



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 Valley View ISD CDN 108916 ESC 01 UEI PJE1BBJTV78

Address 9701 South Jackson Road City Pharr ZIP 78577 Vendor ID 74-1997418

Primary Contact Dr. Monica Luna Email MMLUNA@VVIEWISD.NET Phone (956) 340-1000

Secondary Contact Mr. Gustavo Guzman Email gguzman@vviewisd.net Phone (956) 340-1000

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 Dr. Monica Luna

Title Superintendent

Email MMLUNA@VVIEWISD.NET

Phone (956) 340-1000

Signature *Monica Luna*

Date 4/4/2025

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.

SPECIFIC NEEDS: In our district, we are faced with a myriad of formidable challenges. To begin with, we grapple with a dishearteningly high percentage of at-risk graduates, standing at 63.1%, a figure significantly surpassing the state average of 44.6%. Further compounding our concerns is the startling fact that less than one-fourth of our teachers hold a master's degree, a mere 12.9%, well below the state average. Additionally, we have a substantial population (3,229) of economically disadvantaged students, comprising a staggering 91.9% of our student body.

OVERVIEW OF THE PROGRAM: Given the gravity of these challenges, we earnestly seek the 2024-2025 Summer CTE program grant under Focus Area 1 for Valley View ISD (VVISD). Specifically, for this Summer CTE Grant, VVISD aims to offer a bridge program encompassing the following areas: Culinary Arts and Welding Fundamentals. Our objective is clear: provide our lower classmen the opportunity to be exposed to CTE programs and to target upper grade levels students (up to 30) to earn a certificate in welding utilizing an accelerated CTE program or to earn high school credit for Culinary through a comprehensive 3-week Summer Bridge Program. This meticulously crafted program is designed to introduce students to a wide spectrum of in-demand, high-wage Career and Technical Education (CTE) programs of study.

Given that nearly all of our students bear the heavy burden of financial hardship, the barriers preventing their access to afterschool programs become even more insurmountable. However, a Summer CTE program holds the potential for profound transformation, offering our students a tangible pathway to a brighter future filled with opportunities for higher-paying employment.

ADDRESSING NEEDS and MISSION STATEMENT: Through the implementation of this program, our primary aim is to propel Valley View ISD students toward their journey to higher education while also preparing them for lucrative job opportunities in the future. Initiatives like these are of paramount importance as we diligently work to confront and overcome the significant challenges facing our district. Our district's mission statement exemplifies our unwavering commitment to addressing these challenges and includes: "providing a safe, nurturing environment with equitable and innovative learning opportunities so all students learn, grow, and experience success."

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.

SPECIFIC NEEDS: In our district, we are faced with a myriad of formidable challenges. To begin with, we grapple with a dishearteningly high percentage of at-risk graduates, standing at 63.1%, a figure significantly surpassing the state average of 44.6%. Further compounding our concerns is the startling fact that less than half of our teachers hold a master's degree, a mere 12.9%, well below the state average of 24.9%. Additionally, we have nearly over 3,229 students classified as economically disadvantaged students, (91.9% of our student body).

OVERVIEW OF THE PROGRAM: Recognizing the gravity of these challenges, we seek the 2024-2025 Summer CTE program grant under Focus Area 2 for Valley View ISD. The district plans to implement a 3-week Work-Based Learning Program tailored to upperclassmen, with a target of up to 36 students. This innovative program will enable students to participate in internships, for which they will be compensated, alongside our skilled and experienced district teachers and nurses. Moreover, students will gain valuable real-world work experience by engaging in tasks such as lesson planning, developing activities, classroom management, health assessments, first aid, recording and filing of medical records, and observation of patient care.

Given that our students bear the heavy burden of financial hardship, the barriers preventing their access to afterschool programs become even more insurmountable. However, a Summer CTE program holds the potential for profound transformation, offering our students work-based learning in a high-demand/wage job.

ADDRESSING NEEDS and MISSION STATEMENT: Through the implementation of this program, our primary aim is to propel Valley View ISD students toward their journey to higher education while also preparing them for lucrative job opportunities in the future. Initiatives like these are of paramount importance as we diligently work to confront and overcome the significant challenges facing our district. Our district's mission statement exemplifies our unwavering commitment to addressing these challenges and includes: "providing a safe, nurturing environment with equitable and innovative learning opportunities so all students learn, grow, and experience success."

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 – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)

QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of administrative experience.

SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)

QUALIFICATIONS: Bachelor's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.

CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)

QUALIFICATIONS: Minimum of a Bachelor's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.

CAMPUS TEACHERS/STAFF – Will introduce incoming 9th graders to CTE courses through a bridge program & offer accelerated CTE courses (Existing)

QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses. EXPERIENCE: 3 years of experience in providing CTE education.

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 – Will supervise grant implementation, manage data collection, & assist with program evaluation. (Proposed)

QUALIFICATIONS: Bachelor's Degree in Education or related field. EXPERIENCE: 3 years of administrative experience.

