



## 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 Booker ISD CDN 148901 ESC 16 UEI JATRYDU4AFD7

Address 600 South Main Street City Booker ZIP 79005 Vendor ID 756000212

Primary Contact Michael Lee Email michael.lee@region16.net Phone 806-658-4501

Secondary Contact Laurette Wauer Email laurette.wauer@bookerisd.org Phone 806-658-9279

### 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 Michael Lee Title Superintendent

Email michael.lee@region16.net Phone 806-658-4501

Signature *Michael Lee* Date 3/24/2025

**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.

**PROGRAM OVERVIEW FOR FOCUS AREA 1:** Booker ISD is seeking grant funds to implement a four-week summer program that provide CTE courses in one of the following TEA-approved Programs of Study: Agricultural Technology and Mechanical Systems Program of Study (POS) and Nursing Science (POS). With this program, Booker ISD plans to enroll 10 students who will explore the agricultural and medical fields, learn about college and career pathways, and visit local colleges like Frank Phillips College in Perryton.

**SPECIFIC NEEDS:** Booker ISD's mission statement is to "educate all students for success in a 21st-century world." The district is confident that this program can help meet its mission and address current demographic-specific needs. Needs are largely shaped by its geographic location, which is in Booker, Texas, a small, rural, remote town (5 priority points) located over two hours from Amarillo. The nearest college to Booker that offer the high need programs of study is Seward County Community College, located approximately 1 hour away. These distances are important to note, as 63.43% of the students qualify for free and reduced-price lunch and 51.9% of the population over the age of 18 hold only a high school diploma or less. (Source: 2023 US Census) Upon graduation, students often find themselves securing low-paying jobs near their hometowns to support themselves and their families. Traveling to a school that is so far away is too big of a time and financial commitment for students to make. Hence the cycle of poverty continues.

**ADDRESSING NEEDS VIA FOCUS AREA 1 –** To ensure that these needs are addressed, Booker ISD will offer the CTE courses in the POS listed above. These courses will prepare students for meaningful career and education pathways after high school. Additionally, this summer CTE program will demonstrate to students how they can break the cycle of low educational attainment and poverty and gain a head start on their pathway to college or high-demand, high-paying career opportunities.

**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:** Booker ISD is seeking funds to implement three (3) programs of study for the Summer CTE Grant, both of which follow the Focus Area 2 guidelines. This program will run for 8 weeks and target up to 7 students within a Work-Based Learning Program. As part of the program, students will be paid to participate in internships alongside various business and industry partners such as: Solid Rock Heating and Air (1 priority point) and Bob Jay's Plumbing (1 priority point). The programs of study that will be targeted, along with the real-world work experience students will receive, include:

- HVAC and Sheet Metal POS (1 priority point) – Installing air handler and condenser, connecting refrigerant lines between the indoor and outdoor units, installing condensate drain line to remove excess moisture from the system properly, and connecting supply tubing and plenum duct to the air handler to distribute conditioned air.
- Plumbing and Pipefitting POS (1 priority point) - Laying water supply lines, drains, and waste, and connecting faucets, showerheads, and appliances to the plumbing system.
- Electrical POS (1 priority point) - Installing electrical boxes for outlets and switches, and installing light fixtures, outlets, and switches.

**SPECIFIC NEEDS:** Booker ISD's mission statement is "to educate all students for success in a 21st-century world." The district has identified that these programs would aid in meeting its mission and assist with alleviating some of the current demographic needs, which are largely attributed to its geographic location. Booker is a small, remote rural town located over two hours from the nearest large town, Amarillo. Numerous small towns and communities surround it, all trying to provide their students with the best opportunities to secure employment in high-demand career fields. In fact, over 62% of the schools in Region 16 are situated in towns so small that they have a total enrollment of less than 500 students district-wide. With limited industries in our geographical area, it is essential for Booker ISD to provide its students with every possible advantage. In Region 16, of which Booker ISD is a part of, there were 5,419 graduates for the 2022-2023 school year. The workforce lists only 2,741 annual job openings whose wages would place students above the poverty threshold in the vicinity of Booker.

**ADDRESSING NEEDS:** Focus Area 2 will equip Booker ISD's students with the necessary employment skills and workforce preparation, outlining a pathway to a high-paying job. The chosen areas of Electric, Plumbing and Pipefitting, and HVAC in Agricultural Technology and Mechanical Systems will all lead students to high-demand jobs. By targeting these CTE areas, Booker ISD's students will be able to address the needs of the district while planning for future employment and, subsequently, a reduction in poverty for the area.

