's Degree is nearly 4 times less than the state average (8.3% county vs 31.5% state); Percentage of individuals who are in the workforce is significantly lower than the state average (51.2% county vs 64.6% state); and our "College Ready" graduation rate for economically disadvantage students is more than 3 times lower than the State average. (17.6% District vs 52.9% state). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: To tackle these challenges and fulfill our mission of enabling students to gain "knowledge, skills, and competence according to their abilities," the district will implement Focus Area 1 with high fidelity. Through this Focus Area, students will have the opportunity, experience, and credentials to pursue meaningful career and education pathways after high school. This in turn will assist us in addressing the economic, career, and post-secondary readiness needs that currently plague our community.

Summary of Program (Focus Area 2)

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

OVERVIEW OF THE PROGRAM: If awarded the 2023-2024 Summer CTE program under Focus Area 2, our district will target a total of eight (8) students to participate in a 4-week long Work-based Learning Program. Students will receive pay for participating in an internship on campus alongside the district's Maintenance Department (Letter of Support attached: 1 priority point) who will teach them relevant trade skills in HVAC and Sheet Metal (1 priority point) and Carpentry. Students will also participate in an internship program at First Financial Bank. While interning, students will receive real-world work experience by conducting activities such as: Installing ductwork throughout the district (HVAC and Sheet Metal); Checking water heater pressure and temperature (HVAC); Installing and repairing electrical wiring (Electrical); Maintaining and repairing fixtures (Electrical); Constructing/Installing door frames, walls, and floors (Carpentry); and Using and operating saws, milling machines, and drill presses (Carpentry). Additionally, during the internship, students will be: Providing professional customer service (Financial Teller); Assisting with marketing bank products and services (Retail Services); and Assisting tellers with documentation for new accounts, loan requests, and withdrawal and deposits (Accounting and Financial Services).

SPECIFIC NEEDS: These offerings are relevant and necessary, when considering our district is a small, rural school (5 priority points) with very limited offerings due to financial constraints. Evidence of these constraints and the impact they have had on our community and children include: Median Household income is nearly half of the state average (\$38,116 county vs \$72,284 state); Percentage of individuals we have with a Bachelor's Degree is nearly 4 times less than the state average (8.3% county vs 31.5% state); Percentage of individuals who are in the workforce is significantly lower than the state average (51.2% county vs 64.6% state); and our "College Ready" graduation rate for economically disadvantaged students is more than 3 times lower than the State average. (17.6% District vs 52.9% state). Note: All information was sourced using the following databases: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report.

ADDRESSING NEEDS: Just like for Focus Area 1, to address these needs and help meet the mission of having students gain "knowledge, skills, and competence according to their abilities," the district will implement Focus Area 2 with high fidelity. With Focus Area 2, students will attain employability skills that include both career preparation and soft skills needed preparing them for the workforce and a high-paying job. This in turn will assist our district in addressing the economic, career, and post-secondary readiness needs that currently plagues our community.

Qualifications and Experience for Key Personnel (Focus Area 1)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM MANAGER – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Master's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
CAMPUS TEACHERS/STAFF – Will introduce incoming 9th graders to CTE courses through a bridge program & offer accelerated CTE courses (Existing)	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses by the partnering IHE. EXPERIENCE: 3 years of experience in providing CTE education.
CAMPUS PRINCIPAL – Manage day-to-day activities, oversee staff during curriculum delivery, and assist students in selecting career pathways. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in Education or a related field. EXPERIENCE: 2 years of experience in managing day-to-day school activities, overseeing faculty/staff, & assisting students in selecting careers.

