



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 additional attachment information.

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

☒ Focus Area 1: Career and Technical Education Course

☒ Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

N/A

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this 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.

Morton ISD is committed to its MISSION to “educate every student by combining the wisdom of yesterday, the technology of today, and the vision for tomorrow to develop the foundational skills and character needed to thrive as a productive member of society.” However, many of our students face systemic challenges/NEEDS that create barriers to educational and career success. Morton, Texas, is a small, rural community (5 Priority Points) located over an hour northwest of Lubbock. Much of this drive consists of unincorporated land and fields. With such a limited number of industries in the area, many students fail to reach their true potential. This can be seen in the communities' low education attainment rates. Morton has 69.9% of their population who are 18 years old and over who have obtained a high school diploma, GED, or less. Of that percentage, 32% have not graduated. The state's average is 37.9% and 13.7%, respectively. The district also had 0% of its students graduate with a Level I or Level II Certification, and only 32% graduated with an Industry Based Certification (IBC). This represents a 10.3% decrease from the previous year. Finally, 61.6% of the students in the district have been identified as At-Risk, which refers to students facing challenges that could hinder their academic success or lead to dropping out, requiring additional support and interventions to help them succeed.

RESPOND TO THESE NEEDS: By offering a Summer Bridge CTE Camp Program, the district can provide 30-35 students with the opportunity to explore various career pathways and determine which occupation best aligns with their specific interests. Information that students will be provided includes pay rates, the number of job openings, career growth opportunities, the required education level, the necessary experience, certifications required, and the type of work they will be performing. Students will spend a portion of the period at school learning about these careers, and the other half will be spent on trips to businesses where they can tour facilities, speak with potential employers and co-workers, and gain a better understanding of the working environment. Career opportunities that will be explored both in school and out of school will include: Culinary Arts, Welding, Radio Broadcasting, Construction Management and Inspection, Electrical, HVAC and Sheet Metal, Masonry, Plumbing and Pipefitting (1 point each for a total of 3 points), and Automotive and Collision Repair. (OVERVIEW OF PROGRAM)

Through this program, the district is confident that it can increase students' interest and motivate students to remain in school, graduate, and obtain the certifications needed to obtain a career in the Program of Study (POS) that aligns with their career pathway.

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.

Morton ISD remains committed to its MISSION to “educate every student by combining the wisdom of yesterday, the technology of today, and the vision for tomorrow to develop the foundational skills and character needed to thrive as a productive member of society.” Yet, our students face persistent barriers/NEEDS that hinder students' academic and workforce readiness. As a small and rural town (5 priority points), Morton, Texas, has a high unemployment rate of 46.9%, which is almost 10% higher than the state's average of 37.4%. In Region 17, of which Morton ISD is a part, there were 5,565 graduates for the 2022-2023 school year. The workforce lists only 2,530 annual job openings in the vicinity. The lack of employment opportunities in the area contributes to the town's high poverty rate of 26.9% (compared to the state's 13.7%) and a low median income of \$40,517 (compared to the state's median income of \$75,780).

To address these barriers/NEEDS and fulfill the district's MISSION, Morton ISD is seeking funding through the 2024–2025 Summer CTE Grant (Focus Area 2) to implement a seven-week, paid work-based learning initiative. The program will engage up to 25 students in structured, real-world learning experiences aligned with TEA-approved Programs of Study. Internships will be conducted in collaboration with district department heads and a local business, where students will gain hands-on experience in high-demand fields such as Electrical, HVAC and Sheet Metal, Masonry, Plumbing and Pipefitting (1 point each for a total of 3 points), Nursing Science, Teaching and Training, and Information Technology Support and Services. This experience will provide students with employability skills in actual workplaces, smoother transitions from education to the workforce, and improved outcomes, such as higher median annual earnings. Therefore, the Summer CTE Program will provide students with the experience that many employers are looking for but can rarely obtain from students who have just graduated, increasing the chances of obtaining one of the coveted positions.

CDN 040901

Vendor ID 756002098

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**

TITLE (Existing) – Principal; RESPONSIBILITY: Manage day-to-day activities, oversee faculty and staff, and assist students in selecting career pathways.

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.

TITLE (Existing)– Superintendent; RESPONSIBILITY: Supervise the grant program and ensure all required data is reported to TEA.

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.

TITLE (Existing) – Counselor; RESPONSIBILITY: Communicate and support student participation in the Summer Bridge CTE Camp Program.

