



## 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 Raymondville ISD

CDN 245-903

ESC 01

UEI FB5ZZXL457N8

Address 419 FM 3168

City Raymondville

ZIP 78580

Vendor ID 74-6001950

Primary Contact Jose R. Valdez

Email valdezjr@raymondvilleisd.org

Phone 956-689-0201

Secondary Contact Stetson Roane

Email sroane@raymondvilleisd.org

Phone 956-689-0201

#### 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 Stetson Roane

Title Superintendent

Email sroane@raymondvilleisd.org

Phone 956-689-0201

Signature *Stetson Roane*

Date 3/31/2025

**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.

**OVERVIEW OF THE PROGRAM:** Under Focus 1 Raymondville ISD (RISD) will offer 20 students a 4 week long Summer Bridge Program for incoming 9th and 10th graders (recently promoted 8th and 9th graders) held by the district's Health Clinic (Letter of Support attached: 1 priority point). This summer program will provide RISD students with hands-on experience and industry exposure in the Nursing Science Program of Study (POS).

**MISSION AND SPECIFIC NEEDS** - The district's overall MISSION is to "Educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning." Establishing this Summer CTE program RISD can further implement their mission by ADDRESSING the SPECIFIC community and district NEEDS listed: 1) Median Household income is significantly lower compared to the state average (\$42,148 county vs \$75,780 state); 2) 90.6% of the student population is Economically Disadvantaged (ED- Source: TAPR 23-24); 3) 100% of students are classified as Title 1, compared to the state's average 65.7% (Source: TAPR 23-24); and 4) Only 8.1% of the population in the county has a bachelor's degree. This is significantly lower than the state's average of 34.2% (Source: United States Census Bureau).

**ADDRESSING NEEDS:** The needs of the districts clearly indicate a high demand for this program. However, currently, RISD faces financial constraints that limit the availability of such opportunities. If funded, the district will tackle these challenges with a committed implementation of Focus Area 1. This initiative will not only equip students entering high school with a solid foundation in high-demand CTE programs but also expedite their achievement of relevant certifications in sought-after fields. These outcomes will streamline students' pathways to postsecondary education and well-paying careers—directly supporting the community's needs for economic growth, workforce readiness, and expanded educational access. In doing so, RISD is actively fulfilling its mission to "educate all students to become college and career ready."

**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:** Under Focus Area 2, Raymondville ISD (RISD) will target a total of 20 incoming 10th and 11th graders to participate in a 4-week long Work Based Learning (WBL) Program. Students will receive compensation for their participation in internships held by the district's Maintenance and Police Department (Letter of Support attached: 1 priority point). RISD will teach the students relevant skills under HVAC and Sheet Metal; Plumbing and Pipefitting (2 priority points); and Law Enforcement. Students will receive real-world work experience and complete activities such as: Monitoring air conditioning systems to determine the need for maintenance (i.e., additional freon); Installing and repairing pipes, fixtures, and water heaters; Diagnosing leaks, manage water flow, and work with real tools on job-site projects; Assisting with school safety procedures, shadowing campus resource officers, observing radio communications and dispatch operations; and Learning about incident reporting and documentation, and participating in basic safety drills or crime prevention initiatives.

**MISSION AND SPECIFIC NEEDS** - The district's overall MISSION is to "Educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning." By establishing this Summer CTE program, RISD can further implement their mission by ADDRESSING the SPECIFIC community and district NEEDS listed: 1) Median Household income is significantly lower compared to the state average (\$42,148 county vs \$75,780 state); 2) 90.6% of the student population is Economically Disadvantaged (ED- Source: TAPR 23-24); 3) 100% of students are classified as Title 1, compared to the state's average 65.7% (Source: TAPR 23-24); and 4) Only 8.1% of the population in the county has a bachelor's degree. This is significantly lower than the state's average of 34.2% (Source: United States Census Bureau).

**ADDRESSING NEEDS** The needs across the district clearly demonstrate a high demand for this program. However, RISD is currently constrained by financial limitations that restrict access to such opportunities. If funded, this program will directly address these challenges by providing students with enhanced knowledge and skills in high-demand CTE programs, along with meaningful Work-Based Learning (WBL) experiences. Through these career-focused learning opportunities, RISD will actively fulfill its mission to "educate all students to become college and career ready."

CDN 245-903

Vendor ID 74-6001950

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 Bridge coursework. (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?

Raymondville ISD (RISD)'s Focus Area 1 OBJECTIVE is to target up to 20 students for a Summer Bridge Program within the Nursing Science Program of Study (POS). This will in turn assist the district in meeting our GOAL to "educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning."

To ensure the achievement of the district's MISSION and GOAL, the following ACTIVITIES/STRATEGIES will be implemented:

- Summer Bridge Program – 1) Campus Tours - Provide a comprehensive campus tour for incoming 9th-grade students, familiarizing them with key locations to enhance their confidence on the first day of school. 2) Deliver Orientation - Host an orientation session for incoming 9th-grade students and/or their parents, regarding the Nursing Program POS along with Career and Technical Education (CTE) POS's. and 3) Counselor Meetings - Schedule individualized sessions for incoming 9th-graders and the Campus Counselor, for students to receive guidance and determine which CTE POS aligns best with their interests, skills, and future goals.