Qualifications and Experience for Key Personnel (Focus Area 2)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
GRANT PROGRAM MANAGER – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)	QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of experience in CTE and knowledge of grant components, data collection, and budgeting.
SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)	QUALIFICATIONS: Master's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)	QUALIFICATIONS: Minimum of a Master's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.
PARTNERING BUSINESS LIAISON – Will be responsible for overseeing students as they receive work-based learning opportunities. (Proposed)	QUALIFICATIONS: Ability/knowledge to offer the targeted CTE trainings and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.
CAMPUS TEACHERS/STAFF – Will be responsible for supervising students in the field and responding to any concerns from the business partners.	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses by the partnering IHE. EXPERIENCE: 3 years of experience in providing CTE education.

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?

GOAL/OBJECTIVES: Our Focus Area 1 objective is to offer 6 students both a Summer Bridge and Accelerated Learning CTE Program. This will in turn assist us in meeting our goal of ensuring every child of the district is strategically prepared for success in college, career, and the military.

ACTIVITIES/STRATEGIES: To ensure we meet our goal/objective, the following activities will be conducted as part of the Bridge Program: Provide incoming 9th grade students with a tour of the campus to help ensure they are confident on their first day of school; Provide an orientation to upcoming 9th grade students and/or their parents that details the different CTE Programs of Study that are offered at the high school; Schedule time for upcoming 9th grade students to meet with the Campus Counselor to determine which POS best aligns to their interests and goals; and Offer Introductory courses to various TEA-approved CTE POS.

Additionally, for Accelerated CTE Program, the following activities will be conducted: Schedule time for upperclassman students to meet with the Campus Counselor to go over the courses that will be offered during the Summer (i.e. Principals of Construction); Provide students with course sequences that help them gain the knowledge and skills necessary for success in their chosen career; Provide students with technology and materials needed to complete the CTE coursework; and Ensure only highly-qualified teachers who are well-versed in the subject matter offer the coursework.

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?

GOALS AND OBJECTIVES: Our Focus Area 2 objective is to offer 8 students work-based learning opportunities. This will in turn assist us in meeting our goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES/STRATEGIES: To ensure our goal/objective is met, the following activities will be conducted as part of the work-based learning program: Work with the business partners to develop a learning schedule that is conducive to both the student and the business; Pay students to partake in the program; and Provide transportation to and from the business site, if needed.

As part of the work-based learning program, relevant real-world experiences will be embedded in regular programming and provided to students. These experiences could include but are not limited to:

- HVAC and SHEET METAL: Monitoring air conditioning systems to determine the need for maintenance (i.e., additional freon); Checking water heater pressure and temperature; Installing ductwork throughout the district; and replacing air filters.
- CARPENTRY: Constructing/Installing door frames, walls, and floors; Measuring, cutting, and shaping wood and plastic; Using and operating saws, milling machines, and drill presses.
- ACCOUNTING AND FINANCIAL SERVICES: Providing professional customer service; Assisting with marketing bank products and services; Assisting tellers with documentation for new accounts, loan requests, and withdrawal and deposit forms for customers; etc.

These experiences will increase student learning and can be used to transition directly into the workforce or can be used as building blocks toward post-secondary education.

Performance and Evaluation Measures (Focus Area 1)

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

Our district will collect data on a weekly basis for both our proposed summer bridge program and accelerated CTE program offerings (Focus Area 1). This constant collection process will ensure STUDENT OUTCOMES are evaluated consistently throughout the program period.

PERFORMANCE MEASURES - To assess performance, the following quantitative measures will be used: Demographics of the students served; Number of students enrolled in the summer program; Number of students completing the summer program; and All data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to, student intake forms, questionnaires, progress reports, grades, attendance sheets, and student products (e.g., career directories, student poster presentations). Meetings with CTE teachers will also contribute valuable information for measuring program and student performance and quality in this Focus Area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In Focus Area 1, grades will be analyzed after each week of programming to ensure effectiveness.

Performance and Evaluation Measures (Focus Area 2)

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

Our district will collect data on a weekly basis for the grant program (Focus Area 2). This constant collection process will ensure STUDENT OUTCOMES are evaluated consistently throughout the program period.