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

TITLE (Proposed) – Summer CTE Project Director; RESPONSIBILITY: Oversee and monitor the summer program and ensure performance goals are met.

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

TITLE (Existing) – CTE Staff; RESPONSIBILITY: Provide the Summer Bridge CTE Camp Program and ensure oversight and collection of program data.

Minimum Qualifications of a Bachelor's Degree; Experience: 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**

TITLE (Existing) – CTE Teachers; RESPONSIBILITY: Inform students about work-based learning opportunities and support their participation.

Minimum Qualifications: A Bachelor's Degree; Experience: At least 4 years of prior experience and knowledge in the programs of study being taught.

TITLE (Proposed) – Alcove Care, Inc. Liaison; RESPONSIBILITY: Implement work-based learning opportunities in collaboration with CTE staff.

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.

TITLE (Existing) – Principal; RESPONSIBILITY: Manage day-to-day activities, oversee faculty and staff, and assist students in selecting career pathways.

Minimum qualifications: a Bachelor's degree in Education or a related field. Experience: Has 1 year of experience with leading a campus as a principal.

TITLE (Existing) – Counselor; RESPONSIBILITY: Communicate and support students in engaging in work-based learning experiences.

Minimum Qualifications: Master's degree in Education or a related field. Experience: Must be well-versed and knowledgeable about the targeted POS.

TITLE (Existing) – Superintendent; RESPONSIBILITY: Supervise the grant program and ensure all required data is reported to TEA.

Minimum Qualifications: Master's Degree in Education or a related field and Superintendent Certification. Experience: At least 2 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?

Aligned with the program guidelines for Focus Area 1, Morton ISD aims to offer a Summer Bridge CTE Camp Program that supports students transitioning from middle school to high school by providing early exposure to the district's CTE Programs Of Study (POS) and career pathways. The Summer Bridge CTE Camp Program will introduce students to various POS and career pathways in Culinary Arts, Welding, Radio Broadcasting, Construction Management and Inspection, Electrical, HVAC and Sheet Metal, Masonry, Plumbing and Pipefitting, and Automotive and Collision Repair, which will help students make informed decisions about their educational pathways. Thus, the district will achieve their GOAL/OBJECTIVE of increasing students' interest and motivating students to remain in school, graduate, and obtain the certifications needed to obtain a career in a high-paying, high-need job.

To ensure we meet our goal/objective, the following ACTIVITIES/ STRATEGIES will be conducted as part of the Summer Bridge CTE Camp Program:

- Provide incoming 9th graders with a tour of the High School (HS) campus and CTE facilities;
- Develop a career exploration program to show students potential job opportunities;
- Provide students with tours of various industries to experience real working environments; and
- Ensure students choose a program of study that will be the focus of their high school career.

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?

Morton ISD has established clear goals for its Focus Area 2 grant initiative, fully aligned with the program's guidelines. The primary GOAL is to provide students with meaningful work-based learning opportunities that support postsecondary success—whether through enrollment in an institution of higher education (college readiness) or direct entry into the workforce (career readiness). As part of this initiative, the district aims to engage up to 25 students in hands-on experiences across various Career and Technical Education (CTE) fields, equipping them with the skills and exposure needed to thrive in high-demand career pathways. To ensure our GOAL/OBJECTIVE is met, the following STRATEGIES will be conducted as part of the internship and project-based learning program: 1) Develop a learning schedule that is conducive to both the student and the district; and 2) Pay students to partake in the program. As part of the work-based learning program, students will engage in meaningful, real-world experiences embedded into their daily schedule. These experiences may include:

- 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.
- HVAC and Sheet Metal POS – 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
- Nursing Science (POS) – Take patients' vitals, assist patients to the lavatory and into bed, record patient histories, etc.
- Teaching and Learning (POS) – Assist teachers during summer school to provide instruction to struggling students.
- Information Technology Support and Services POS – Will learn how to configure computers, set up firewalls, install applications, connect to networks, troubleshoot technology issues, 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.

To ensure the EFFECTIVENESS of the objectives set forth by Morton ISD, established PROCESSES will be implemented to MONITOR progress and outcomes. The data collected throughout the program will help determine whether students are achieving the specified learning targets and evaluate the impact of various instructional strategies. In Focus Area 1, student grades will be reviewed on a weekly basis to assess academic progress and facilitate timely adjustments to support student success.

