



## 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 San Perlita ISD

CDN 245-904

ESC 1

UEI CPCLRGSKW864

Address 22987 Trojan Drive

City San Perlita

ZIP 78590

Vendor ID 74-6002249

Primary Contact Annette Arredondo

Email aarredondo@spisd.org

Phone (956) 248-5563

Secondary Contact Adrian Soliz

Email asoliz@spisd.org

Phone (956) 248-5250

#### 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 Annette Arredondo

Title Superintendent

Email aarredondo@spisd.org

Phone (956) 248-5563

Signature *Annette Arredondo*

Date 3/20/2025

**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.

**MISSION STATEMENT:** Our mission statement is to ensure "All students will develop essential academic skills and will also acquire knowledge of citizenship, economic responsibilities, appreciation and respect for our multicultural richness, and a knowledge base on which to build lifelong learning." **SPECIFIC NEEDS:** In order to thrust San Perlita ISD towards meeting its mission, it is crucial to attend to both district and community needs. These needs, which were meticulously identified through a thorough analysis of the 2023-2024 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau, include but are not limited to: 1) Only 33.3% of the students at the district graduate college ready, which is nearly half the state average of 61.9%; 2) Only 19.6% of San Perlita ISD's economically disadvantaged students manage to graduate with Dual Course Credits, a percentage notably lower than the regional average of 23.6%; 3) The median household income in the area stands at \$45,645, a considerable \$30,135 less than the state average of \$75,780; and 4) A notable 63.3% of teachers in the district possess less than 5 years of experience, significantly exceeding the state average of 36.1%. **OVERVIEW OF PROGRAM:** If awarded the 2024-2025 Summer CTE program under Focus Area 1, San Perlita ISD intends to collaborate with Texas State Technical College (TSTC) to deliver an extensive four-week program. This program includes a Summer Bridge component designed for up to 20 students, supporting incoming 9th graders and rising 12th graders as they transition toward post-secondary education. In these programs, students will have the opportunity to receive instruction in a range of classes falling within one of the following Programs of Study (POS): Animal Science and Welding Programs of Study. **HOW DISTRICT'S MISSION AND NEEDS WILL BE MET:** These activities will help the district in addressing its needs in the following manner:

1. Partnering with TSTC: This collaboration will ensure that the district has the experienced staff required to offer students advanced Career and Technical Education (CTE) courses.
2. Offering College Tours: This initiative will promote post-secondary persistence and enhance college readiness among students.
3. Graduating Students in Animal Science and Welding POS: Equipping students with academic skills and knowledge in these areas will lead to the acquisition of high-paying jobs such as Farmers, Ranchers, and Other Agricultural Managers, as well as Welders, Cutters, Solderers, and Brazers – professions currently in high demand. This, in turn, will contribute to a reduction in the poverty rates observed in the area.

**Summary of Program (Focus Area 2)**

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

**MISSION STATEMENT:** Our mission statement is to ensure "All students will develop essential academic skills and will also acquire knowledge of citizenship, economic responsibilities, appreciation and respect for our multicultural richness, and a knowledge base on which to build lifelong learning."

**SPECIFIC NEEDS:** In order to thrust San Perlita ISD towards meeting its mission, it is crucial to attend to both district and community needs. These needs, which were meticulously identified through a thorough analysis of the 2023-2024 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau, include but are not limited to:

1. 100% of the students at San Perlita ISD are economically disadvantaged. This is significantly higher than the state's average of 62.3%.
2. 24.6% of the people living in Willacy County, suffer from poverty. This is nearly double the state's average of 13.7%.
3. The median household income in the area stands at \$45,645, a considerable \$30,135 less than the state average of \$75,780.

**OVERVIEW OF THE GRANT PROGRAM:** If awarded the 2024-2025 Summer CTE program under Focus Area 2, San Perlita ISD will target a total of 7 students to participate in a 4-week long Work-Based Learning (WBL) Program that targets the Welding and Agricultural Technology and Mechanical Systems Program of Study (POS). To ensure students receive hands-on WBL experiences in these areas, the program will partner with the largest employer in the area, San Perlita Independent School District's - Agriculture Department, as well as, A. D. Welding Company (Letters of Support attached: 2 priority points).

