



2024-2025 Summer Career and Technical Education Grant

Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

Authorizing legislation

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

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC 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, April 9, 2025**.

Grant period from **May 29, 2025 - September 30, 2025**

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 **Arlington Independent School District** CDN **220901** ESC **11** UEI **X12KHMLJHD9**

Address **690 E. Lamar Blvd** City **Arlington** ZIP **76011** Vendor ID **1756000119**

Primary Contact **Susan Patterson** Email **spatter2@aisd.net** Phone **682-867-7403**

Secondary Contact **Brenda Lohse** Email **blohse@aisd.net** Phone **682-867-7331**

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 **Matt Smith, Ed.D.**

Title **Superintendent**

Email **scrossno@aisd.net**

Phone **682-867-7344**

Signature

Date

4/7/25

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 IDC 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 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 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 the Fall PEIMS Collection Process.
- ☒ 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.

MISSION: The Arlington ISD (AISD) mission is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative, and rigorous learning experiences. The CTE Department supports this mission at six traditional high school campuses, the AISD Agricultural Science Center, and the AISD Career and Technical Center, which offers 68 junior and senior level CTE courses, 36 industry certifications, and 44 pathways in 12 career clusters. AISD CTE courses engage students through hands-on training; improve their problem-solving, time management, and critical thinking skills; and increase their options after graduation.

NEED: To support the AISD mission and meet the AISD goal that 100% of AISD students will graduate exceptionally prepared for college, career, and citizenship, AISD needs to increase enrollment in CTE courses. AISD is the 13th largest school district in Texas, serving 54,713 students in 2023-24, but the number of AISD students enrolling in CTE courses has declined from 18,096 (2019-20) to 12,502 (2023-24). The percentage of AISD students in CTE is much lower than the percentage statewide (22.9% in AISD compared to 26.9% in Texas in 2023-24 per TEA TAPR), despite AISD's location in the heart of the Dallas-Fort Worth Metroplex, where a CTE certification could lead to employment after high school graduation. Students explore career pathways during junior high and select high school courses in 8th grade. They select an endorsement or program of study before they set foot in high school, and AISD students and parents have expressed the need for additional, earlier information about CTE courses and programs prior to course selection.

PROGRAM: To address the district's mission and the need to increase enrollment in CTE courses, the AISD CTE Department will provide a grant-funded CTE summer camp to introduce 6th, 7th, and 8th-grade students to the relevant, innovative, and rigorous learning experiences available in CTE courses. The four-day summer camp will give students a taste of what they will learn in CTE courses, introduce them to career opportunities and post-secondary education, and acclimate them to the AISD Career and Technical Center. During the camp, students will learn about programs of study that align with state-identified high-skill, high-wage, in-demand occupations and industries.

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.

MISSION: The Arlington ISD (AISD) mission is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative, and rigorous learning experiences. The CTE Department and Specialized program supports four P-TECH campuses in our district including approximately 950 students through all four of our programs. Each P-TECH campus must provide students with relevant, high-skill, work-based learning experiences at every grade level, tailored to student interests and regional employer needs, helping them earn industry certifications and credentials. These experiences must be at no cost to the student.

NEED: To support the AISD mission and meet the AISD goal that 100% of AISD students will graduate exceptionally prepared for college, career, and citizenship and one way to ensure they are prepared for a career is to provide our students with work based learning experiences. Our P-TECH programs focus on the industries within our own community and we want students to see these opportunities in businesses close to home. The P-TECH programs include rigorous academic demands, and while there are opportunities for conversations with industry professionals, our freshman and sophomore students are often less connected and need more buy-in to continue in the program. They need experiences that are in person and connect them deeply with various aspects of their chosen pathway.

PROGRAM: To address the District's mission and support the Work Based Learning component of our P-TECH programs, the AISD CTE Department will host a four-day Industry Immersion experience for students to engage with specific businesses in our community. These businesses will structure an experience for students to explore aspects of their industry, hear from professionals and where appropriate allow for student participation in activities to provide a hands-on approach. This experience will give these students more workplace knowledge and provide a stronger foundation to build on their coursework as they progress through their high school P-TECH program.

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
Coordinator, CTE. Plans, coordinates, and supervises all CTE programs, pathways, and teachers. Leads the development and alignment of CTE programs.	Master's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 3 years' experience (existing position).
Specialist, CTE. Offers district-level support for CTE programs, pathways, and teachers.	Bachelor's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 3 years' experience (existing position).
Director, CTE. Plans, organizes, manages, and administers the district's CTE programs, pathways, and teachers.	Master's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 5 years' experience (existing position).
Certified teachers and guidance counselors (20). Implement 4-day summer camp.	Bachelor's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 3 years' experience (existing positions, proposed extra duty).