Our district will collect data on a weekly basis for our proposed Summer Bridge CTE Camp Program (Focus Area 1). This constant collection process will ensure that STUDENT OUTCOMES are evaluated consistently throughout the program period.

1. Student Diversity: Utilizing student information to assess and understand the demographics of the students being served.
2. Number Served: Examining the total enrollment of students in the Summer Bridge CTE Camp Program.
3. Program Completion: Tracking the number of students successfully completing the Summer Bridge CTE Camp Program.
4. Course(s) Completed: Gathering relevant data related to PEIMS to assess course completion.

Morton ISD will employ various performance TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS. 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.

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.

Morton ISD has thoroughly reviewed the guidelines in FOCUS AREA 2 PERFORMANCE MEASURES and, as a result, has identified specific metrics to gauge performance. These metrics include:

1. Student Diversity: Gathering student information to ascertain the demographics of the students being served.
2. Number Served: Tracking the participation of students in internships or pre-apprenticeship training within the program.
3. Business Participation: Counting the number of businesses and industry partners providing work-based learning experiences to students as part of the program.
4. Hours Completed: Documenting both the total and average hours worked by students in the program.
5. Hourly Earnings: Recording the total and average hourly earnings of students enrolled in the program.
6. Training Plan(s) Developed: Providing evidence of training plans for each student participating in the program.
7. Partnership Agreements: Offering evidence of established partnership agreements.
8. Assessment and Recognition: Providing evidence of culminating assessments or recognition of skills achieved by each student in the program.

Morton ISD plans to employ various TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES. These tools include Student/Stakeholder Surveys, Work-based Application assessments, Attendance Records, and PEIMS data. Success indicators in the future will be gauged by the enrollment figures in CTE classes and the count of after-school and summer jobs secured by students in alignment with their chosen field of study.

To guarantee the efficacy of Morton ISD's program there will be PROCESSES USED TO ENSURE EFFECTIVENESS OF THE PROJECT OBJECTIVES AND STRATEGIES, the following procedures will be conducted for data collection: daily review of attendance records, administration of pre- and post-program completion surveys, weekly review of student work-based applications to ensure on-going advancement, and pre- and post-program examination of PEIMS data and the TAPR report.

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.

Morton ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and indirect, to meet the needs and goals of the Summer Bridge CTE Camp Program. With that said, the following is the proposed budget:

1. PAYROLL (\$16,704) - Payroll costs of a Program Director and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
2. PROFESSIONAL AND CONTRACTED SERVICES (\$12,000) – Grant funds will support professional development for CTE to ensure the goals and objectives of the program are met.
3. SUPPLIES AND MATERIALS (\$20,296) – Costs to purchase Focus 1 Area student supplies and materials for their projects and their coursework during their hands-on training opportunities.
4. OTHER OPERATING EXPENSES (\$1,000) – Morton ISD allocated funds to cover costs associated with travel for the students to and from the program.

HIGH-LEVEL SNAPSHOT: At Morton ISD, there is currently no Summer Bridge CTE Camp Program. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid for through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

Morton ISD acknowledges the significance of maintaining sustainability in these programs. Consequently, the district will continue to make ADJUSTMENTS TO MEET FUTURE NEEDS to pursue additional grant funds, seek contributions from businesses, advocate for ongoing support from the board, and assess current funding streams to guarantee their alignment with the goals of the grant.

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.

Morton ISD has identified and calculated the following areas to meet the needs and goals of the program:

1. SUPPLIES AND MATERIALS (\$1,437) – Costs associated with purchasing supplies and materials for students in the Focus 2 Area to support their projects and coursework during hands-on training opportunities.
2. OTHER OPERATING EXPENSES (\$48,563) – Morton ISD allocated funds to cover costs associated with the paid internship programs.

HIGH-LEVEL SNAPSHOT: Currently, Morton ISD does not offer paid internships. However, funds are currently used to cover the costs of facilities, buses, cafeteria personnel, computers and software, and classrooms. These activities are being funded from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMA) for hardware and software products.

Consequently, the district will continue to make ADJUSTMENTS TO MEET FUTURE NEEDS to pursue additional grant funds, seek contributions from businesses, advocate for ongoing support from the board, and assess current funding streams to guarantee their alignment with the goals of the grant.