**HOW DISTRICT'S MISSION AND NEEDS ARE MET:** An integral facet of San Perlita ISD's mission is to "build lifelong learning" for their students. These Work-Based Learning (WBL) experiences play a pivotal role in meeting this mission, not only by fostering success for students' post-high school graduation but also by directly addressing community needs. By enhancing the likelihood of employability, these WBL experiences will also contribute to the reduction of poverty rates, the elevation of the average median household income, and an increase in the percentage of individuals actively employed.

**Qualifications and Experience for Key Personnel (Focus Area 1)**

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

**Title and Responsibilities of Position****Required Qualifications and Experience**

Grant Program Manager: Oversee the execution of the grant, oversee grant staff, conduct data collection, and support in program evaluation. (NEW)

Required Qualifications: Bachelor's degree in education or related field.  
Required Experience: Two (2) years of experience in overseeing grants and data collection.

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 an Administrator.

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.

IHE/CTE Staff: Provide accelerated CTE coursework, the summer bridge program, and encourage post-secondary persistence. (EXISTING)

Required Qualifications: Bachelor's degree in education or related field; and be certified to offer CTE courses at the partnering IHE.  
Required Experience: Two (2) years of experience teaching; and one (1) year of e

**Qualifications and Experience for Key Personnel (Focus Area 2)**

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

**Title and Responsibilities of Position****Required Qualifications and Experience**

Grant Program Manager: Ensure the grant is implemented correctly and collect information as needed. (NEW)

Required Qualifications: Bachelor's degree in education or related field.  
Required Experience: Two (2) years of experience in overseeing grants and data collection.

Superintendent (Existing) – Supervise the people working on the grant program and make sure all the necessary information is sent to TEA.

Required Qualifications: Master's degree in education or related field and a Superintendent Certification.  
Required Experience: Two (2) years of experience serving as a District Administrator.

Counselor (Existing) – Promote the grant program and help students sign up for Work-Based Learning experiences.

Required Qualifications: Master's degree in school counseling or related field.  
Required Experience: Two (2) years of experience in assisting students in selecting career pathways.

Business Partner (Proposed) – Supervise students as they engage in WBL activities.

Required Qualifications: Proficiency and expertise in delivering specific CTE-related training and supervision.  
Required Experience: Four (4) years of experience in the targeted POS.

CTE Staff (Existing) – Keep an eye on students when they're out in the field and take care of any issues brought up by the businesses they're working with.

Required Qualifications: Bachelor's degree in education or related field.  
Required Experience: Three (3) years of experience in CTE.



Goals, Objectives, and Strategies (Focus Area 1)

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

GOALS/OBJECTIVES: San Perlita ISD’s Focus Area 1 objective is to of fer up to 20 students a Summer Bridge Program. This will, in turn, assist in meeting San Perlita ISD’s goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES AND STRATEGIES: To ensure San Perlita ISD meets its goal/objective, the following activities will be conducted as part of the Bridge Program: Give 8th-grade students a tour of the high school so they feel confident on their first day; Take 12th-grade students on a tour of Texas State Technical College (TSTC) to help them feel ready for what comes after high school; Of fer orientation to incoming 9th-grade students and/or their parents about the dif ferent CTE Programs at the high school; and Schedule a meeting for students to talk with the Campus/College Counselor and figure out which Program of Study (POS) suits their interests and goals.

Goals, Objectives, and Strategies (Focus Area 2)

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

GOALS/OBJECTIVES: San Perlita ISD’s Focus Area 2 objective is to of fer 7 students Work-Based Learning (WBL) opportunities. This will, in turn, assist San Perlita ISD in meeting its goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES AND STRATEGIES: To achieve San Perlita ISD's goal, the WBL program will undertake the following activities: Collaborate with business partners to create a learning schedule accommodating both students and businesses; Compensate students for their participation in the program; and Of fer transportation to and from the business sites, if required.

During students’ WBL program, students will be able to conduct real-world work activities in various Programs of Study (POS). Experiences that students could partake in include but are not limited to:

- Welding: Joining metals using a variety of techniques and processes; Cutting and trimming metal objects to needed dimensions; and Maintaining, fabricating, brazing, and cutting metal components to assemble structural forms.
- Agricultural Technology and Mechanical Systems: Diagnosing and repairing agricultural machinery and equipment; troubleshooting engine and mechanical failures; performing preventative maintenance on tractors, irrigation systems, and other farm equipment; and assembling and calibrating precision agriculture technologies.