SUPERINTENDENT – Will supervise personnel involved in the grant program and ensure grant data is sent to TEA. (Existing)

QUALIFICATIONS: Bachelor's Degree in Education or a related field; and a Superintendent Certification. EXPERIENCE: 3 years of experience in the supervising of small to medium teams and in data reporting.

CAMPUS COUNSELOR – Will promote the grant program, aid with enrollment, and offer advice to help students choose a CTE pathway. (Existing)

QUALIFICATIONS: Minimum of a Bachelor's Degree in School Counseling or related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting career pathways.

PARTNERING BUSINESS LIAISON – Will be responsible for overseeing students as they receive work-based learning opportunities. (Proposed)

QUALIFICATIONS: Ability/knowledge to offer the targeted CTE trainings and oversight in work-based activities. EXPERIENCE: 4 years of experience in the targeted industry.

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?

FOCUS AREA 1: Primary Goals and Objectives of The Proposed Program: Valley View ISD has established clear objectives for the grant program. Among these objectives, the district is dedicated to providing a comprehensive 3-week Summer Bridge Program for lower grade levels (8th and 9th graders), benefiting up to 30 students and utilizing an accelerated summer CTE program for upper grade levels (11th and 12th graders). The primary objective is to empower Valley View ISD's students with a heightened understanding and familiarity with high-demand CTE programs, ensuring their readiness as they transition to high school and the workforce.

ACTIVITIES/STRATEGIES: With a focus on achieving our targeted outcomes, Valley View ISD has methodically outlined a comprehensive set of activities and strategies as part of the Bridge Program. These initiatives encompass the following: 1) Providing campus tours for incoming 8th and 9th-grade students to bolster confidence in high school; 2) Conducting orientations for 8th-grade students and/or their parents to provide in-depth information about the diverse array of Career and Technical Education (CTE) Programs of Study offered at the high school; 3) Allocating dedicated time for 8th-grade students at Valley View ISD to interact with the Campus Counselor, fostering discussions to identify the most suitable Program of Study aligned with their individual interests and aspirations; and 4) Implementing introductory courses that comprehensively cover a variety of TEA CTE Programs of Study.

As part of the Accelerated CTE Program, students will meet with the Campus Counselor to review summer course options and follow structured course sequences aligned with their career goals. The district will provide necessary technology and materials, and all instruction will be delivered by highly qualified CTE instructors.

These thoughtfully planned activities are designed to ensure a comprehensive and supportive transition for the students at Valley View ISD.

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?

FOCUS AREA 2: Primary Goals and Objectives of The Proposed Program: Valley View ISD has set clear and important goals for our Focus Area 2 program. One of our main goals is to provide Valley View ISD students with a hands-on learning opportunity in Career and Technical Education (CTE). We want our students to leave high school with extra knowledge and practical experience that will help them after graduation.

ACTIVITIES/STRATEGIES: To achieve these goals, Valley View ISD has planned the following strategies within the work-based learning program: 1) Offering students incentives to get them excited and involved in the program; 2) Providing transportation to and from the campus so students can easily participate.

During the program, Valley View ISD students will gain practical experience by:

- Assisting with injuries at school;
- Observing medicine administration;
- Observing patient care and basic nursing skills and procedures;
- Developing lesson plans;
- Creating classroom activities for diverse learners;
- Assisting with classroom management; and
- Shadow experienced welders to learn safety protocols, blueprint reading, and welding in different positions and environments.

These real-world experiences will teach our students important job skills and make their transition from school to work or further education smoother. They will have better opportunities for employment and continuing their education after high school.

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.

Valley View ISD has thoroughly assessed staffing, supplies, materials, contracts, and travel expenses to align with the program's objectives and requirements. The proposed budget is as follows:

1) PAYROLL (\$19,875): Covers bus driver salaries for transportation to work sites, a Program Director's salary, and compensation for professional staff (teachers) responsible for program administration, including employee benefits.

2) PROFESSIONAL AND CONTRACTED SERVICES (\$17,928): Costs to cover the IHE fees and certification costs for the students. Also, for costs to assist professional development for CTE Programs.

3) SUPPLIES AND MATERIALS (\$8,911): Allocated for purchasing necessary supplies and materials for Focus 1 Area students, supporting their projects and coursework during hands-on training opportunities.

4) OTHER OPERATING COSTS (\$1,000): Allocated for providing transportation for students to/from the program and any other travels required for completion of the program.

6) INDIRECT COSTS (\$2,286): This budget item is determined based on the approved indirect rate (4.573%) for Valley View ISD and will be utilized to cover 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.

Valley View ISD has meticulously assessed various budget categories, including staffing, supplies and materials, contracts, and travel, to align with the program's needs and objectives. The proposed budget is structured as follows:

1) PAYROLL (\$7,875): This allocation covers the payroll expenses for bus drivers transporting students to work sites, the salary of the Program Director, and compensation for professional staff (teachers) responsible for program administration, including employee benefits.

