



**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](mailto: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 Jim Hogg County ISD CDN 124-901 Campus High School ESC 01 UEI N/A

Address 210 W. Lucille City Hebbronville ZIP 78361 Vendor ID 74-6001073

Primary Contact Fantina Garcia Email fgarcia@jhcisdpc12.org Phone 361-527-3203

Secondary Contact Dr. Susana Garza Email spgarza@jhcisdpc12.org Phone 361-527-3203

### 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. Susana Garza

Title Superintendent

Email spgarza@jhcisdpc12.org

Phone 361-527-3203

Signature *Dr. Susana Garza*

Date 10/26/2022

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.

OVERVIEW OF THE PROGRAM: If awarded the 2022-2023 Summer CTE program under Focus Area 1, Jim Hogg County ISD (JHCISD) will implement a 4-week long Summer Bridge Program designed to familiarize students with various CTE programs of study. In addition to this Summer Bridge Program, JHCISD will also offer an accelerated learning program to assist upperclassman in completing advanced courses in the Welding and Nursing Programs of Study. These programs will each target up to 20 students.

SPECIFIC NEEDS: County and District demographics/statistics that demonstrate a specific need for grant funding include: 87.3% of the student population is Economically Disadvantaged (ED); 97.5% of the student enrollment is a minority (Hispanic); and 53% of the student population is At Risk with only 36.6% of those students' graduating. The average ACT score in all subjects for our students is 17.4% in comparison with the state average of 20.2%. (TAPR 2020-2021) Jim Hogg County has a poverty rate of 20.1% (US Census Quickfacts, 2020), a population with no high school diploma is at 25.5% and our county is considered an Economically Distressed community with a rating of 95.1% distressed on a scale of 1 to 100%. (Economic Innovations Group Distressed Community Indexes, 2022). This is a glaring need for funding, especially when taking into consideration the district's MISSION is to: "Inspire Longhorns [students] to become productive leaders in life and beyond!"

ADDRESSING NEEDS: To address these needs and help meet its mission of having students become productive leaders, the district will implement Focus Areas 1 with high fidelity. With Focus Area 1, students will not only enter high school with additional knowledge and familiarity of high demand CTE programs of study, but current high school students will be able to expedite the pace at which they receive relevant certifications in high demand fields. With these grant outcomes, students will be on a clear trajectory towards postsecondary education and a high-paying job. This in turn will assist JHCISD in addressing the economic, career, and post-secondary readiness needs seen at the 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.

OVERVIEW OF THE PROGRAM: If awarded the 2022-2023 Summer CTE program under Focus Area 2, Jim Hogg County ISD (JHCISD) will target a total of 15 upperclassmen to participate in a 4-week long Work-based Learning Program. Students will receive pay for participating in internships at Meridian Care of Hebbronville (Letter of Support attached: 5 priority pts.) and/or on campus alongside the district's department heads (IT, Nurse, Welding). While interning, students will receive real-world work experience by conducting activities such as: installing firewalls and software on computers, preparing sheet metal for classroom instruction the following year, filing and tracking vaccination forms; Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with basic healthcare in case of injury or acute illness.

SPECIFIC NEEDS: County and District demographics/statistics that demonstrate a specific need for grant funding include: 87.3% of the student population is Economically Disadvantaged (ED); 97.5% of the student enrollment is a minority (Hispanic); and 53% of the student population is At Risk with only 36.6% of those students' graduating. The average ACT score in all subjects for our students is 17.4% in comparison with the state average of 20.2%. (TAPR 2020-2021) Jim Hogg County has a poverty rate of 20.1% (US Census Quickfacts, 2020), a population with no high school diploma is at 25.5% and our county is considered an Economically Distressed community with a rating of 95.1% distressed on a scale of 1 to 100%. (Economic Innovations Group Distressed Community Indexes, 2022). This is a glaring need for funding, especially when taking into consideration the district's MISSION is to: "Inspire Longhorns [students] to become productive leaders in life and beyond!"