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
Coordinator, CTE. Plans, coordinates, and supervises all CTE programs, pathways, and teachers. Leads the development and alignment of CTE programs.	Master's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 3 years' experience (existing position).
Coordinator, Postsecondary Partnerships. Plans, coordinates, and supervises all specialists programs, pathways, including P-TECH Campuses.	Master's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 3 years' experience (existing position).
Certified teachers (2). Implement 4-day Industry Immersion experience	Bachelor's degree from accredited university required. Valid Texas Teaching Certificate or eligible alternative certification or local teaching permit. Minimum 3 years' experience (existing positions, proposed extra duty).

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?

GOALS: The major goals of the CTE summer camp are to support the district's mission and meet the need to increase enrollment in CTE courses by implementing a high-quality CTE summer program for 6th, 7th, and 8th grade students; creating opportunities and experiences that will help them better understand the approved statewide CTE programs of study and career clusters; and increasing students' knowledge of career opportunities and the skills needed for career pathways to help students make informed decisions and enroll in CTE courses.

OBJECTIVES: By March 30, 2025, all AISD 6th, 7th, and 8th-grade students will receive information about the CTE summer camp opportunity. (AISD 6th, 7th, and 8th grade enrollment was 10,889 students on March 10, 2025.) By August 30, 2025, 230 students will increase their knowledge of 12 CTE programs of study, 10 career clusters, and numerous post-secondary career options by participating in the CTE summer camp.

ACTIVITIES/STRATEGIES: During the four-day camp, 230 students will rotate through 12 TEA-approved Program of study stations. Rotations will be facilitated by 20 certified teachers (19 students per station) within the pathway. Students will participate in hands-on, meaningful units designed to enhance their understanding of the various programs; ask questions; and gain confidence to determine their skills and interests. Summer camp will end with an activity designed to help them understand and take action on creating their 8th-grade and high school four-year academic plans.

OTHER: To provide equitable access to all students and reduce barriers for attending: * AISD will provide transportation to and from the Career and Technical Center from each student's home campus. * Breakfast and lunch will be provided through the Summer Feeding Program, funded through local and federal funds. * AISD Title I schools will conduct in-person information booths during the final six-week grading period. * Students will register online, and data collected during registration will be analyzed to ensure that all students receive equitable access to attend the CTE summer camp.

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: Our goal is to connect students with professionals in their fields of interest, offering them a chance to gain firsthand insight into various careers, develop valuable workplace skills, and make more informed decisions about their future paths.

Objectives: Students will gain a deeper knowledge of various aspects of a career pathway and see what types of jobs they could pursue by continuing in this pathway. We want this experience to enhance their classroom learning by showing them how the content is applied in real-world scenarios. This will also help them to see how they can pursue a job in a local business, further connecting to fulfilling the workforce goals of creating a workforce to fulfill in demand jobs in our community.

Activities: This summer program will span a total of 4 days, during which students will engage with different businesses and professionals to explore a variety of industries. We have solicited support from local businesses and industries to allow students to observe daily operations, engage with teams, and learn about the skills and qualifications necessary to continue in that career path. Students will start each day with a quick overview of the business, their general practices, and reminders about professional behavior to emphasize the importance of soft skills. Then, we will bus each group to their location for the day, where the students will shadow, get hands-on, and be able to ask questions of the professionals.

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.

AISD will collect data and report on the following Focus Area 1 mandatory performance measures:

1. Student information as part of the fall PEIMS collection to determine the demographics of the students served.
2. Number of students enrolled in the summer program.
3. Number of students completing the summer program.
4. Report all PEIMS-related data (in the fall PEIMS submission).

MEASUREMENT TOOLS AND PROCESSES: AISD will evaluate the project using formative and summative data. The CTE Department will create pre- and post-survey instruments and distribute them to students and teachers. Student survey results will be evaluated to determine whether the summer program increased students' knowledge of CTE programs of study and post-secondary career options. Teacher survey results will be analyzed to give administrators insight into program implementation. In addition, upon completion of each camp rotation, students will complete reflection exercises to process the information learned. During a culmination activity on the last day of camp, students will share what they learned and how the CTE programs of study and career clusters align with their own skills and interests. Summer camp data will be reviewed and evaluated by CTE Department leadership and AISD administrators to inform course planning, enrollment projections, and future CTE summer programs and activities.

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.