CDN 148901

Vendor ID 756000212

Amendment # N/A

**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**

PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)

Qualifications: Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.

SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)

Qualifications: Minimum Qualifications of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 2 years of experience being a Superintendent.

COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the bridge program. (EXISTING)

Qualifications: Minimum Qualifications of a Master's Degree in Education or a related field. Experience: Must have 2 years minimum in Education or a related field.

SUMMER CTE PROJECT DIRECTOR: Responsible for overseeing the program and ensuring all performance measures are monitored. (PROPOSED)

Qualifications: Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Must have 1 year of experience with managing programs, grants, personnel, and budgets.

DISTRICT CTE STAFF: Responsible for overseeing the delivery of the Summer Bridge and c. (EXISTING)

Qualifications: Minimum Qualifications of a Bachelor's Degree; Experience: Must have at least 4 years of prior experience and knowledge in programs of study being taught.

**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**

SUMMER CTE TEACHERS: Responsible for informing students of the opportunity to participate in work-based learning opportunities. (EXISTING)

Qualifications: Minimum of a Bachelor's Degree; Experience: Must have at least 4 years of prior experience and knowledge in programs of study being taught.

PARTNERING BUSINESS DEPARTMENT LIAISON: Responsible for implementing the selected work-based learning opportunities. (PROPOSED)

Qualifications: Minimum qualifications necessary to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.

PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)

Qualifications: Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have at least 1 year of experience with managing programs, grants, personnel, and budgets.

COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the work-based learning experiences. (EXISTING)

Qualifications: Minimum of a Master's Degree in Education or a related field. Experience: Must have at least 2 years in Education or a related field.

SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)

Qualifications: Minimum of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.

**Goals, Objectives, and Strategies (Focus Area 1)**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The MAJOR GOALS of the proposed program are to enhance students' readiness for higher education/employment, foster a smoother transition into their chosen fields, and build a strong foundation in essential skills related to an Agricultural Technology and Mechanical Systems Pathway and the Nursing Science Pathway.

To ensure the district's goals are met, the following OBJECTIVES will be targeted:

1. Recruit promoted incoming 10th and 11th graders for the Summer CTE program;
2. Provide up-to-date instruction in the course Principles of Agriculture, Food, and Natural Resources and Principles of Health Science; and
3. Provide a field trip to Frank Phillips College for career exploration and to increase likelihood of post-secondary matriculation.

The ACTIVITIES that will be implemented to achieve this goal and these objectives include:

1. Provide incoming 8th grade students a tour of the campus to help ensure they are confident on their first day of school;
2. Provide an orientation to students and/or their parents that details the benefits of pursuing the targeted CTE pathway;
3. Schedule time for all participating students to meet with the Campus Counselor to create a course schedule that includes the required coursework in the different CTE pathways; and
4. Ensure that each student has a plan for how to achieve their career goal. This will include post-secondary options like vocational training or college/university courses.

**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?

Booker ISD's Focus Area 2 MAJOR GOALS of the proposed work-based summer internship program are centered around providing seven students with valuable hands-on experiences for students, enhancing their employability skills, and fostering professional development in real-world settings. The OBJECTIVE is to provide work-based learning opportunities for students, so they can explore career opportunities in high-demanding fields. This will be achieved through work-based learning opportunities that will be provided through Solid Rock Heating and Air, Bob Jay's Plumbing, North Plains Electric, the City of Booker, Perryton Home Design, and Booker ISD Maintenance Department. We have secured two signed letters of support (2 priority points) from these partners, who will aid us in empowering students with the skills and abilities necessary for a seamless transition from their educational experiences to the workforce. During students' work-based learning program, they will be able to conduct real-world work ACTIVITIES that include but are not limited to:

- HVAC and Sheet Metal POS – Will be trained on the maintenance and repair of HVAC systems, ensuring proper operation and addressing issues like leaks, refrigerant levels, filter replacements, replacement of cracked and fraying AC belts, and more.
- Plumbing and Pipefitting POS – Will be trained on how to install, repair, and maintain plumbing systems in homes and businesses, including pipes, fixtures, and appliances, ensuring compliance with building codes and safety standards
- Electrical POS – Will be trained to install, maintain, and repair electrical systems and equipment, including wiring, lighting, and control systems, while adhering to safety regulations and building codes.

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



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.

