



## 2024-2025 Summer Career and Technical Education Grant

### Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

Authorizing legislation

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

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

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

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

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

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

Application stamp-in date and time

#### Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

☒ Focus Area 1: Career and Technical Education Course

☒ Focus Area 2: Work-Based Learning Experiences

#### Amendment Number

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

N/A

#### Applicant Information

Organization Alice ISD CDN 125901 ESC 2 UEI NLMLE3VS6V71

Address #2 Coyote Trail City Alice ZIP 78332 Vendor ID 746000007

Primary Contact Dr. Alma Garcia Email dralma.garcia@aliceisd.net Phone 361-664-0981

Secondary Contact Troy Villarreal Email troy.villarreal@aliceisd.net Phone 361-664-0981

#### 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. Anysia Trevino

Title Superintendent

Email dranysiar.trevino@aliceisd.net

Phone 361-664-0981 ext 1017

Signature *Dr. Anysia Trevino*

Date 3/20/2025

## Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

## Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process.
- ☒ 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

PROGRAM OVERVIEW FOR FOCUS AREA 1: Alice ISD has an OVERALL MISSION to “Provide a quality educational experience and comprehensive support system that focuses on rigor, relevance, and relationships to promote high levels of success for all students.” With this mission in mind, Alice ISD will utilize FOCUS AREA 1 to fulfill that effort by implementing a 4-week Summer Bridge program. This initiative will target 20 to 30 current 8th-grade students who will be transitioning to the 9th grade. Students will participate in a Summer Bridge Program designed to provide them with the opportunity to learn about various CTE programs and earn course credit. This program will help them make informed decisions about their preferred career path, guided by the designated campus counselor.

SPECIFIC NEEDS AT THE DISTRICT: Alice ISD used its mission statement to develop a Focus Area 1 program that can help address the district’s current SPECIFIC NEEDS, which were derived from student and community demographics. The following district statistics demonstrate severe needs: 1) Only 47.5% of Alice ISD’s students successfully graduate prepared for College, Career, and/or the Military, a figure that is 28.8% lower than the state’s average of 76.3%, based on the Texas Academic Performance Report (TAPR); 2) Alice ISD has 100% of students classified as Title 1, which is more than the state’s average 65.7% (TAPR 2024); 3) Only 17.5% of the students graduate with an approved industry-based certification. This is 15.9% less than the state average of 33.4% (TAPR 2024); and 4) Approximately 15.3% of the population over the age of 18 has failed to graduate high school. This is more than twice the state average of 7.4%, as reported by the 2023 United States Census Bureau.

ADDRESSING NEEDS VIA FOCUS AREA 1 – To ensure that these needs are addressed, Alice ISD will offer a Summer Bridge Program as listed above. This program will prepare students for meaningful career and education pathways after high school. Additionally, this Summer CTE program will demonstrate to students how they can break the cycle of low educational attainment and poverty and gain 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.

PROGRAM OVERVIEW FOR FOCUS AREA 2: With our mission in mind, Alice ISD will target 20 students to participate in a 4-week long Work-Based Learning (WBL) Program that targets the Information Technology Support and Services POS, HVAC and Sheet Metal POS (1 Priority Points), Plumbing and Pipefitting POS (1 Priority Points), and Electrical POS (1 Priority Points). To ensure that students receive hands-on work-based learning (WBL) experience in these areas, the district will partner with the Alice ISD Technology Department and Alice ISD Operations and Maintenance Department (both of which have provided signed letters of support, earning 2 priority points). As a result of participating in the internship activities, students will acquire real-world work experience and skills needed to obtain high-paying careers such as Heating, Air Conditioning, and Refrigeration Mechanics and Installers (\$48,722 - average salary), Electricians (\$54,769 - average salary), and Plumbers, Pipefitters and Steamfitters (\$55,804 - average salary).

SPECIFIC NEEDS AT THE DISTRICT: Alice ISD used its mission statement to develop a Focus Area 2 program that can help address the district’s current SPECIFIC NEEDS, which were derived from student and community demographics. The following district statistics illustrate the severe needs: 1) 84.3% of students in Alice ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.3%, as reported in the Texas Academic Performance Report (TAPR). 2) Alice ISD has 100% of its students classified as Title 1, which is more than the state average of 65.7% (TAPR 2024). 3) Approximately 30.4% of the population living in Alice, Texas, lives in poverty. This is double the state’s average of 13.7% (USCB 2023). 4) The average median household income is only \$46,963, which is significantly lower than the state average of \$75,780 (USCB 2023). These statistics must be addressed so the district can further achieve its MISSION statement to “Provide a quality educational experience and comprehensive support system that focuses on rigor, relevance, and relationships to promote high levels of success for all students”.

ADDRESSING NEEDS VIA FOCUS AREA 2 – To ensure these needs can be addressed, Alice ISD will offer the designed program listed above. This 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. Therefore, the Summer CTE program will show students how to 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.

CDN 125901

Vendor ID 746000007

Amendment # N/A

**Qualifications and Experience for Key Personnel (Focus Area 1)**

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

**Title and Responsibilities of Position****Required Qualifications and Experience**

PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)

Qualifications: Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.

SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)

Qualifications: Minimum Qualifications of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 2 years of experience being a Superintendent.

COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the bridge program. (EXISTING)

Qualifications: Minimum Qualifications of a Master's Degree in Education or a related field. Experience: Must have 2 years minimum in Education or a related field.

