



## 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](mailto:competitivegrants@tea.texas.gov).

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 9, 2025**.

Grant period from **May 29, 2025 - September 30, 2025**

Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

#### Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for additional attachment information.

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

☒ Focus Area 1: Career and Technical Education Course

☒ Focus Area 2: Work-Based Learning Experiences

#### Amendment Number

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

N/A

#### Applicant Information

Organization Woodson ISD

CDN 224902

ESC 09

UEI FJ4JTZARJED4

Address 207 E Hill Street

City Woodson

ZIP 76491

Vendor ID 75-6002808

Primary Contact Margaret Mathiews

Email margaret.mathiews@woodsonisd.net

Phone 940-345-6521

Secondary Contact Casey Adams

Email Casey.adams@woodsonisd.net

Phone 940-343-6528

#### 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 Casey Adams

Title Superintendent

Email Casey.adams@woodsonisd.net

Phone 940-343-6528

Signature *Casey Adams*

Date 3/25/2025

## 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: In pursuit of Woodson ISD’s mission, which states that we are "committed to the belief that all children can learn and achieve mastery of basic skills, regardless of their previous academic performance, family background, or socioeconomic status." Woodson district is dedicated to addressing challenges through strategic initiatives.

SPECIFIC NEEDS: In order to propel Woodson ISD towards meeting its mission, it is crucial to address 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. ALL Woodson ISD students are Title 1 labeled, with 60.8% also classified as economically disadvantaged.
2. Only 40% of the students graduated with an approved industry-based certification in 22-23, a significant decline from 69.2% in 21-22.
3. Only 27.8% of the population in Woodson has a bachelor’s degree. This is less than the state’s average of 33.1%.

OVERVIEW OF PROGRAM: If awarded the 2024-2025 Summer CTE program under Focus Area 1, Woodson ISD intends to collaborate to deliver an extensive four-week program. This program encompasses a Summer Bridge Program designed for both incoming 9th graders and 12th graders transitioning to post-secondary education tailored for up to 16 students. 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): Plumbing and Pipefitting, Business Management, Marketing and Sales, Teaching and Training, and Nursing Science.

HOW MISSION/NEEDS ARE MET: With a focus on high-fidelity implementation, Focus Area 1 will directly address the challenges faced by our rural, economically disadvantaged student population. As a small, rural district (5 Priority Points), Woodson ISD faces unique barriers to career readiness, including limited access to industry-based certifications and post-secondary opportunities. This targeted effort will provide students with early exposure to high-demand career pathways, equipping them with the necessary skills, certifications, and qualifications to succeed beyond high school. By bridging gaps in career readiness, this initiative aims to reverse declining certification rates, increase associate degree attainment, and empower students to pursue meaningful educational and career trajectories. Engaging students, educators, parents, and the broader community, this grant proposal seeks support for the effective implementation of Focus Area 1, ensuring lasting improvements in academic and vocational outcomes while addressing the needs of our rural district.

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: In pursuit of Woodson ISD’s mission, which states that we are "committed to the belief that all children can learn and achieve mastery of basic skills, regardless of their previous academic performance, family background, or socioeconomic status." Woodson district is dedicated to addressing challenges through strategic initiatives.

SPECIFIC NEEDS: In order to thrust Woodson ISD towards meeting its mission, it is crucial to attend to both district and community needs. In light of our district's status as a small, rural school (5 priority points) facing financial constraints, these providing become crucial. 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. 60.8% of the students at Woodson ISD are economically disadvantaged.
2. 21.7% of the people living in Woodson, Texas, experience poverty. This is significantly higher than the state’s average of 13.7%.
3. The average median household income is only \$66,435, which is significantly lower than the state average of \$76,292.

OVERVIEW OF THE GRANT PROGRAM: If awarded the 2024-2025 Summer CTE program under Focus Area 2, Woodson ISD will target a total of 5 students to participate in a 6-week long Work-Based Learning (WBL) Program that targets installing and repairing electrical wiring (Electrical); Maintaining and repairing fixtures (Electrical); Installing pipes and fixtures (Plumbing/Pipefitting); Inspecting and testing pipe systems (Plumbing/Pipefitting); and maintaining and repairing plumbing systems (Plumbing/Pipefitting). To ensure students receive hands-on WBL experiences in these areas, the district will partner with the district’s Maintenance Department and Drew Ellis Construction (both of which have provided signed letters of support – 2 priority points).

HOW DISTRICT’S MISSION AND NEEDS ARE MET: An integral facet of Woodson ISD’s mission is to "promote high levels of success" 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.

CDN 224902

Vendor ID 75-6002808

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**

Grant Program Manager (Proposed) - Oversee the execution of the grant and staff, collect data, and provide support in program evaluation.