PERFORMANCE MEASURES – Booker ISD will collect weekly data for the Summer CTE Bridge programs proposed (FOCUS AREA 1). The Summer CTE Project Director will collaborate with the staff to assess and identify potential problem areas. FOCUS AREA 1 - To evaluate performance, the following quantitative measures will be used:

1. Student Diversity: Student information to determine the demographics of the students served.

2. Number Served: Number of students enrolled in the summer program.

3. Program Completion: Number of students completing the summer program.

4. Course (s) Completed: Collection of 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 in-take forms, questionnaires, progress reports, grades, attendance sheets, student products (e.g., career directories, student poster presentations) and meetings with CTE teachers to gather information so that it may be used to measure 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 successful the strategies for student success are. In Focus Area 1, grades will be analyzed after each week of programming to ensure success.

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.

PERFORMANCE MEASURES – Booker ISD will collect weekly data for the work-based learning opportunities proposed (FOCUS AREA 2).

To evaluate the program and ensure student outcomes are trending in a positive direction, the following measures will be used:

1. Student Diversity: Student information to determine the demographics of the students served.

2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program.

3. Business Participation: Number of businesses and industry partners providing work-based learning experiences to students as a part of the program.

4. Hours Completed: Total and average hours worked by students in the program.

5. Hourly Earnings: Students' total and average hourly earnings in the program.

6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program.

7. Partnership Agreements: Evidence of partnership agreements.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and meetings with the business partner liaisons to gather information so that it may be used to measure 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 successful the strategies for student success are. In the Focus 2 Area, grades will be analyzed after each day of programming to ensure the success of project objectives and strategies.

**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.

Booker ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and equipment, to meet the needs and goals of the program. With that said, the following is the proposed budget:

1) PAYROLL (\$6,875)–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 employee benefits for all staff can be covered; 2) PROFESSIONAL AND CONTRACTED SERVICES (\$3,596)–Grant funds will be used to fund training that is designed to support CTE programs; 3) SUPPLIES AND MATERIALS (\$33,827)–Grant funds will be utilized to purchase instructional supplies and resources needed for the four-week summer program that will provide CTE courses; 4) OTHER OPERATING COSTS (\$1,500)–Funds will be used to cover costs associated with transporting students to and from the campus; and 5) INDIRECT COSTS (\$4,202)–The district will cover cost associated with the overhead fees of running the program.

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used is non-existent. Unfortunately, due to budget constraints, the provision of a summer program that provide CTE courses at this time with district funds is not feasible. Nevertheless, Booker ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Booker ISD understands the need for continued sustainability in the summer bridge program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to goals.

**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.

Booker ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and other operating expenses, to meet the needs and goals of the program. With that said, the following is the proposed budget: 1) PAYROLL (\$8,750) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional extra-duty pay, and employee benefits. 2) SUPPLIES AND MATERIALS (\$3,448) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 4) OTHER OPERATING COSTS (\$33,600) - The district will cover the cost associated with paying at least 7 students to receive work-based training. 5) INDIRECT COST (\$4,202) - The district will cover costs associated with the overhead fees of running the program.

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used are non-existent. Unfortunately, due to budget constraints, the provision of paid internships at this time from district funds is not feasible. Nevertheless, Booker ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Booker ISD understands the need for continued sustainability in this work-based learning program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to goals.

CDN 148901 Vendor ID 756000212

Amendment # N/A

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 SUMMARY

As part of our ongoing evaluation of the educational opportunities available to students at Booker ISD, we have identified several significant barriers that hinder the successful completion of courses within our Programs Of Study (POS). These barriers primarily stem from scheduling conflicts. The current master schedule at Booker ISD presents challenges for students who wish to enroll in multiple courses within their chosen programs of study. Often, classes required for the Agricultural Engineering and Nursing Science pathways overlap, which limits students' ability to take the full range of courses necessary for the successful completion of their program of study (POS). This results in students being unable to gain comprehensive knowledge and skills necessary for high-demand jobs.

In addition, Booker being such a small, rural, and remote greatly contributes to the students' needs. Since the nearest college that offers the high need programs of study is located approximately 1 hour away. This distance hinders students' ability to travel to further their education due to the financial and time constraints that this imposes on them. Students need to work a full-time job to provide for themselves and their families, which leaves them with little choice but to obtain a low-paying job. This leads to Booker's high percentage (63.43%) of students that qualify for free and reduced-price lunch, and a population of 51.9% over the age of 18 holding only a high school diploma or less. (Source: 2023 US Census) Hence the cycle of poverty continues.