RISD's Focus Area 1 Summer CTE Grant will not only provide foundational skills, but students will be instilled with the essential skills necessary to position them for profitable careers and post-secondary education opportunities.

### 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?

Our Focus Area 2 OBJECTIVE is to offer 20 students paid Work-Based Learning (WBL) opportunities. This will, in turn, assist us in meeting our GOAL to "educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning."

To ensure our goal/objective is met, the following ACTIVITIES/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; 2) Pay students to partake in the program; and 3) Provide students with hands-on, career-aligned tasks within their respective Programs of Study to reinforce technical skills and promote real-world learning.

During students' internship program, they will be able to conduct real-world work activities under the HVAC, Plumbing, and Law Enforcement Programs of Study (POS) targeting high-demand, high-wage career pathways (e.g., HVAC Technicians, Plumbers, and Police Officers). Experiences that students could partake in include but are not limited to:

- HVAC: Inspecting and maintaining air conditioning systems, checking refrigerant levels, replacing air filters, and learning how to assess system performance in real building environments;
- Plumbing: Assisting with pipe installations and repairs, diagnosing and resolving leaks, managing water flow, and working hands-on with tools used in residential and commercial plumbing projects; and
- Law Enforcement: Shadowing school resource officers, participating in campus safety procedures and drills, assisting with documentation and reporting, and observing dispatch communication systems.

These experiences will enhance student learning, cultivate employability skills in real-world settings, facilitate a seamless transition from education into the workforce, and improve post-graduation outcomes, including employment and attendance in post-secondary education.



Performance and Evaluation Measures (Focus Area 1)

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

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

- Student Diversity: Student information to determine the demographics of the students served;
- Number Served: Number of students enrolled in the summer program;
- Program Completion: Number of students completing the summer program; and
- Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The grant program manager 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 the CTE teacher will also contribute valuable information for measuring program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The collected data will enable the district to assess whether students are meeting program goals and objectives while evaluating the effectiveness of the implemented strategies for student 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.

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

PERFORMANCE MEASURES - To evaluate the program, the following measures will be used:

- Student Diversity: Student information to determine the demographics of the students served;
- Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program;
- Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program;
- Hours Completed: Total and average hours worked by students in the program;
- Hourly Earnings: Students' total and average hourly earnings in the program;
- Training Plan (s) Developed: Evidence of training plan (s) for each student in the program;
- Partnership Agreements: Evidence of partnership agreements;
- Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program; and
- Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The grant program manager will collect and evaluate various data, encompassing student intake forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and engage in meetings with business partner member. This comprehensive approach will ensure we have access to a diverse set of information that measures both program and student performance.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In the FOCUS 2 AREA, students will be analyzed each day of programming to ensure the effectiveness 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.

MEET NEEDS/GOALS: Considering the district's needs and goals for academic growth and workforce readiness in Focus Area 1, the proposed budget was customized for our Summer CTE Grant. Through additional research, the district gathered the expenses related to staffing, supplies, materials, curriculum, and software essential to removing potential needs or gaps. Taking into account the targeted number of students and program requirements, RISD created the following budget: 1) Payroll (\$6,875) – Payroll costs for a Grant Program Manager, and professional staff to administer the program. Employee Benefits have been included in payroll. 2) Professional and Contracted Services (\$7,546) – Grant funds will support professional development for CTE, to ensure goals and objectives of the program are met. 3) Supplies and Materials (\$22,152) – Costs to purchase students in the Focus 1 Area supplies and materials for their projects and their coursework during their hands-on training opportunities. 4) Capital Outlay (\$11,200) – Grant funds will be used to purchase interactive flat panels with embedded student curriculum focused on Nursing Science CTE POS and activities that are instrumental in the pathway. 5) Indirect Costs (\$2,227) – This is based on the approved indirect rate for Raymondville ISD and will be used to cover the associated overhead costs. HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide a Summer Bridge Program in the Summer. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, and Instructional Materials Allotment (IMS) for the hardware/software products. These funds will be used to offset costs associated with our proposed grant. ADJUSTMENTS: If the program requires adjustments, the grant stakeholders will meet to discuss necessary changes for the success of the program. Should the stakeholders need guidance, they will contact TEA to address their concerns properly. If modifications must be made, letters of intent to modify will be sent to all stakeholders, and any changes will be made in compliance with TEA's rules for amendments.