ADDRESSING NEEDS: Just like for Focus Area 1, to address these needs and help meet the mission of having students become productive leaders, the district will implement Focus Areas 2 with high fidelity. With Focus Area 2, students will attain employability skills that include both career preparation and soft skills needed preparing them for the workforce and a high-paying job. This in turn will assist JHCISD in addressing the economic, career, and post-secondary readiness needs seen at the district.

**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
DIRECTOR OF CURRICULUM AND INSTRUCTION (Existing Position) - To assist with management and oversight of grant related services.	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
CAMPUS COUNSELOR (Existing) - To teach, support, and communicate the opportunities to participate in the bridge and accelerated CTE learning programs.	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.
CCMR FACILITATOR (Existing Position) - To oversee accelerated CTE programs and ensure curriculum and courses offered are essential.	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.
SUPERINTENDENT (Existing Position) – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required.	Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.
CTE TEACHERS (Existing Position) - Provide Bridge and accelerated CTE POS courses, as well as, oversight and data collection.	Minimum of a Bachelors Degree; Experience: At least 4 years of prior experience and knowledge in programs of study being taught.

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

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

Title and Responsibilities of Position	Required Qualifications and Experience
SUPERINTENDENT (Existing Position)– Responsible for supervising the grant program and ensuring all data is reported back to TEA as required.	Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.
PARTNERING BUSINESS LIAISON (Existing Position) - Responsible for implementing the selected work-based learning opportunities.	Must have the qualifications necessary (i.e. CNA certificate) to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.
DIRECTOR OF CURRICULUM AND INSTRUCTION (Existing Position) - To assist with management and oversight of grant related services.	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
CCMR FACILITATOR (Existing Position) - To oversee the work-based learning opportunities and ensure experiences offered are relevant to POS.	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.
CTE TEACHERS (Existing Position) – Inform students of the opportunity to participate in work-based learning opportunities.	Minimum of a Bachelors Degree; Experience: At least 4 years of prior experience and knowledge in programs of study being taught.



**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 objective is to offer 20 students both a Summer Bridge and Accelerated Learning CTE Program. This will in turn assist the district in meeting their goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES/STRATEGIES: To help the district obtain their 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; Schedule time for 8th grade students to meet with the Campus Counselor to determine which POS best aligns to their interests and goals; and Offer Introductory courses to various TEA-approved CTE POS.

Additionally, for Accelerated CTE Program, the following activities will be conducted: Schedule time for upperclassman students to meet with the Campus Counselor to go over the courses that will be offered during the Summer (Growth and Development and Lifetime Nutrition); Provide students with course sequences that help them gain the knowledge and skills necessary for success in their chosen career; Provide students with technology and materials needed to complete the CTE coursework; and Ensure only highly-qualified teachers who are well-versed in the subject matter offer the coursework.

**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: Major Goals/Objectives of The Proposed Program: The district’s Focus Area 2 objective is to offer 15 students work-based learning opportunities. This will in turn assist the district in meeting again their goal of ensuring every child of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES/STRATEGIES: To help the district obtain their objective and goal, the following activities will be conducted as part of the work-based learning program: Work with the partner (s) to develop a learning schedule that is conducive to both the student and the partner (s); Pay students to partake in the program; and Provide transportation to and from the business site, if needed.

During students work-based learning program, they will be able to conduct real-world work activities that include but are not limited to: Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with basic healthcare in case of injury or acute illness. These experiences will increase student learning, develop employability skills in actual workplaces, provide a smoother transition from education into the workforce, and improve post-school outcomes such as employment and post-secondary attendance.