2) SUPPLIES AND MATERIALS (\$13,239): These funds are designated for the acquisition of supplies and materials for Focus 2 Area students, supporting their projects and coursework during hands-on training opportunities.

3) OTHER OPERATING EXPENSES (\$26,600): Valley View ISD has allocated resources to cover costs associated with paid internships and pre-apprenticeship/youth apprenticeship programs.

4) INDIRECT COSTS (\$2,286): This budget item is determined based on the approved indirect rate (4.573%) for Valley View ISD and will be utilized to cover associated overhead costs.

HIGH-LEVEL SNAPSHOT: Due to limited funding, we are unable to provide a paid Internship 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.

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.)

Valley View ISD grapples with several challenges that could impact the successful completion of courses within our programs of study. These challenges can be seen below:

1. The district serves a substantial population of economically disadvantaged students (91.9% District Avg. vs. 62.3% State's Avg.) who consistently face insurmountable transportation barriers, preventing their participation in various after-school programs. As a note, the average income in the district's area is \$49,884, which is considerably lower than the state's average of \$75,780. (U.S. Census Quick Facts)
2. The district struggles with a severe shortage of qualified teachers. Shockingly, less than one-fourth of our educators hold a master's degree, accounting for a mere 12.9%, a deficiency that falls well below the state average.

These two factors can be detrimental to offering students meaningful after-school classes and opportunities.

In response to these challenges, Valley View ISD's Focus Area 1 program aims to address the staffing and transportation issues via program funding. By addressing these two critical factors, the district can guide students towards higher education while equipping them with the necessary skills and knowledge for promising future career opportunities. Initiatives of this nature hold paramount significance as we earnestly strive to confront and overcome the substantial challenges facing our district.

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.)

Valley View ISD grapples with several challenges that could severely impact the successful completion of the WBL activities that are being proposed. These challenges can be seen below:

1. The district serves a substantial population of economically disadvantaged students (91.9% District Avg. vs. 62.3% State's Avg.) who consistently face insurmountable transportation barriers, preventing their participation in various after-school programs. As a note, the average income in the district's area is \$49,884, which is considerably lower than the state's average of \$75,780. (U.S. Census Quick Facts)
2. The district struggles with a severe shortage of qualified teachers. Shockingly, less than one-fourth of our educators hold a master's degree, accounting for a mere 12.9%, a deficiency that falls well below the state average.

These two factors can be detrimental to offering students meaningful work-based opportunities.

Acknowledging the challenges we face, we are committed to launching a focused 3-week Work-Based Learning Program tailored for upperclassmen, with the goal of involving up to 36 students. To ensure financial barriers do not prevent engagement/attendance, funds have been allocated to transport the student both to and from the work site. Additionally, funds have been allocated to ensure qualified staff are available to supervise the students during the activities.

By doing this, as well as offering the paid internships, Valley View ISD will provide students with additional income as well set them on a trajectory towards fulfilling careers, empowering them 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.

PROGRAM(S) OF STUDY: Valley View ISD is preparing to expand its educational offerings by introducing CTE COURSES within the Culinary Arts and Welding Program of Study. With these programs, the district anticipates the active involvement of up to 30 students and is committed to ensuring that these students are not only ENGAGED but also well-SUPPORTED throughout their coursework.

CTE COURSES THAT WILL BE OFFERED: Below you will find the CTE courses that will be offered as part of Focus Area 1:

- Introduction to Culinary Arts, and
- Welding Fundamentals.

In the framework of these programs, essential courses such as "Introduction to Culinary Arts" and "Welding Fundamentals" will be offered. These courses are structured for 8 hours per day, 5 days a week, spanning 3 consecutive weeks, providing a substantial and immersive experience through South Texas College (attached IHE letter of support). This initiative not only addresses the current demands in these fields but also underscores the district's commitment to delivering a well-rounded and intensive educational experience for its students.

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: The district is anticipating having up to 30 students participate in the coursework.

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: Valley View ISD is excited to provide up to 36 students with paid internships alongside the district's own nursing department (4 internships), district's own maintenance/AG department (2 internships), and our dedicated classroom teachers (30 internships) who will serve both as instructors and business partners. Both the Valley View ISD Teaching Department and the Nursing Department have provided letters of support for the program (2 priority points).

WORK-BASED LEARNING MODEL: students will engage in a variety of activities associated with their chosen fields, which include the LVN Nursing Program, and Teaching Program of Study. These activities may include: 1) LVN Nursing Learning Program: Assisting in patient care, filing and updating medical records, and providing support to healthcare professionals with the guidance of our nursing department. 2) Teaching Program of Study: Assisting teachers in classroom activities, preparing educational materials, and providing support to students, all under the mentorship of our dedicated educators. 3) Welding Program of Study: Assisting with metal fabrication and repairs, reading basic blueprints, and safely operating welding equipment under professional supervision.

Participating students will not only enhance their workforce readiness but will also have the opportunity to develop essential soft skills, including communication, enthusiasm and attitude, teamwork, networking, problem-solving, critical thinking, and professionalism. These skills will give them a competitive advantage in achieving 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