



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 8, 2022

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI 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, November 8, 2022**.Grant period from **March 1, 2023-September 30, 2023**Pre-award costs permitted from **Award Announcement Date**

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 Webb CISD CDN 240-904 Campus High School ESC 01 UEI N/A

Address 619 Avenue F City Bruni ZIP 78344 Vendor ID 74-1961460

Primary Contact Mr. Jimmy Padilla Email Jimmy.Padilla@webbcisd.com Phone (361) 231-1044

Secondary Contact Gaby Perez Email gaby.perez@webbcisd.com Phone (361) 747-5415

Certification and Incorporation

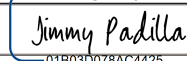
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 Jimmy Padilla Title Superintendent

Email Jimmy.Padilla@webbcisd.com Phone (361) 747-5415

Signature  Date 11/10/2022

DocuSigned by:

Jimmy Padilla

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RFA # 701-23-103

SAS # 473-23

2022-2023 Summer Career and Technical Education Grant

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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 LOI 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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 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: The mission of Webb CISD is to empower lifelong learners who experience success, have a vision of their future, and become responsible, caring, productive citizens in a multicultural society. The district will do this by offering a Summer CTE Bridge Program that provides: innovative/diverse opportunities, a positive nurturing environment, and a highly motivated educational team that shares responsibility for student success.

OVERVIEW OF THE PROGRAM: As part of this program, the district will target a total of 15 incoming Freshman (9th Grade) to participate. In this program, the district will offer students the ability to be introduced to a variety of CTE programs, depending on their interests. The following career pathways will be offered as part of this program: Agriculture, Food, and Natural Resources; Business, Marketing, and Finance; Manufacturing; and Law and Public Service. Principles of Agriculture, Principles of Law, Principles of Business, and the Introduction to Welding.

SPECIFIC NEEDS: Webb CISD is classified as a rural district (5 priority pts.). Additionally, the district has a high concentration of economically disadvantaged, Title 1, and low number of college, career, and military graduates. The district demographics that indicate need for a program Summer CTE Program are: 1) 83.6% of its students classified as economically disadvantaged (ED). This is 23.3% more than the state's average of 60.3%. 2) 100% of the students are classified as Title 1. This is a HUGE need for our district as we want these students to have the opportunity, experience, and credentials needed to pursue meaningful careers after high school. 3) Lastly, only 50% of the students graduate college, career and military ready. This is low in comparison to the state's average of 63%. All statistics provided are from the 2020-2021 TAPR.

ADDRESSING NEEDS: To address needs, the district will implement the Focus Area with high fidelity. With Focus Area 1, students will be more prepared for high school success and CTE statewide programs of study. With this opportunity for a Summer Bridge Program, students will be on an easier path towards postsecondary education and a high-paying job (assisting with our needs of ED, Title 1, and college readiness).

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: The mission of Webb CISD is to empower lifelong learners who experience success, have a vision of their future, and become responsible, caring, productive citizens in a multicultural society. The district will do this by offering a Work-Based Learning Program that provides: innovative/diverse opportunities, a positive nurturing environment, and a highly motivated educational team that shares responsibility for student success.

OVERVIEW OF THE PROGRAM: As part of this program, the district will target a total of 20 upperclassmen to participate in a 4-week long paid internship. Students will receive pay for participating in internships that will be provided by various department heads of the district. (Letters of Support attached: 5 priority pts.) The various departments that will assist with providing internships to students include: Business Office, Maintenance, Automotive, and IT. These internships will be conducted on-site at the district, removing the need for extended amounts of transportation; thereby, increasing student participation/engagement. During the internships students will receive real-world experiences by conducting activities could include but are not limited to: installing firewalls in computers (IT), conducting oil changes on vans/buses (Automotive), creating checks and properly filing invoices (Business Office), fixing/replacing light bulbs, and/or resolving plumbing issues (Maintenance).