Overall, addressing these areas of need is crucial for Booker ISD to enhance student engagement in their programs of study and improve completion rates. By securing grant funds to implement targeted solutions, we aim to alleviate these barriers, extend curriculum offerings, and create a more conducive learning environment for our students.

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.)

Booker ISD conducted a thorough Needs Assessment to identify specific areas of need for work-based learning opportunities within the district. The results highlighted several key challenges faced by students that must be addressed to provide effective educational pathways.

1. Scheduling Conflicts: The assessment revealed that scheduling conflicts often hinder student participation in work-based learning programs. Students often have to balance school with family responsibilities or part-time jobs, making it challenging for them to commit to the structured hours required for internships. Providing this program during the Summer eliminates this challenge.

2. Teacher Availability: Another area of need identified was the availability of qualified teachers for the specific programs of study linked to work-based learning opportunities. Limited staff expertise in high-demand fields such as HVAC, plumbing, and electrical work can restrict the number of programs provided. Partnering with industry partners eliminates this obstacle.

3. Limited Industries in the Geographical Area: In Region 16, of which Booker ISD is a part, there were 5,419 graduates for the 2022-2023 school year. The workforce lists only 2,741 annual job openings whose wages would place students above the poverty threshold in the vicinity of Booker.

By addressing these specific areas of need Booker ISD aims to enhance its work-based learning program, thereby equipping students with the skills necessary for success in high-demand career fields.



**Program Requirements, cont'd.**

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

PROGRAM(S) OF STUDY AND THE CTE COURSE THAT WILL BE OFFERED: Booker ISD is gearing up to expand its educational offerings by introducing CTE courses within the Agricultural Technology and Mechanical Systems Program of Study (POS) and Nursing Science (POS). Through these programs, the district anticipates the active participation of as many as 10 students. We are firmly committed to ensuring that these students not only remain engaged but also receive robust support throughout their coursework. The strategic choice of the Agricultural Technology and Mechanical Systems POS and Nursing Science (POS) is grounded in its alignment with high-demand occupations, including Welders, Agricultural Engineering, and Farm Equipment Mechanics, Registered Nurses, Licensed Vocational Nurses, among others (Source: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/afnr-applied-agricultural-engineering.pdf>).

In the Agricultural Technology and Mechanical Systems POS' Principles of Agriculture, Food, and Natural Resources course will be provided. This course is structured for 4 hours per day, 4 days a week, spanning 4 consecutive weeks.

In the Nursing Sciences POS' Principles of Principles of Health Science Course will be provided. This course will also be structured for 4 hours per day, 4 days a week, spanning 4 consecutive weeks.

By providing these substantial and immersive 64-hour instructional courses, this initiative will not only address the current demands in these career fields but also underscore the district's commitment to delivering a well-rounded and intensive educational experience for its students.

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: Booker ISD is launching an 8-week paid internship program (Monday through Friday, 40 hours per week) for 7 students. This program will engage students in work-based learning and experiences. To ensure students receive hands-on WBL experiences, the district will partner with Solid Rock Heating and Air, Bob Jay's Plumbing, North Plains Electric, the City of Booker, Perryton Home Design, and Booker ISD Maintenance Department.

WORK-BASED LEARNING MODEL: By partaking in this program, students at Booker ISD will receive real-world work experience by conducting activities such as:

- HVAC and Sheet Metal POS – Will be trained on the proper maintenance and repair of HVAC systems, ensuring proper operation and addressing issues like leaks, refrigerant levels, filter replacements, replacement of cracked and fraying AC belts, and more.
- Plumbing and Pipefitting POS – Will be trained on how to install, repair, and maintain plumbing systems in homes and businesses, including pipes, fixtures, and appliances, ensuring compliance with building codes and safety standards
- Electrical POS - Will be trained to install, maintain, and repair electrical systems and equipment, including wiring, lighting, and control systems, while adhering to safety regulations and building codes.

Not only will this be a great learning experience, but students at Booker ISD will also become more marketable in the workforce by acquiring skills such as communication, enthusiasm, attitude, teamwork, networking, problem-solving, critical thinking, and professionalism. This grant will also enable Booker ISD to provide valuable work-based learning opportunities for economically disadvantaged students while providing compensation for their efforts. This will also allow students who typically would have to obtain minimum-wage jobs in the summer to instead earn money through career- or skill-based experiences. This will be especially beneficial to students in such a competitive job market.

CDN148901

Vendor ID756000212

Amendment #

N/A

**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