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) – Oversee personnel engaged in the grant program and ensure grant data is submitted 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 Superintendent.

Counselor (Proposed) – Advocate for the grant program and assist in facilitating course enrollment for students.

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.

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

Required Qualifications: Bachelor's degree in education or related field; and be certified to provide CTE courses at the partnering IHE. Required Experience: 2 years teaching experience & 1 year teaching CTE-related courses.

**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 (Proposed) - Ensure the grant is implemented correctly and collect information as needed.

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 Superintendent.

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:** In pursuit of our Focus Area 1 objective, we aim to implement a comprehensive Summer Bridge Program, targeting the engagement of up to 16 students. This strategic initiative aligns with our overarching goal of equipping every student within the district with the essential skills and knowledge required for success in higher education, career pathways, and military service. This program serves as a pivotal step towards fulfilling our commitment to fostering academic and professional readiness among the youth in our community. The requested grant will enable the seamless execution of this impactful initiative, contributing significantly to the long-term success of our students.

**ACTIVITIES AND STRATEGIES:** In pursuit of our grant objective, the Bridge Program will strategically execute key activities. Our focus is on delivering impactful experiences to incoming 8th - 9th grade students, introducing them to diverse programs of study such as welding, business, nursing, and education. Through a comprehensive orientation, we aim to inform 8th-grade students and their parents about the array of Career and Technical Education (CTE) Programs of Study available at the high school. Additionally, we will facilitate dedicated time for 8th-grade students to engage with the Campus Counselor, ensuring personalized guidance to align their interests and goals with the most suitable Program of Study (POS). This approach underscores our commitment to fostering informed decision-making and academic success, aligning seamlessly with the objectives of the grant.

### 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:** Woodson ISD's Focus Area 2 objective is to provide 5 students Work-Based Learning (WBL) opportunities. This will, in turn, assist Woodson ISD in meeting its goal of ensuring every child in 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 Woodson ISD's goal, the WBL program will undertake the following activities: Collaborate with business partners to create a learning schedule that accommodates both students and businesses; compensate students for their participation in the program; and provide transportation to and from 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 installing and repairing electrical wiring (Electrical); Maintaining and repairing fixtures (Electrical); Installing pipes and fixtures (Plumbing/Pipefitting); Inspecting and testing pipe systems (Plumbing/Pipefitting); and maintaining and repairing plumbing systems (Plumbing/Pipefitting). The work-based learning program is designed to provide real-world experiences that will enhance student development of workforce skills. These immersive experiences encompass a spectrum of skills, particularly in PLUMBING/PIPEFITTING (1 priority point) and ELECTRICAL (1 priority point) pathways. Students will engage in tasks such as installing and repairing electrical wiring, maintaining fixtures, installing pipes and fixtures, inspecting and testing pipe systems, and maintaining and repairing plumbing systems. These hands-on experiences not only amplify student learning but also serve as valuable components for a smooth transition into the workforce. This comprehensive approach ensures the program's success and aligns with the objectives of our grant application.



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Amendment # N/A

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.

Woodson ISD will collect data on a weekly basis for the proposed summer bridge program that will be provided as part of Focus Area 1. This constant collection process will ensure that 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, Woodson ISD staff will utilize the following: student intake forms, questionnaires, progress reports, grades, attendance sheets; and meetings with CTE teachers.

HOW TO ENSURE EFFECTIVENESS: 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 effectiveness 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.

Woodson ISD will collect data on a weekly basis for the WBL experiences provided as part of Focus Area 2. This constant collection process will ensure that 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 providing 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, Woodson ISD staff 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 EFFECTIVENESS: 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 effectiveness 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.

BUDGET MEETS GOALS AND NEEDS: To develop the proposed budget for the Summer CTE Grant, Woodson ISD outlined needs, goals, and milestones for student development and success in Focus Area 1. It also researched the cost for staffing, supplies, materials, and curriculum needed to reach those goals. Based on the courses that will be available and program needs, Woodson ISD staff developed the following budget: 1) Payroll (\$27,500) – 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 (\$6,910) – Professional Development; 3) Supplies and Materials (\$11,545) - 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; and 5) Indirect Cost (\$2,545) - Cover overhead fees of running the program. SNAPSHOT OF FUNDS: Unfortunately, due to budget constraints, the provision of a Summer Bridge Program at this time from district funds is not feasible. Nevertheless, Woodson 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: In the event that adjustments to the program become necessary, Woodson ISD’s grant stakeholders will actively engage in collaborative discussions to identify the requisite changes crucial for the program’s success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be deemed essential, letters of intent to modify the program will be disseminated to all stakeholders (i.e. students, parents, board members, etc.). Any necessary alterations will adhere to TEA rules for amendments, ensuring a systematic and effective modification of the program.