AISD will collect data and report on the following Focus Area 2 mandatory performance measures:

1. Student information as part of the fall PEIMS collection to determine the demographics of the students served.
2. Number of students enrolled in the summer program.
3. Number of students completing the summer program.
4. Report all PEIMS-related data (in the fall PEIMS submission).

MEASUREMENT TOOLS AND PROCESSES: AISD will evaluate the project using formative and summative data. The Specialized Programs and CTE Department will create pre- and post-survey instruments and distribute them to students and teachers. Student survey results will be evaluated to determine whether the Industry Immersion experience increased students' knowledge of their particular pathway (Business or Logistics) and if they are able to make concrete connections between the coursework occurring in the classroom and the occupations available in the community. We will also connect with the industry partners that worked with us on this experience to share their insights on how to better support our students' understanding of their business and next steps in pursuing a career in these pathways.

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.

AISD is requesting \$48,696 to meet the needs and goals of a four-day CTE summer camp, which will introduce 230 6th-, 7th-, and 8th-graders to 12 CTE programs of study. Funds will be allocated for staffing; supplies and materials; and travel. 6100 PAYROLL COSTS: 31,486, Staff Extra Duty Pay: \$28,137, Employee Benefits (Fringe): \$3,349. Twenty teachers will receive extra duty pay to plan, prepare materials, and implement the summer camp with support from the CTE Department. As determined by AISD Compensation, the teachers will receive an hourly rate to plan and prepare materials and a daily rate to implement the camp. AISD staff will be notified of the opportunity, which will be posted. AISD summer staffing protocols will be followed. Grant funds will be allocated for extra duty pay and fringe. 6300 SUPPLIES AND MATERIALS: \$11,445. Grant funds will be allocated for the instructional supplies, materials, and resources necessary to implement the camp. 6400 OTHER OPERATING COSTS: \$4,000. Grant funds will be allocated for student transportation. Students will receive transportation from their home campus to the AISD Career and Technical Center and back to their home campus during the summer program. This ensures that students who are unable to provide their own transportation will be able to access programming - eliminating the barrier for attendance due to transportation issues. DIRECT COSTS = \$46,931, INDIRECT COSTS = \$1,765, at restricted rate of 3.764%, TOTAL GRANT REQUEST = \$48,696. SUSTAINABILITY: AISD maximizes local funding, grants, and partnerships and actively seeks external supplemental funding for programs, such as the CTE summer camp, which support the AISD mission and address identified needs but are not required by the state. AISD collects and assesses programmatic feedback from students, staff, administrators, parents, and community partners and makes adjustments to programs as necessary. Programs are evaluated for effectiveness using a variety of methods, including stakeholder feedback, to determine whether they should be continued.

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.

AISD is requesting \$13,144 to meet the needs and goals of a four-day CTE Industry Immersion experience, which will introduce 40 10th- and 11th-grade students to two industries related to their P-TECH pathway. Funds will be allocated for staffing; supplies and materials; and travel. 6100 PAYROLL COSTS: \$1,175, Staff Extra Duty Pay: \$1,050, Employee Benefits (Fringe): \$125. Two teachers will receive extra duty pay to help facilitate and chaperone the Industry Immersion experience. As determined by AISD Compensation, the teachers will receive an hourly rate to chaperone the students during this experience and provide clarifications to questions students and business professionals might have during these activities. AISD staff will be notified of the opportunity, which will be posted. AISD summer staffing protocols will be followed. Grant funds will be allocated for extra duty pay and fringe. 6300 SUPPLIES AND MATERIALS: \$1,492. Grant funds will be allocated for the instructional supplies, materials, and resources necessary to implement the camp. 6400 OTHER OPERATING COSTS: \$10,000. Grant funds will be allocated for student transportation. Students will receive transportation from their home campus to the AISD Career and Technical Center and back to their home campus. They will also utilize this transportation to travel to the 6 different business locations throughout the week. DIRECT COSTS = \$12,667, INDIRECT COSTS = \$477 at restricted rate of 3.764%, TOTAL GRANT REQUEST = \$13,144. SUSTAINABILITY: AISD maximizes local funding, grants, and partnerships and actively seeks external supplemental funding for programs, such as the CTE summer camp, which support the AISD mission and address identified needs but are not required by the state. AISD collects and assesses programmatic feedback from students, staff, administrators, parents, and community partners and makes adjustments to programs as necessary. Programs are evaluated for effectiveness using a variety of methods, including stakeholder feedback, to determine whether they should be continued.

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.)