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.

San Perlita ISD will collect data on a weekly basis for both the proposed Summer Bridge Program and accelerated CTE program of ferings that will be provided as part of Focus Area 1. This constant collection process will ensure student outcomes are evaluated consistently throughout the program period.

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

TOOLS USED TO MEASURE PERFORMANCE: To properly track this information, San Perlita ISD staf f will utilize the following: student intake forms, questionnaires, progress reports, grades, attendance sheets; and meetings with CTE teachers.

HOW TO ENSURE EF FECTIVENESS: The gathered data will play a crucial role in enabling the district to assess whether students in this program are achieving the set goals and objectives. Additionally, it will provide valuable insights into the ef fectiveness of the strategies employed as part of the Summer CTE Grant Program.

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.

San Perlita ISD will collect data on a weekly basis for the WBL experiences of fered as part of Focus Area 2. This constant collection process will ensure student outcomes are evaluated consistently throughout the program period.

PERFORMANCE MEASURES: To assess performance, the following quantitative measures will be tracked: Student demographics; Number of students participating in internships; Number of businesses and industry partners of fering WBL experiences to students; Total and average number of hours worked by students; Students' total and average hourly earnings in the program; Training plans created for each student; Partnership agreements; Assessments or recognition of skills for each student in the program; and All CTE PEIMS-related data.

TOOLS USED TO MEASURE PERFORMANCE: To properly track this information, San Perlita ISD staf f will utilize the following: student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and engage in meetings with business partner liaisons. This comprehensive approach will ensure the district has access to a diverse set of information that measures both program and student performance.

HOW TO ENSURE EF FECTIVENESS: The gathered data will play a crucial role in enabling the district to assess whether students in this program are achieving the set goals and objectives. Additionally, it will provide valuable insights into the ef fectiveness of the strategies employed as part of the Summer CTE Grant Program.

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.

HOW BUDGET MEETS GOALS AND NEEDS: To develop the proposed budget for the Summer CTE Grant, San Perlita ISD (SPISD) outlined needs, goals, and milestones for student development and success in Focus Area 1. It also researched the cost of the staffing, supplies and materials, and curriculum needed to reach those goals. Based on the courses that will be available and program needs, San Perlita ISD staff developed the following budget: 1) Payroll (\$9,700) – 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 (\$2,736) – Grant funds will be used to provide professional development for CTE; 3) Supplies and Materials (\$24,932) - Grant funds will be utilized to purchase instructional supplies and resources needed for the Summer Bridge Program; 4) Other Operating Costs (\$1,500) - Funds will be used to cover costs associated with transporting students to and from the campus. 5) Indirect Cost (\$4,632) - The district will cover cost associated with the overhead fees of running the program.

SNAPSHOT OF FUNDS: Unfortunately, due to budget constraints, the provision of Accelerated CTE course offerings and a Summer Bridge Program at this time from district funds is not feasible. Nevertheless, SPISD 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.

HOW TO MAKE ADJUSTMENTS: If program adjustments are needed, San Perlita ISD’s grant stakeholders will collaborate to identify necessary changes. They will consult TEA as needed and communicate modifications through letters of intent. All changes will comply with TEA amendment rules.

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.

HOW BUDGET MEETS GOALS AND NEEDS: To develop the proposed budget for the Summer CTE Grant, San Perlita ISD outlined needs, goals, and milestones for student development and success in Focus Area 2. The district also researched the cost of the staffing, supplies and materials, and curriculum needed to reach those goals. Based on the experiences that will be available and program needs, San Perlita ISD staff developed the following budget: 1) Payroll (\$5,450) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional extra-duty pay, and employee benefits; 2) Supplies and Materials (\$30,578) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience; 3) Other Operating Costs (\$9,340) - The district will cover travel costs as well as the cost associated with paying at least 7 students to receive work-based training; and 4) Indirect Cost (\$4,632) - The district will cover costs associated with the overhead fees of running the program.

SNAPSHOT OF FUNDS: Unfortunately, due to budget constraints, the provision of paid internships at this time from district funds is not feasible. Nevertheless, San Perlita 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.