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, Woodson 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, Woodson ISD staff developed the following budget: 1) Payroll (\$15,625) – Payroll costs have been budgeted to provide a Grant Program Manager stipend, professional extra-duty pay, and employee benefits. 2) Professional and Contracted Services (\$4,000) - Grant funds will be used to contract a consultant to oversee students during WBL; 3) Supplies and Materials (\$11,510) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 3) Other Operating Costs (\$16,320) - The district will cover travel costs as well as the cost associated with paying at least 5 students to receive work-based training. 4) Indirect Cost (\$2,545) - TCover 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, Woodson 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: In the event that adjustments to the program become necessary, Woodson ISD’s grant stakeholders will actively engage in collaborative discussions to identify the requisite changes crucial for the program’s success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be deemed essential, letters of intent to modify the program will be disseminated to all stakeholders (i.e. students, parents, board members, etc.). Any necessary alterations will adhere to TEA rules for amendments, ensuring a systematic and effective modification of the program.

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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.)

During the application process, Woodson 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 Woodson ISD's need for grant support include:

1. ALL Woodson ISD students are Title 1 labeled, with 60.8% also classified as economically disadvantaged.
2. Only 40% of the students graduated with an approved industry-based certification in 2022-2023, a significant decline from 69.2% in 2021-2022.
3. Only 10% of the students graduated with an associate's degree in 2022- 2023. While in 2021-2022, 15.4% graduated with an associate's degree.

To address these pressing needs, our proposed initiative involves exposing students to a diverse range of Career and Technical Education (CTE) programs during their 8th to 9th-grade summer bridge program. This strategic intervention aims to provide students with early exposure to various fields of study, facilitated by our experienced and qualified teachers. This initiative aligns with the grant's objectives, aiming to create a transformative impact on our educational community.

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, Woodson 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 Woodson ISD's need for grant support include:

1. 60.8% of the students at Woodson ISD are economically disadvantaged.
2. 28.4% of the people living in Woodson, Texas, suffer from poverty. This is twice the state's average of 13.7%.
3. The average median household income is only \$66,435, which is significantly lower than the state average of \$76,292.

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.

**PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED:** With the support of this grant, our district aims to inaugurate a transformative Summer Bridge Program, specifically designed for up to 16 incoming 8th - 9th grade students. This initiative will provide a comprehensive introduction to key Career and Technical Education (CTE) courses within various Programs of Study (POS), encompassing Plumbing and Pipefitting, Business Management, Marketing and Sales, Teaching and Training, and Nursing Science. Teaching and Training (Principles of Education and Training): Students will gain proficiency in teaching, instruction, and the creation of instructional and enrichment materials. They will have exposure to diverse student groups and their unique needs. Additionally, students will acquire familiarity with curriculum development processes, coordination of educational content, and coaching both groups and individuals. Nursing Science (Principles of Nursing): Students will acquire knowledge and hands-on experience in patient care, including routine tasks like monitoring vital signs, creating, and executing care plans, managing medical records, and addressing disease or pain. Business Management (Principles of Business, Marketing and Finance): Students will master the planning, supervision, and coordination of an organization's administrative services and operations. Plumbing and Pipefitting (Introduction to Welding): Students will acquire the skills to alter components for the creation or restoration of machine tools, as well as the ability to upkeep individual machines. The program is strategically crafted to empower students, allowing them to explore and select a POS aligned with their individual interests and aspirations. Through designed introductory courses, students will gain insights into professions currently in high demand. Utilizing Texas Career Check data, potential career paths include Registered Nurses, Licensed Practical and Licensed Vocational Nurses, Elementary School Teachers, Electricians, Construction Managers, and Welders, Cutters, Soldiers, and Brazers. **NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED:** Anticipating active participation, the district plans to engage up to 16 students in these courses. The program structure involves 7 hours of coursework per day, 2 days a week, over a span of 4 consecutive weeks. This approach ensures that students receive meaningful exposure and support as they navigate their journey towards a rewarding profession.

**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 Drew Ellis Constructions and the Maintenance Department (both of which have provided signed letters of support – 2 priority points).

**WORK-BASED MODEL:** The work-based model is designed to be face-to-face, operating over a span of 6 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: Electrical wiring installation and repair, fixture maintenance and repair (Electrical), pipe and fixture installation, pipe system inspection and testing, and plumbing system maintenance and repair (Plumbing/Pipefitting). Beyond fostering employability, this initiative strategically focuses on fortifying six key soft skills: communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These skills will provide students with a distinct competitive advantage in achieving their career goals.

**NUMBER OF STUDENTS THAT WILL BE IN THE PROGRAM:** The Focus Area 2 program will be offered to 5 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
	N/A