NEEDS ASSESSMENT: AISD tracks career cluster enrollment data and student count. The CTE Department leadership team reviewed and evaluated data from the most recent five years to identify trends in enrollment. An AISD needs assessment and an evaluation of the completion of courses within CTE programs of study revealed a decline in the number of students enrolling in the 8th grade Career Investigations class and in all CTE programs of study. Students, parents, and junior high teachers have expressed the need for real-world, hands-on experiences to help students understand their career and pathway options.

ENROLLMENT IN CAREER INVESTIGATIONS: Over the past five years, enrollment in Career Investigations steeply declined. The decline in enrollment in Career Investigations can be attributed to scheduling conflicts and students needing to fulfill other requirements. Students who do not enroll in Career Investigations do not have the background knowledge to make informed decisions about the CTE programs of study and career clusters offered within the district. Without this background knowledge, students must select endorsements without a true understanding of their skills and their options.

ENROLLMENT IN CTE PROGRAMS OF STUDY: Over the past five years, enrollment in CTE programs of study has declined. A number of factors may have contributed to the decline, including students enrolled in remediation courses to support general education gaps and a general lack of exposure to high school programs and postsecondary career options. Student enrollment has declined in each CTE program of study, and especially in Arts, Audio/Video Technology, and Communications; Health Science; and Law and Public Service.

SOLUTION: The CTE summer camp will give 200 6th-, 7th-, and 8th-grade students the knowledge they need to better understand their skills and their options. Students will participate in hands-on activities designed to engage their interest and demonstrate the value in enrolling in CTE programs of study and postsecondary education.

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.)

NEEDS ASSESSMENT: AISD and the CTE Department tracks the completion of various activities within the P-TECH programs to ensure fidelity and have seen that Work Based Learning opportunities have been limited due to scheduling and transportation issues. As a result, students have struggled to envision themselves pursuing careers in these fields, creating a disconnect that we want to address.

Work Based Learning Limitations: With students in our P-TECH programs taking dual credit along with high school courses the schedule is limited and does not allow for flexibility to embed these Work Based Learning activities outside of the classroom. Dual-credit schedules are finite and don't allow for flexibility. Likewise, our district has transportation restrictions for bus use and that prevents us from having easy access to transport students to the sites that would provide the most impact.

Continued enrollment in their P-TECH pathway: We have seen a trend emerging with students who are not able to see themselves in the career pathway start to question their continuance in one of our programs. This has resulted in students dropping out of the P-TECH program as they aren't able to see what these career pathways can look like in action.

Solutions: Creating this Industry Immersion experience in the summer allows us to avoid these scheduling and transportation conflicts since they are not enrolled in classes and we have easy access to buses during the summer. This will allow students to experience their pathway in action and see themselves employed in this industry. However, the funding from this grant will be crucial as the primary cost involved is paying for the transportation. Without this funding we will not be able to get the students to the various work sites.

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.

1. AGRICULTURAL SCIENCE: Landscape Design and Management
2. ARCHITECTURE AND CONSTRUCTION: Construction Management. Principles of Construction; Construction Technology I
3. ARTS AND AUDIO/VISUAL: Digital Communications. Audio/Video Production; Digital Audio Production I., Graphic Design and Illustration
4. BUSINESS, MARKETING, AND FINANCE: Principles of Business, Marketing and Finance; Entrepreneurship. CC1245 Entrepreneurship I, CC 1275 Entrepreneurship II.
5. HEALTH SCIENCE. CC1260 Principles of Health Science.
6. Engineering: Principles of Applied Engineering, Robotics I and II
7. HOSPITALITY AND TOURISM SERVICES: Culinary Arts. Introduction to Culinary Arts; Culinary Arts.
8. INFORMATION TECHNOLOGY: Web Development. Principles of Information Technology; Web Design I.
9. LAW AND PUBLIC SERVICE: Law Enforcement. Principles of Law, Public Safety, Corrections and Security; Court Systems. Forensic Science
10. Human Services: Introduction to Cosmetology, Cosmetology I and II

We will have all 230 students engaged in all of these content areas as all students will rotate to all stations throughout the week.

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.

The following Business and Industry partners have been committed to this experience for this summer.

For our 20 Logistics P-TECH Students
 Mckinley Packaging Group
 Summit Racing
 City of Arlington On Demand Transportation Office

For 20 Business P-TECH Students
 Texas Rangers Business Partnerships Office
 SFC Accounting Firm
 City of Arlington Office of Economic Development

The type of Work Based Learning model being implemented by each of these business partners will include:
 Job Shadowing
 Career Mentor Conversations
 On-the-job practical applications

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