PERFORMANCE MEASURES - To evaluate the program, the following measures will be used: Number of students participating in internships or pre-apprenticeship training as part of the program; Student information as a part of the fall PEIMS submission; List of business and industry partners offering work-based learning experiences; Total and average hours worked by students; Total and average hourly earnings of students; Evidence of training plans for each student; Evidence of partnership agreements for each business and industry partner; and Evidence of culminating assessments or recognition of skills for each student.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will collect and evaluate various data, encompassing student intake forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and engagement in meetings with business partner liaisons (through end of semester surveys of both students and business partners). This comprehensive approach will ensure we have access to a diverse set of information that measures both program and student performance.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In Focus Area 2, students will be analyzed each day of programming to ensure the effectiveness of project objectives and strategies. Students will be analyzed through business partner observations and teacher interviews.

Budget Narrative (Focus Area 1)

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

MEET NEEDS/GOALS: To develop the proposed budget, we researched the cost of the staffing, supplies and materials, curriculum, software, and capital outlay needed to reach those goals. Based on the courses that will be available and program needs, our staff developed the following budget: 1) Payroll (\$20,650) - Does not Exceed 75% of Grant Request) – Funds will be used so that teachers can provide instruction in the identified CTE courses, a stipend can be provided to a Grant Program Manager who will help oversee the program activities, and benefits for all professional and support staff (extra-duty pay) can be covered; 2) Professional and Contracted Services (\$13,200) - Grant funds will be used to cover certification costs and data collection/analyses of course completion; 3) Supplies and Materials (\$5,650) - Grant funds will be utilized to purchase instructional supplies and resources that are needed for the delivery of instruction. This will include relevant, online resources, as well as technology devices for students to utilize during the Summer Bridge program, as well as the Accelerated CTE course program; 4) Capital Outlay (\$10,500) – Grant funds will be used to purchase an electrical learning workstation system with interactive student curriculum and activities that is instrumental in the CTE pathway. HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide a Summer Bridge Program and Accelerated CTE course offerings in the Summer. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products. These funds will be used to offset costs associated with our proposed grant.

ADJUSTMENTS: If adjustments to the program are needed, our grant stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, we will send out letters of intent to modify to all stakeholders.

Budget Narrative (Focus Area 2)

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

MEET NEEDS/GOALS: To develop the proposed budget for the Summer CTE Grant, our district outlined needs, goals, and milestones for student development and success in Focus Area 2. We also researched the cost of the staffing, supplies and materials, curriculum, and software needed to reach those goals. Based on the target number of students and needs of the program, the following budget has been created: 1) Payroll (\$11,050) - Does not Exceed 75% of Grant Request) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional and support extra-duty pay, and employee benefits. 2) Professional and Contracted Services (\$6,000) – Funds will be used to assist with data collection and analyses of work-based learning activities. 3) Supplies and Materials (\$24,246) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 4) Other Operating Costs (\$8,704) - The district will cover the cost associated with paying at least 8 students to receive work-based training.

HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide students with paid internships during the Summer. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products. These funds will be used to offset costs associated with our proposed grant.

ADJUSTMENTS: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If modifications are needed, all TEA rules for amendments will be followed 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.)

As part of our application process, we conducted a thorough needs assessment on both our district and county. Not only were these statistics alarming but validated our desperate need to receive funding under this program. Key indicators of our critical need for grant support include: Median Household income is nearly half of the state average (\$38,116 county vs \$67,321 state); Percentage of individuals we have with a Bachelor’s Degree is nearly 4 times less than the state average (8.3% county vs 31.5% state); and Percentage of individuals who are in the workforce is significantly lower than the state average (51.2% county vs 64.6% state). Unfortunately, these statistics significantly impact students' education, as evident in our low "College Ready" graduation rate for economically disadvantaged students of 17.6%, compared to the state average of 52.9%. (Sources Used: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report).