**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:** In accordance with TEA-provided guidelines, the district will monitor the following as a way to measure performance: 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 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:** In accordance with TEA-provided guidelines, the district will monitor the following as a way to measure performance: 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 Application, 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 for STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. The proposed budget is as follows:

- 1) Funds have been budgeted for a Project Director (Focus Area 1 - \$3,360)
- 2) Funds for CTE teachers to provide a Summer Bridge Program and Accelerated CTE Courses. (Focus Area 1 - \$4,320)
- 3) Funds have been allocated to cover the cost for bus drivers to transport students to and from the partnering IHE that will certify the CTE coursework. (Focus Area 1 - \$210)
- 4) Employee Benefits have been included. (Focus Area 1 - \$1,550)
- 5) Grant funds will be allocated for the partnering college to cover the cost of providing CTE-related education and the cost for student certifications. (Focus Area 1 - \$10,500).
- 6) Professional development will be provided for CTE teachers to assist them in integrating academics into career and technical education skills. (Focus Area 1 - \$6,599)
- 7) Supplies and materials necessary for the delivery of the program to include but limited to: computers for the CTE courses, notebooks, notepads, binders, etc. (Focus Area 1 - \$20,000)
- 8) Other Operating Costs have been included to cover the cost for transportation such as: vehicle maintenance, gas mileage, etc. (Focus Area 1 - \$1,760)
- 9) Indirect has been included to further ensure the program can be run successfully (Focus Area 1 - \$1,701)

HIGH-LEVEL SNAPSHOT: There is currently no Summer Bridge Program or Accelerated CTE Course 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 being 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.

ADJUSTMENTS TO MEET FUTURE NEEDS: Once the programs are in place, we will 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 for STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. The proposed budget is as follows:

- 1) Professional Support Extra-Duty Pay has been budgeted to cover the cost for the Nurse to provide work-based training for students. (Focus Area 2 - \$4,320)
- 2) Funds have been allocated to cover the cost for bus drivers to transport students to and from the partnering business. (Focus Area 2 - \$190)
- 3) Employee Benefits have been included. (Focus Area 2 - \$1,550)
- 4) Costs for student internships (Focus Area 2 - \$42,240).
- 5) Indirect has been included to further ensure the program can be run successfully (Focus Area 1 - \$1,701)

HIGH-LEVEL SNAPSHOT: There are currently no paid internships being 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 being 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.

ADJUSTMENTS TO MEET FUTURE NEEDS: Since the Work-based Learning Program is currently not in place, we expect to continue to apply as well 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:**  
JHCISD is a small remote district, Title 1 School, with a high percentage minority population (Hispanic). 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 remote 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:** To address needs, the district has created a comprehensive grant budget that will provide 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:**  
JHCISD is a small remote district, Title 1 School, with a high percentage minority population (Hispanic). Due to the remote 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 20.1% (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 two factors are major contributing forces that hinder the ability for the district to provide paid work-based learning opportunities for students.

**ADDRESSING NEEDS:** To address needs, 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) THAT WILL BE OFFERED: JHCISD will offer CTE courses in the Health Science and Welding Programs of Study (POS). Both of these POS lead students to occupations that are currently listed as high demand in the state (i.e. Welders, Cutters, Solderers, and Brazers; and Registered Nurses), according to data provided by Texas Career Check.  
In addition to offering introductory (i.e. Principles of Welding) and foundational courses for these POS, JHCISD will also offer a "Growth and Development" and "Lifetime Nutrition" course. These courses will be offered to students for 6 hours per day, 4 days a week, for 4 consecutive weeks (total 64 hours).  
  
NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: For each of these POS, the district is anticipating on having up to 20 students participate in the coursework.

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: As previously mentioned, if awarded funds under Focus Area 2, JHCISD will have 15 students receive pay for participating in internships at Meridian Care of Hebbronville (Letters of Support attached: 5 priority pts.) and/or on campus alongside the district's department heads (IT, Nurse, Welding).  
  
WORK-BASED LEARNING MODEL(S): While interning, students will receive real-world work experience by conducting activities such as: installing firewalls and software on computers, preparing sheet metal for classroom instruction the following year, filing and tracking vaccination forms; Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with basic healthcare in case of injury or acute illness. 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 for 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**