SPECIFIC NEEDS: Webb CISD is classified as a rural district (5 priority pts.). Additionally, the district has a high concentration of economically disadvantaged, Title 1, and low number of college, career, and military graduates. The district demographics that indicate need for a program Summer CTE Program are: 1) 83.6% of its students classified as economically disadvantaged (ED). This is 23.3% more than the state's average of 60.3%. 2) 100% of the students are classified as Title 1. This is a HUGE need for our district as we want these students to have the opportunity, experience, and credentials needed to pursue meaningful careers after high school. 3) Lastly, only 50% of the students graduate college, career and military ready. This is low in comparison to the state's average of 63%. All statistics provided are from the 2020-2021 TAPR.

ADDRESSING NEEDS: To address needs, the district will implement the Focus Area with high fidelity. With Focus Area 2, students will attain employment skills, preparing them for the workforce and a high-paying job in one of 4 programs of study listed above (assisting with our needs of ED, Title 1, and career readiness).

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
CTE DIRECTOR (EXISTING) – Management and Oversight to Grant-related service.	QUALIFICATIONS: School/state minimum required qualifications. EXPERIENCE: Minimum of 2 years of experience overseeing CTE programs.
CTE TEACHERS (EXISTING) - Provide Bridge and Work-based Learning courses, as well as, oversight and data collection.	QUALIFICATIONS: School/state minimum required qualifications. EXPERIENCE: Minimum of 2 years of experience teaching the targeted CTE program.
SUPERINTENDENT (EXISTING) – Oversee grant implementation.	QUALIFICATIONS: School/state minimum required qualifications. EXPERIENCE: One year of experience overseeing school/district operations.
CAMPUS COUNSELOR (EXISTING) - To teach, support, and communicate the opportunities to participate in the bridge and accelerated CTE learning programs.	QUALIFICATIONS: Minimum of a Bachelor’s Degree in Education or a related field. EXPERIENCE: Must have 2 years of experience in assisting students in selecting careers.

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
BUSINESS PARTNER (EXISTING) – Work-based experience partner who will provide the worksite for services.	QUALIFICATIONS: Must be certified in targeted POS. EXPERIENCE: Must have at least 2 years of work-based experience in the targeted POS.
SUPERINTENDENT (EXISTING) – Oversee grant implementation.	QUALIFICATIONS: School/state minimum required qualifications. EXPERIENCE: One year of experience overseeing school/district operations.
CTE TEACHERS (EXISTING) – Inform students of the opportunity to participate in work-based learning opportunities.	QUALIFICATIONS: Minimum of a Bachelors Degree. EXPERIENCE: At least 4 years of prior experience and knowledge in programs of study being taught.
PRINCIPAL (EXISTING) - Responsible for managing day-to-day school activities, overseeing faculty and staff and assisting in this summer program.	QUALIFICATIONS: Minimum of a Bachelor's Degree in Education or related field. EXPERIENCE: Must have at least 3 years of proven knowledge in managing day-to-day high school operations and activities.
CTE DIRECTOR (EXISTING) – Management and Oversight to Grant-related service.	QUALIFICATIONS: School/state minimum required qualifications. EXPERIENCE: Minimum of 2 years of experience overseeing CTE programs.

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: Major Goals/Objectives of The Proposed Program: The district’s Focus Area 1 goal is to offer a Summer Bridge Program to ensure every child of the district is strategically prepared for college success and high-quality pathways.

ACTIVITIES/STRATEGIES: To help the district obtain its objective and goal, the following activities will be conducted as part of the Bridge Program: Provide incoming 8th-grade students with a tour of the campus to help ensure they are confident on their first day of school; Provide an orientation to 8th-grade students and/or their parents that details the different CTE Programs of Study that are offered at the high school; and Schedule time for 8th-grade students to meet with the Campus Counselor to determine which POS best aligns to 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?

MAJOR GOALS/OBJECTIVES: The goal of the program for Focus Area 2 is to have students acquire and improve academic, technical, and employability skills. The objective is to have students pursue a career in one of the following pathways: Accounting and Financial Services; Information Technology Support and Services; Automotive; Electrical; and Plumbing and Pipefitting. These careers/pathways are aligned with high-wage and in-demand occupations located throughout the state of Texas.