**Budget Narrative (Focus Area 2)**

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

MEET NEEDS/GOALS: Considering the district's needs and goals for economic growth and workforce readiness in Focus Area 2, the proposed budget was customized for our Summer CTE Grant. Through additional research, the district gathered the expenses related to staffing, supplies, materials, and curriculum to removing potential needs or gaps. Taking into account the targeted number of students and program requirements, RISD created the following budget: 1) Payroll (\$8,750) - Payroll costs for the Grant Program Manager, and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll. 2) Supplies and Materials (\$21,103) – Costs to purchase students in the Focus 2 Area supplies and materials for their projects and their coursework during their hands-on training opportunities. 3) Other Operating Expenses (\$17,920) – Raymondville ISD allocated funds to cover costs associated with the paid Work Based Learning (WBL) experiences and pre-apprenticeship/youth apprenticeship programs. 4) Indirect Costs (\$2,227) - This is based on the approved indirect rate for Raymondville ISD and will be used to cover the associated overhead costs. HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide Work-Based Learning (WBL) experiences for students during the summer months. However, we do currently use our funds to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, and Instructional Materials Allotment (IMS) for the hardware/software products. These funds will be used to offset costs associated with our proposed grant. ADJUSTMENTS: If the program requires adjustments, the grant stakeholders will meet to discuss necessary changes for the success of the program. Should the stakeholders need guidance, they will contact TEA to address their concerns properly. If modifications must be made, letters of intent to modify will be sent to all stakeholders, and any changes will be made in compliance with TEA's rules for amendments.

CDN 245-903 Vendor ID 74-6001950

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.)

As part of our application process, we conducted a thorough needs assessment of both our district and the county. Based on the assessment, it is evident that RISD is in urgent need of funding to provide this program. Key indicators highlighting our critical need for grant support include: 1) Median Household income is significantly lower compared to the state average (\$42,148 county vs \$75,780 state); 2) 90.6% of the student population is Economically Disadvantaged (ED- Source: TAPR 23-24); 3) 100% of students are classified as Title 1, compared to the state's average 65.7% (Source: TAPR 23-24); and 4) Only 8.1% of the population in the county has a bachelor's degree. This is significantly lower than the state's average of 34.2% (Source: United States Census Bureau).

To address these needs, we will provide students with the opportunity to be exposed to CTE programs at an early age as part of our incoming 9th and 10th graders (recently promoted 8th and 9th graders) summer bridge program. These courses not only accelerate students' entry into meaningful careers but also empower them to break the cycle of low educational attainment. By giving students an early start on pathways to college or high-demand, high-wage careers, we aim to make a lasting, transformative impact on their futures.

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 the county. Based on the assessment, it is evident that RISD is in urgent need of funding to provide this program. Key indicators highlighting our critical need for grant support include: 1) Median Household income is significantly lower compared to the state average (\$42,148 county vs \$75,780 state); 2) 90.6% of the student population is Economically Disadvantaged (ED- Source: TAPR 23-24); 3) 100% of students are classified as Title 1, compared to the state's average 65.7% (Source: TAPR 23-24); and 4) Only 8.1% of the population in the county has a bachelor's degree. This is significantly lower than the state's average of 34.2% (Source: United States Census Bureau).

It is simple to see how impactful these statistics can be on the students of Raymondville ISD and the surrounding community. However, the Work Based Learning (WBL) 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 experiences will not only expedite students' entry into meaningful careers but also empower them to break the cycle of low educational attainment and poverty. By offering an early start on pathways to college or high-demand, high-wage careers, we aim to create a lasting, positive impact on their futures.



**Program Requirements, cont'd.**

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

PROGRAM(S) OF STUDY: With the implementation of this grant, our district plans to collaborate to launch a Summer Bridge Program that caters up to 20 incoming 9th and 10th graders (recently promoted 8th and 9th graders). As part of this bridge program, our students will have the opportunity to be introduced to CTE courses in the Nursing Science Program of Study (POS).

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: The district is anticipating having 20 students participate.

By participating in these courses, we hope to empower students to explore their interests and aspirations, as well as guide them toward a profession that is currently in high demand (i.e. Nursing Assistants, Licensed Practical and Licensed Vocational Nurses, and Registered Nurses).

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

BUSINESS AND INDUSTRY PARTNERS INVOLVED: If awarded funds under Focus Area 2, we will have students receive pay for participating in on-campus internships facilitated by our district department heads, the Maintenance and Police Department, where students can acquire skills in HVAC and Sheet Metal, Plumbing and Pipefitting (2 priority points), and Law Enforcement while gaining real-world work experience.

WORK-BASED LEARNING MODEL(S): During internships, students will actively engage in real-world work experience by conducting activities such as: Monitoring air conditioning systems to determine the need for maintenance (i.e., additional freon); Installing and repair pipes, fixtures, and water heaters. Diagnosing leaks, manage water flow, and work with real tools on job-site projects; Assisting with school safety procedures, shadowing campus resource officer, observing radio communications and dispatch operations; earning about incident reporting and documentation; and Participating in basic safety drills or crime prevention initiatives.

Beyond enhancing students' employability by providing hands-on experiences, this initiative aims to fortify six key soft skill areas: communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These skills will endow students with a competitive advantage as they pursue and achieve their career goals.

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

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

*You may duplicate this page*

Amended Section	Reason for Amendment