To address these needs, we will provide students with the opportunity to be exposed to multiple CTE programs at an early age as part of our 8th to 9th grade summer bridge program. Additionally, for those students in 11th and 12th grade, we will provide them with a 4-week accelerated CTE course in Education and Training or Architecture and Construction (Electrical, HVAC, and Carpentry - 2 Priority Points).

Their endorsement stems from a recognition that these programs not only fast-track students into meaningful careers but also empower them to break the cycle of low educational attainment and poverty.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

As part of our application process, we conducted a thorough needs assessment on both our district and county. Not only were these statistics alarming but validated our desperate need to receive funding under this program. Key indicators of our critical need for grant support include Median Household income is nearly half of the state average (\$38,116 county vs \$67,321 state); Percentage of individuals we have with a Bachelor’s Degree is nearly 4 times less than the state average (8.3% county vs 31.5% state); Percentage of individuals who are in the workforce is significantly lower than the state average (51.2% county vs 64.6% state). Unfortunately, these statistics significantly impact students' education, as evident in our low "College Ready" graduation rate for economically disadvantaged students of 17.6%, compared to the state average of 52.9%. (Sources Used: 2022 United States Census Bureau and 2022-2023 Texas Academic Performance Report).

It is easy to see how impactful these statistics can be on the students of Deweyville ISD. However, the internships in the work-based learning CTE program will help address the aforementioned community and district needs. This is because the program will provide students with employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance.

Additionally, these work-based learning experiences will not only expedite entry into meaningful careers but also empower students to break the cycle of low educational attainment and poverty. By improving students’ academic, technical, and employability skills, we aspire to make a lasting impact on their futures.

Program Requirements, cont'd.

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

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED: With the implementation of this grant, our district plans to launch a Summer Bridge Program that caters to a minimum of 6 incoming 9th-grade students. As part of this bridge program, our students will have the opportunity to be introduced to various CTE courses in numerous Programs of Study (POS). These POS include HVAC; Education and Training; Electrical; and Carpentry.

These introductory courses will be crafted to empower students to explore and select a POS that resonates with their interests and aspirations, guiding them toward a profession that is currently in high demand. According to data provided by Texas Career Check, the following occupations that are in demand and can be pursued by students post-high school graduation include: Elementary School Teachers, Electricians, and Construction Managers.

In addition to offering introductory and foundational courses for these POS, we will also offer acceleration programs designed to help students complete CTE courses in HVAC, Electrical, and Teaching/Training. Courses that will be offered include: Principal of Education and Principal of Construction.

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: The district is anticipating having up to 6 students participate in the coursework. These courses will be offered to students for 4 hours per day, 4 days a week, for 4 consecutive weeks (total 64 hours).

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

BUSINESS AND INDUSTRY PARTNERS INVOLVED: If awarded funds under Focus Area 2, we will have students receive pay for participating in internships at First Financial Bank. Additionally, on-campus internships will be facilitated in collaboration with our district department heads, such as the Maintenance Department (Letter of Support-1 Priority Point), where students can acquire skills in HVAC and Sheet Metal (1 Priority Point), Electrical (1 Priority Point), and Carpentry.

WORK-BASED LEARNING MODEL(S): During internships, students will actively engage in real-world work experience by conducting activities such as: Installing ductwork throughout the district (HVAC); Checking water heater pressure and temperature (HVAC); Installing and repairing electrical wiring (Electrical); Maintaining and repairing fixtures (Electrical); Constructing/Installing door frames, walls, and floors (Carpentry); Using and operating saws, milling machines, and drill presses (Carpentry); Providing professional customer service (Financial Teller); Assisting with marketing bank products and services (Retail Services); Assisting tellers with documentation for new accounts, loan requests, and creating withdrawal and deposit forms for customers (Accounting and Financial Services); etc. Beyond enhancing students' employability by providing hands-on experiences, this initiative aims to fortify six key soft skill areas: communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These skills will endow students with a competitive advantage as they pursue and achieve their career goals.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment