



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 16, 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 16, 2022**.Grant period from **March 1, 2023-September 30, 2023**Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

N/A

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 Title Email Phone

Signature

DocuSigned by:

Date 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 a special collection process run by TEA.
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 ANS NEEDS AT THE DISTRICT: The Donna ISD (DISD) Career and Technical Education (CTE) program MISSION is dedicated to empowering all students to explore, identify, select and pursue a career pathway and gain technical and high-level academic skills. This mission is hard to achieve when DISD, located near the border of Mexico, faces statistics such as the following (SPECIFIED NEEDS LIST):

- Donna ISD’s county (Hidalgo) has, according to the US Census (2020), 42% of individuals 16 years and older are unemployed. In an already impoverished area, this number is a heavy burden for the local society;
- The county is considered one of the five poorest counties in Texas (Texas Tribune, 2019); and
- 79% of students are at-risk and need remedial assistance (state’s average – 49.2% - TAPR); and
- 94.6% of students living in poverty and struggling with basic needs (state’s average – 60.3% - TAPR).

That said, Donna ISD is in dire need of assistance with a grant such as the Summer CTE. Therefore, Donna ISD will utilize FOCUS AREA 1’s Summer CTE Bridge Program to target 8th graders getting ready for high school and 11th graders getting ready for their last year of high school and the beginning of their post-secondary education.

Focus Area 1: DISD will run two Focus Area 1 programs concurrently: 1) agriculture/veterinarian technician at the middle school level and 2) health sciences at the high school level. These one-week courses will provide the students with introductory information about the variety of career opportunities that are available in the field. This will be followed by Focus Area 2 field work directly related to the Focus Area 1 Participating in this program will prepare students for meaningful career and education pathways after high school. Also, this Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

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 ANS NEEDS AT THE DISTRICT: The DISD Career and Technical Education (CTE) program MISSION is dedicated to empowering all students to explore, identify, select and pursue a career pathway and gain technical and high-level academic skills to confidently and successfully transition into post-secondary and 21st Century career opportunities.

OVERVIEW AND NEEDS: As described above, the intense poverty of the area touches nearly everyone in the community. With nearly 95% of the students in Donna suffering the consequences of poverty, the infrastructure of basic safety nets is not available, e.g., food security, health care, and transportation are challenges for many families. Part of the MISSION of DISD is to help end this cycle of poverty through education and career planning. Donna ISD’s county (Hidalgo) according to the US Census (2020), has

- 42% of individuals 16 years and older are unemployed. In an already impoverished area, this number is a heavy burden for the local society;
- The county is considered one of the five poorest counties in Texas (Texas Tribune, 2019); and
- 79% of students are at-risk and need remedial assistance (state’s average – 49.2% - TAPR); and
- 94.6% of students living in poverty and struggling with basic needs (state’s average – 60.3% - TAPR).

FOCUS AREA 2 is designed to further meet this dire need through the Summer CTE grant.

FOCUS AREA 2: DISD will offer a one-week, paid, community-based internship for both cohorts of students in Focus Area 1. Middle school students in the agriculture program from all four district middle schools will be bused to Laurie P. Andrews PAWS Center in Edinburg (30 minutes away). Here they will shadow the vet techs, learn how to take care of animals, and help keep the kennels clean. High school students from both Donna high schools will explore the health science field through on-site work at a local nursing home and by shadowing local doctors in clinics. Students will engage with nursing home residents, practice taking vital signs, and shadow the staff. Students will be bused to these locations, too, but all are within Donna city limits. By participating in this program, students will be provided employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance. Therefore, the Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

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
SUMMER CTE GRANT PROJECT MANAGER - To oversee FOCUS AREA 1 implementation and program data collection/evaluation. (proposed)	Minimum of a Bachelor's Degree in Education or related field. At least 3 years of experience in CTE and knowledge of grant components, data collection and budgeting.
SUPERINTENDENT - To supervise FOCUS AREA 1 personnel involved in the grant program and data is sent to TEA. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. At least 3 years of experience in the supervising of small to medium teams and in data reporting.
CAMPUS TEACHERS/STAFF – To provide FOCUS AREA 1 students with instruction for the bridge program and work-based training support. (Existing)	Minimum of a Bachelor's Degree in Education or related field. Minimum of 3 years of experience in providing education in targeted coursework.
CAREER COUNSELOR- To provide FOCUS AREA 1 students career advice and planning within CTE programs. (Existing)	Minimum of a Bachelors Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths.
CAMPUS PRINCIPAL – Manage FOCUS AREA 1 day-to-day activities, oversee staff, and assist students in selecting career pathways. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and 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
SUPERINTENDENT - To supervise FOCUS AREA 2 personnel involved in the grant program and data is sent to TEA. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: At least 4 years of experience in being a Superintendent.
SUMMER CTE GRANT PROJECT MANAGER - To oversees FOCUS AREA 2 implementation and program data collection/evaluation. (proposed)	Minimum of a Bachelor's Degree in Education or a related field. Experience with managing programs, grants, personnel, and budgets.
CAMPUS PRINCIPAL – Manage FOCUS AREA 2 day-to-day activities, oversee staff, and assist students in selecting career pathways. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers.
DISTRICT STAFF – To teach, support, and communicate FOCUS AREA 2 targeted CTE programs of study. (Existing)	Ability to offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught.
PARTNERING BUSINESS LIAISON - These personnel will be responsible for implementing the selected work-based learning opportunities. (Proposed)	Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. Must have at least 4 years of proven knowledge of business and work-based learning 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

Donna ISD developed its major FOCUS AREA 1 goals and objectives after conducting a needs assessment: Donna ISD’s county (Hidalgo) has according to the US Census (2020), 42% of individuals 16 years and older are unemployed. In an already impoverished area, this number is a heavy burden for the local society; the county is considered one of the five poorest counties in Texas (Texas Tribune. 2019); and 71% of students are at-risk and need remedial assistance and 94.6% of students living in poverty and struggle with basic needs. Thus, these factors influence the reason that the district opted to apply for this grant. Therefore, Donna ISD has designed a Summer Bridge Program with the following GOALS/OBJECTIVES for the Health Science Program.

GOALS and OBJECTIVES and ACTIVITIES FOCUS AREA 1 - Donna ISD will target 20 students within Summer Bridge Program to participate in 1) Touring the high school campus ensuring they are confident on their first day of school as freshmen. 2) Receiving an overview of the two CTE programs available in the summer bridge. 3) Creating a directory of career paths and related jobs from the course content. The high school students will reflect on the options in the health sciences field with their teacher. 4) Creating a poster presentation on their favorite career discussed in the course to present to middle school students. 5) Partaking in the CTE coursework offered by highly qualified teachers who are well-versed in the subject matter.

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:

Donna ISD developed its FOCUS AREA 2 major goals and objectives after conducting a needs assessment: Donna ISD’s county (Hidalgo) has according to the US Census (2020), 42% of individuals 16 years and older are unemployed. In an already impoverished area, this number is a heavy burden for the local society; the county is considered one of the five poorest counties in Texas (Texas Tribune, 2019); and 71% of students are at-risk and need remedial assistance and 94.6% of students are living in poverty and struggling with basic needs. Thus, these factors influence the reason that the district opted to apply for this grant. Therefore, Donna ISD has designed a work-based learning program with the following GOALS/OBJECTIVES for the Health Science Program.

GOALS and OBJECTIVES and ACTIVITIES FOCUS AREA 2 - Donna ISD will target 20 students within the work-based learning opportunities to participate in 1) Internships, apprenticeships, and job shadowing (work-based learning opportunities will be offered through a local business that has signed a letter of support 5-points). Donna ISD’s goal is for students to understand the skills and abilities needed to transition smoothly from their educational experiences to the workforce will be met. This program will prepare students in a way that cannot be replicated in the classroom. The district will ensure transportation to the locations of the internships/apprenticeships/job shadowing and assign a staff member to oversee the program, collect data and ensure proper training and exposure. and 2) Interviews for the different jobs/positions that are seen at their internships. In small groups, students will interview the participating employees of the partnering agencies.

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.

PERFORMANCE MEASURES - DISD will collect data on a weekly basis for the two (2) Summer CTE Bridge programs (FOCUS AREA 1) proposed here. The grant project manager will collaborate with the staff to assess and identify any potential problem areas.

FOCUS AREA 1 - To evaluate performance, the following quantitative measures will be used: Student Diversity: Student information to determine the demographics of the students served. 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: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, questionnaires, progress reports, grades, attendance sheets, student products (e.g., career directories, student poster presentations) and meetings with CTE teachers to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In FOCUS AREA 1, grades will be analyzed after each week of programming to ensure effectiveness.

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.

PERFORMANCE MEASURES - DISD will collect data on a weekly basis for the work-based learning program (FOCUS AREA 2) proposed here. The grant project manager will collaborate with the staff to assess and identify any potential problem areas.

FOCUS AREA 2 - To evaluate the program and ensure student outcomes, the following measures will be used: 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: Students' total and average hourly earnings 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: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and meetings with the business partner liaisons to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how effective the strategies for student success are. In the FOCUS 2 AREA, grades will be analyzed after each day of programming to ensure the effectiveness of project objectives and strategies.

Budget Narrative (Focus Area 1)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

To develop the proposed budget for the Summer CTE grant, DISD outlined needs, goals, and milestones for student development and success in FOCUS AREA 1. The district researched the cost of the staffing, supplies and materials, curriculum, and software needed to reach those goals. Based on the courses that will be available and program needs, the district developed the following budget: 1) Payroll (\$18,000) - This amount does not exceed 75% of the requested grant funds. Payroll cost include for a bus driver and teachers that will provide instruction in the identified CTE courses, and Benefits for all professional and support staff (extra-duty pay) members paid through this grant; 2) Professional and contract services (\$16,107) - Grant funds will be used to fund training for CTE teachers' skills in integration of activities into curriculum to ensure goals and objectives of this summer programming are met; and 3) Supplies and Materials (\$11,446) - Grant funds will be utilized to purchase instructional supplies and resources that are needed for the delivery of instruction. This will include relevant, online resources, as well as, providing technology devices for students to utilize during the Summer Bridge Program so that students can work on assignments. 4) Other Operating Costs (\$2,500) - The district will cover the cost for travel for students to be picked-up and dropped off from the program site. 5) Indirect Cost rate (\$1,947) The district will cover cost associated with the overhead fees of running the program.
HIGH-LEVEL SNAPSHOT: There is no Summer Bridge Program at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products.
ADJUSTMENTS: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If modifications are needed, all TEA rules for amendments will be followed to amend 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.

To develop the proposed budget for this Summer CTE grant, DISD outlined needs, goals, and milestones for student success in FOCUS AREA 2. The district included the cost of the staffing, supplies and materials, travel, and equipment needed to reach those goals. Based on the target number of students and needs of the program, the following budget has been created: 1) Payroll (\$6,600) - This amount does not exceed 75% of the requested grant funds. Payroll costs has been budgeted to cover the cost of work-based training for students. Also, the cost for bus drivers and Professional and Support Extra-Duty Pay and Employee Benefits. 2) Supplies and Materials (\$553) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 3) Other Operating Costs (\$40,900) - The district will cover the cost for travel for students to be picked-up and dropped off to and from the site and pay for internship/apprenticeship locations to ensure all students can participate. Students will be paid \$10 per hour for six (6) hours per day for four (4) days total. 4) Indirect Cost rate (\$1,947) The district will cover cost associated with the overhead fees of running the program.
SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: There are 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: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If modifications are needed, all TEA rules for amendments will be followed to amend the program.

Program Requirements

1a. Needs Assessment (Focus Area 1)

The following are specific needs that were found when Donna ISD conducted a needs assessment: Donna ISD’s county (Hidalgo) has according to the US Census (2020), 42% of individuals 16 years and older are unemployed. In an already impoverished area, this number is a heavy burden for the local society; the county is considered one of the five poorest counties in Texas (Texas Tribune, 2019); 79% of students are at-risk and need remedial assistance (state’s average – 49.2% - TAPR); and 94.6% of students living in poverty and struggling with basic needs (state’s average – 60.3% - TAPR). Thus, these factors influence the reason that the district opted to apply for this grant.

It is easy to see how impactful these statistics can be on the students of Donna ISD. However, by Donna ISD offering students the opportunity to see other job and career paths while simultaneously engaging in conversations with a career counselor, they will be on a quicker path to meaningful career and education pathways after high school. Also, this Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

1b. Needs Assessment (Focus Area 2)

The following are specific needs that were found when Donna ISD conducted a needs assessment: Donna ISD’s county (Hidalgo) has according to the US Census (2020), 42% of individuals 16 years and older are unemployed. In an already impoverished area, this number is a heavy burden for the local society; the Hidalgo County is considered one of the five poorest counties in Texas (Texas Tribune, 2019); and 71% of students are at-risk and need remedial assistance and 94.6% of students are living in poverty and struggle with basic needs. Thus, these factors influence the reason that the district opted to apply for this grant.

It is easy to see how impactful these statistics can be on the students of Donna ISD. However, the internships in the work-based learning CTE program will help meet the aforementioned community needs. This is because the program will provide students with employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance. Also, Donna ISD’s Summer CTE program will show students can break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

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.

Donna ISD is fully prepared to provide a Summer Bridge Program (FOCUS AREA 1) for twenty (20) 8th grade students transitioning to 9th grade and for twenty (20) 11th grade students beginning their last year of high school and starting their transition into life after high school. During this Summer CTE Bridge Program, all 40 students will be provided the opportunity to take part in a Health Science Theory course designed to expose them to local job opportunities.

Middle school students will take part in

* Principles of Agriculture, Food, and Natural Resources (can lead to careers such as veterinarians, wildlife biologists, agricultural engineers, food science technicians, landscaping supervisors, and soil and plant scientists);

High school students will take part in

* Health Science Theory (can lead to careers such as exercise physiologists, athletic trainers, phlebotomists, radiologic technologists, dental assistants, physicians, pharmacy technicians and nurses).

The courses will be taught at the high school by highly qualified staff. Donna ISD administrators believe providing these CTE courses during a crucial transition year will help these students to a quicker start in their high school careers with eventual benefits to complete coursework and obtain certifications by the time they graduate and be on a path toward an associate's degree if they so choose.

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.

DISD's FOCUS AREA 2 program will offer a 1-week paid internship program which is designed to follow the courses from Focus Area 1. A total of forty (40) students will get paid for 6 hours a day for four days, as summer school is a four-day a week program in Donna. Grant funds would be used to compensate on an hourly basis student based on their attendance and performance. This Summer CTE grant will allow Donna ISD to offer its economically disadvantaged and at-risk students opportunities not typically afforded to them and at the same time earn pay for their time and efforts. DISD staff also will be visiting the job/internship sites to ensure the work-based learning models are appropriate and meeting the goals and objectives of both the grant and the district.

Middle school students in the AG program will be placed at the Laurie P. Andrews PAWS Center in Edinburg. High school students in the health sciences course of study will be placed at local nursing homes and clinics. Both locations have a pre-existing relationship with Donna. According to the Center for Career Development at the University of Connecticut, the experiential learning model of an internship provides eight (8) benefits to an education: 1) Gain valuable work experience, 2) Explore a career path, 3) Give yourself an edge in the job market, 4) Develop and refine skills, 5) Receive financial compensation, 6) Network with professionals in the field, 7) Gain confidence, and 8) Transition into a job (Gehr, 2021). All of these benefits will help the students of DISD.

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