ACTIVITIES/STRATEGIES: Students will be provided activities to increase learning and develop employability skills in actual workplaces, gain a smoother transition from education into the workforce, and improve post-school outcomes such as employment and postsecondary attendance. These will have improved benefits for the students, school, and community. Activities that will be offered by the school district during internships may include: setting-up/and troubleshooting computers and other portable devices; learning basic maintenance skills such as plumbing and electrical; creating checks and properly filing invoices; and more.

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.

FOCUS AREA 1 PERFORMANCE MEASURES: The guidelines to monitor/evaluate performance were gathered from the TEA-provided guidelines, which include the following: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students enrolled in the summer program. 3. Program Completion: Number of students completing the summer program. 4. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS: To monitor the performance measures listed above, the district will utilize the following tools: Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. Future indicators of success will be based on the number of students interested and a review of increased enrollment numbers in CTE classes.

PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES: The data collected will help the district determine whether the students in this program are meeting the goals and objectives as well as how effective the strategies for student success are. The process for data collection includes: Analyzing grades after each week of programming; Reviewing Attendance Records Daily; Administering the surveys pre-and post-program completion; and Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

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.

FOCUS AREA 2 PERFORMANCE MEASURES: The guidelines to monitor/evaluate performance were gathered from the TEA-provided guidelines, which include the following: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Total and average hourly earnings of students in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES: To monitor the performance measures listed above, the district will utilize the following tools: Student/Stakeholder Surveys, Work-based Applications, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as, the number of after-school and summer jobs students acquire related to their field of study.

PROCESSES USED TO ENSURE EFFECTIVENESS OF THE PROJECT OBJECTIVES AND STRATEGIES: The data collected will help the district determine whether the students in this program are meeting the goals and objectives as well as how effective the strategies for student success are. The process for data collection includes: Reviewing Attendance Records daily; Administering the surveys pre-and post-program completion; Reviewing student work-based applications weekly to ensure constant progression; and Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

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.

The budget will meet the needs and goals of the program, including personnel, supplies/materials, contracted consultants, non-employee fees, travel expenses, and funds for including direct and indirect costs. • Professional Staff Extra-Duty - Pay has been budgeted for a Project Director. (Focus Area 1 - \$2,600) • Support Extra-Duty - Pay has been budgeted to cover the cost of CTE teachers to provide a Summer Bridge Program. (Focus Area 1 - \$4,000) • Bus Drivers - Funds have been allocated to cover the cost for bus drivers to transport students to and from the program. (Focus Area 1 - \$480) • Employee Benefits have been included. (Focus Area 1 - \$1,770) • CTE certification/courses - Grant funds will be allocated for the partnering college to cover the cost for providing CTE-related education and the cost of student certifications. (Focus Area 1 - \$6,500) • Professional Development - Professional development will be provided to CTE teachers on the integration of academics and career and technical education skills. (Focus Area 1 - \$10,000) • Supplies and materials - Some of the specific supplies that will be purchased include but aren't limited to: pens, paper, notepads, binders, etc. (Focus Area 1 - \$21,400) • Transportation - Funds have been allocated to cover the cost for transportation such as: vehicle maintenance, gas mileage, etc. (Focus Area 1 - \$3,250)

HIGH-LEVEL SNAPSHOT OF FUNDS CURRENTLY ALLOCATED TO SIMILAR PROGRAMS: There is currently no Summer Bridge Program operating at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are currently paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

HOW ADJUSTMENTS WILL BE MADE: Once the Bridge Program is in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

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.

The budget will meet the needs and goals of the program, including personnel, supplies/materials, contracted consultants, non-employee fees, travel expenses, and funds for including direct and indirect costs.