HOW TO MAKE ADJUSTMENTS: If program adjustments are needed, San Perlita ISD’s grant stakeholders will collaborate to identify necessary changes. They will consult TEA as needed and communicate modifications through letters of intent. All changes will comply with TEA amendment rules.

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.)

During the application process, San Perlita ISD conducted a comprehensive needs assessment utilizing the 2023-2024 Texas Academic Performance Report (TAPR) and the 2022 United States Census Bureau. The uncovered statistics not only presented alarming figures but also underscored a compelling need for funding through this program. Key indicators highlighting San Perlita ISD's need for grant support include:

1. Only 33.3% of the students at the district graduate college ready, which is nearly half the state average of 61.9%.
2. Only 19.6% of San Perlita ISD's economically disadvantaged students manage to graduate with Dual Course Credits, a percentage notably lower than the regional average of 23.6%.
3. The median household income in the area stands at \$45,645, a considerable \$30,135 less than the state average of \$75,780.
4. A notable 63.3% of teachers in the district possess less than 5 years of experience, significantly exceeding the state average of 36.1%.

To address these needs, we will:

1. Strengthening Career Pathways through TSTC Partnership: This collaboration will ensure access to highly skilled instructors in Agricultural Technology, Welding, and Animal Science, providing students with hands-on learning experiences aligned with high-demand career fields.
2. Supporting Teacher Development & Retention: By expanding CTE training opportunities and mentorship programs, San Perlita ISD will enhance instructional quality and support teachers in building long-term careers within the district.
3. Promoting College and Career Readiness: By offering college tours, postsecondary counseling, and dual credit opportunities, the program will equip students with the knowledge and support needed to successfully transition to higher education or the workforce.

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.)

During the application process, San Perlita ISD conducted a comprehensive needs assessment utilizing the 2023-2024 Texas Academic Performance Report (TAPR) and 2022 United States Census Bureau. The uncovered statistics not only presented alarming figures but also underscored a compelling need for funding through this program. Key indicators highlighting San Perlita ISD's need for grant support include:

1. 100% of students are classified as Title 1, compared to the state's average 65.7%
2. 24.6% of the people living in Willacy County, suffer from poverty. This is nearly double the state's average of 13.7%.
3. The median household income in the area stands at \$45,645, a considerable \$30,135 less than the state average of \$75,780.

To address these needs, the district will offer paid internships that not only increase the amount of Work Based Learning experiences students graduate with but enhance the likelihood of employability; thereby:

- Contributing to the reduction of poverty rates, and
- Elevating the average median household income.

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.

PROGRAMS TO BE OF FERED: Within Focus Area 1 Summer CTE Grant Program, San Perlita ISD will provide CTE courses in the Animal Science and Welding.

COURSES THAT WILL BE OF FERED: As a part of this program, three classes will be made available. These courses include: 1) Principles of Agriculture, Food, & Natural Resources (exploratory course); 2) Introduction to Welding (exploratory course); and 3) Introduction to Principles of Agriculture, Food, & Natural Resources (course credit).

NUMBER OF STUDENTS THAT WILL BE IN THE PROGRAM: The Focus Area 1 program will be of fered up to 20 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/INDUSTRY PARTNERS WHO WILL BE IN THE SUMMER CTE PROGRAM: To ensure students receive hands-on WBL experiences, the district will partner with San Perlita Independent School District - Agriculture Department (Letter of Support attached: 1 priority point).

WORK-BASED MODEL: The work-based model is designed to be face-to-face, operating from 8 AM to 3 PM over a span of 4 weeks. This model integrates real-world work activities to ensure students not only receive instruction but also actively apply their learning. Students will engage in diverse activities, including but not limited to: Joining metals using a variety of techniques and processes; Maintaining, fabricating, brazing, and cutting metal components to assemble structural forms; and Diagnosing and repairing agricultural machinery and equipment; troubleshooting engine and mechanical failures; performing preventative maintenance on tractors, irrigation systems, and other farm equipment; and assembling and calibrating precision agriculture technologies.

NUMBER OF STUDENTS THAT WILL BE IN THE PROGRAM: The Focus Area 2 program will be of fered to 7 students.



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