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 they also validated our desperate need to receive funding under the Summer Bridge CTE Camp Program. Morton, Texas, is a small, rural community (5 Priority Points) located over an hour northwest of Lubbock. Much of this drive consists of unincorporated land and fields. With such a limited number of industries in the area, many students fail to reach their true potential. This can be seen in the communities' low education attainment rates. Morton has 69.9% of their population who are 18 years old and over who have obtained a high school diploma, GED, or less. Of that percentage, 32% have not graduated. The state's average is 37.9% and 13.7%, respectively. The district also had 0% of its students graduate with a Level I or Level II Certification, and only 32% graduated with an Industry Based Certification (IBC). This represents a 10.3% decrease from the previous year.

As part of our application process, we conducted a thorough needs assessment on both our district and county. The statistics we uncovered were alarming, highlighting the urgent need for funding through the Summer Bridge CTE Camp Program. Morton, Texas, is a small rural community (5 Priority Points) located over an hour northwest of Lubbock. Much of this journey consists of unincorporated land and fields, and with a limited number of industries in the area, many students struggle to reach their full potential. This issue is reflected in the community's low educational attainment rates. In Morton, 69.9% of the population aged 18 and over has obtained a high school diploma, GED, or less, with 32% of that group not having graduated. In comparison, the state averages are 37.9% for high school graduates and 13.7% for those without a diploma.

Furthermore, our district reported a 0% graduation rate for students earning a Level I or Level II Certification, and only 32% of students graduated with an Industry-Based Certification (IBC). This represents a 10.3% decrease from the previous year. Note: All information was sourced using the following databases: 2024 United States Census Bureau and 2024-2025 Texas Academic Performance Report.

To address these needs, we will provide students with the opportunity to be exposed to multiple CTE programs and career pathways as part of our 8th to 9th grade Summer Bridge CTE Camp Program.

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 they also validated our desperate need to receive funding under this program. As a small and rural town (5 priority points), Morton, Texas has a high unemployment rate of 46.9%, which is almost 10% higher than the state's average of 37.4%. In Region 17, of which Morton ISD is a part, there were 5,565 graduates for the 2022-2023 school year. The workforce lists only 2,530 annual job openings in the vicinity. The lack of employment opportunities in the area contributes to the town's high poverty rate of 26.9% (compared to the state's 13.7%) and a low median income of \$40,517 (compared to the state's median income of \$75,780). Note: All information was sourced using the following databases: 2024 United States Census Bureau and 2023-2024 Texas Academic Performance Report.

It is easy to see how impactful these statistics can be on the students of Morton 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.

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.

Focus Area 1, with the implementation of this grant, our district plans to launch a Summer Bridge CTE Camp Program that caters to 30-35 incoming 9th-grade students (NUMBER OF STUDENTS). As part of this Summer Bridge CTE Camp Program, the students will have the opportunity to engage in real-world learning experiences across a variety of TEA-approved Programs of Study, including:

- Culinary Arts;
- Welding;
- Radio Broadcasting;
- Construction Management and Inspection;
- Electrical;
- HVAC and Sheet Metal;
- Masonry;
- Plumbing and Pipefitting; and
- Automotive and Collision Repair.

These hands-on learning opportunities will provide students with essential technical skills and prepare them for high-demand, high-wage careers. The program will serve up to 30-35 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.

If awarded funds under Focus Area 2, Morton ISD will implement a structured, paid, internship program in collaboration with district department heads, as well as, Alcove Care, Inc. These experiences will provide students with hands-on learning aligned to TEA-approved Programs of Study, including Electrical, HVAC and Sheet Metal, Plumbing and Pipefitting, Nursing Science, Teaching and Training, and Information Technology Support and Services.

Work-Based Learning Model(s): Students will participate in real-world tasks such as:

- 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.
- 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
- Nursing Science (POS) – Take patients' vitals, assist patients to the lavatory and into bed, record patient histories, etc.
- Teaching and Learning (POS) – Assist teachers during summer school to provide instruction to students who struggle academically.
- Information Technology Support and Services POS – Will learn how to configure computers, set up firewalls, install applications, connect to networks, troubleshoot technology issues, and more.

Beyond technical skills, students will also develop soft skills such as communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These comprehensive experiences will give students a competitive edge as they prepare for high-skill, high-wage careers or pursue further postsecondary education.

CDN 040901 Vendor ID 756002098

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
	N/A