- Professional Staff Extra-Duty - Pay has been budgeted for a Project Director and a Technology Director. (Focus Area 2 - \$7,100)
- Bus Drivers - Funds have been allocated to cover the cost for bus drivers to transport students to and from the program. (Focus Area 2 - \$480)
- Employee Benefits have been included. (Focus Area 2 - \$1,895)
- Supplies and materials - Some of the specific supplies that will be purchased include but aren't limited to: PVC pipe, light bulbs, filing cabinets, minor bus/van parts, keyboards, mice, etc. (Focus Area 2 - \$16,525)
- Internships – Funds will be used to cover internship costs for the students partaking in the program. (Focus Area 2 - \$24,000)

HIGH-LEVEL SNAPSHOT OF FUNDS CURRENTLY ALLOCATED TO SIMILAR PROGRAMS: There are currently no paid internships currently offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are currently paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

HOW ADJUSTMENTS WILL BE MADE: Once the internships are in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of needs 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.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY: Webb CISD is a small rural district, Title 1 School, with a high concentration of economically disadvantaged students and low number of college, career, and military graduates. According to the TEA TAPR (2020-2021) report, less than 1/4th of the district’s teachers have a Master’s Degree, which is lower than the state’s average. Without this degree and needed certification (s) there are less teachers who can teach the need coursework. Additionally, due to the rural location of the school, transportation is limited beyond the regular school day hours. Due to routes being 20 – 30 minutes, the district finds it difficult to have parents transport students beyond school day hours, especially in the Summer. This poses a conflict when trying to schedule a program such as this. These two factors are major contributing forces that hinder course completion within the program (s) of study.

ADDRESSING NEEDS: With this in mind, the district has created a comprehensive grant budget that will provide the funding needed to transport students to and from the school. Additionally, funds will be allocated to cover costs associated with paying qualified teachers to instruct courses during the Summer. This will assist students in completing courses within the program (s) of study, ease students’ transition into high school, and help students expedite the pace and which they complete their post-secondary education.

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, or specific program of study teacher availability, etc.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY: Webb CISD is a small rural district, Title 1 School, and has a high concentration of economically disadvantaged students and low number of college, career, and military graduates. Due to the rural location of the school, transportation is limited beyond the regular school day hours. Due to routes being 20 – 30 minutes, the district finds it difficult to have parents transport students beyond school day hours, especially in the Summer. This poses a conflict when trying to schedule a program such as this. Additionally, within the surrounding area 22.4% (14.2% State avg.) of the families are classified as living in poverty (US Census Bureau). This generates less tax money that can be collected by the district – resulting in less opportunities (such as paid internships) it can provide students. These factors are major contributing forces that hinder the ability for the district to provide paid work-based learning opportunities for students.

ADDRESSING NEEDS: With this in mind, the district has created a comprehensive grant budget that will provide funding needs to transport students to and from the partnering business. Additionally, funds will be allocated to cover costs associated with paying students to participate in the work-based learning opportunities during Summer. This will help ensure students graduate with employment skills that will prepare them for the workforce in a high-paying job.

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 will be engaged and supported in this focus area.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) IN THE PROGRAM(S) OF STUDY THAT WILL BE OFFERED: Webb CISD will target a total of 15 students to participate in a bridge program in the following career pathways: Agriculture, Food, and Natural Resources; Business, Marketing, and Finance; Manufacturing; and Law and Public Service. Principles of Agriculture, Principles of Law, Principles of Business, and the Introduction to Welding will be provided during the Summer Bridge Program. These courses will be offered to students for 8 hours per day, 4 days a week, for 2 consecutive weeks (total 64 hours).

Evidence indicates summer bridge programs such as the one proposed should help students stay in school instead of dropping out and to take advanced placement courses later in their high school careers. In addition, summer bridge programs can help students who are nervous to enter high school feel more confident in the transition.

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

BUSINESS AND INDUSTRY PARTNERS INVOLVED: Due to the exclusivity of the campuses and rural nature of the district, Webb CISD is one of the largest employers in the area. Therefore, if awarded funds under Focus Area 2, Webb CISD will have 20 students will work alongside department heads of the district (Letter of Support is attached – 5 priority pts). This will serve as a great instrument to student learning because students will not only receive hands on work experience, but be able to work alongside district personnel, who they may very well be working with in the near future.

WORK-BASED LEARNING MODEL(S): While interning, students will receive real-world work experience by conducting activities such as: installing firewalls in computers (IT), conducting oil changes on vans/buses (Automotive), creating checks and properly filing invoices (Business Office), fixing and replacing light bulbs/resolving plumbing issues (Maintenance). In addition to making students more marketable for the workforce by providing them these experiences, they will also have the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These types of 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