DISTRICT NURSING SCIENCE CTE STAFF: Responsible for overseeing the delivery of the Nursing Science Summer Bridge Program. (EXISTING)

Qualifications: Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Over 5 years of experience in delivering nursing instruction.

DISTRICT WELDING CTE STAFF: Responsible for overseeing the delivery of the Welding Summer Bridge Program. (EXISTING)

Qualifications: Minimum qualifications include a Bachelor's Degree; Experience: Over 5 years of experience in delivering welding instruction.

**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**

PARTNERING IT BUSINESS DEPARTMENT: Responsible for implementing the selected work-based learning opportunities. (PROPOSED)

Qualifications: Minimum qualifications necessary to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.

PARTNERING PLUMBING, HVAC, & ELECTRIC BUSINESS DEPARTMENT: Will implement the chosen work-based learning opportunities. (PROPOSED)

Qualifications: Minimum qualifications necessary to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.

PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)

Qualifications: Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have at least 1 year of experience with managing programs, grants, personnel, and budgets.

COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the work-based learning experiences. (EXISTING)

Qualifications: Minimum of a Master's Degree in Education or a related field. Experience: Must have at least 2 years in Education or a related field.

SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)

Qualifications: 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.

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?

Alice ISD developed its major FOCUS AREA 1 goals and activities after conducting a needs assessment (See stats below): Alice ISD is a small town with 84.3% of its students identified as economically disadvantaged; 56.2% of students are at-risk (TAPR 2024); and 46.9% of the population are unemployed. These demographic statistics influence the district's decision to apply for this grant.

GOALS, OBJECTIVES AND ACTIVITIES – The first Alice ISD GOAL is to target and recruit up to 30 students incoming 9th graders for the Summer Bridge Program. To meet this goal, the district's OBJECTIVE will be to recruit students from their 8th-grade classes during the final month of school. To ensure this objective is met, we will encourage students to participate by offering the following ACTIVITIES:

- 1) Allowing students the opportunity to obtain a course credit in their preferred POS during the summer program;
- 2) Participating in a campus tour to enhance familiarity with the environment; and
- 3) Develop a graduation plan that aligns to the students chosen POS.

Completing the activities mentioned above will, in turn, help us meet our overall goal of the grant, as well as the Alice ISD mission.

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?

Alice ISD has designed a Work-Based Learning (WBL) program with the following GOALS/OBJECTIVES for the FOCUS AREA 2 Program. Alice ISD GOAL is to target and recruit up to 20 students through presentations at the current 9th, 10th, and 11th grades. The OBJECTIVE is to provide work-based learning opportunities for students, so they can explore career opportunities in high-demanding fields. This will be achieved through 1) Internships and apprenticeships (work-based learning opportunities will be offered through Alice ISD Technology Department and Alice ISD Operations and Maintenance Department (both of which have provided signed letters of support – 2 priority points), which will empower students with the skills and abilities necessary for a seamless transition from their educational experiences to the workforce, and 2) Offer interviews for the different jobs/positions seen at their internships. In small groups, students will conduct mock interviews for jobs they observed during their internships. In addition, during students' work-based learning program, they will be able to conduct real-world work ACTIVITIES that include but are not limited to:

- Information Technology Support and Services POS – Will learn how to configure computers, set up firewalls, install applications, connect to networks, troubleshoot technology issues, and more.
- HVAC and Sheet Metal POS – Will be trained on the maintenance and repair of HVAC systems, ensuring proper operation and addressing issues like leaks, refrigerant levels, filter replacements, replacement of cracked and fraying AC belts, etc.
- Plumbing and Pipefitting POS – Will be trained on how to install, repair, and maintain plumbing systems in homes and businesses, including pipes, fixtures, and appliances, ensuring compliance with building codes and safety standards
- Electrical POS – Will be trained to install, maintain, and repair electrical systems and equipment, including wiring, lighting, and control systems, while adhering to safety regulations and building codes.

Through these opportunities, students will learn more about a high-demand CTE field, build employability skills in real-world settings, make transitioning from school to the workforce more effortless, and achieve better results under employment and post-secondary enrollment.



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Amendment # N/A

**Performance and Evaluation Measures (Focus Area 1)**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

PERFORMANCE MEASURES - Alice ISD will collect weekly data for the Summer CTE Bridge programs proposed (FOCUS AREA 1). The Summer CTE Project Director will collaborate with the staff to assess and identify potential problem areas.

FOCUS AREA 1 - To evaluate performance, the following quantitative measures will be used:

- 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: 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 - Alice ISD will collect weekly data for the work-based learning opportunities proposed (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.

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.

Alice ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and equipment to meet the program's needs and goals. With that said, the following is the proposed budget:

- 1) PAYROLL (\$5,000)–Funds will be used so that 2 teachers can provide instruction in the identified CTE courses and employee benefits for all staff can be covered;
- 2) PROFESSIONAL AND CONTRACTED SERVICES (\$8,296)–Grant funds will be used to fund training that is designed to support WBL;
- 3) SUPPLIES AND MATERIALS (\$34,852)–Grant funds will be utilized to purchase instructional supplies and resources needed for the Summer Bridge (i.e. welding gloves, chipping hammers, safety glasses, welding clamps, welding wire, consumable electrodes, MIG pliers, welding helmets, stethoscopes, penlights, blood pressure monitor, thermometers, needles, etc.); and
- 4) INDIRECT COSTS (\$1,852) –The district will utilize indirect funds to cover the cost associated with the overhead fees of running the program.

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used are non-existent. Unfortunately, due to budget constraints, it is not feasible to provide a Summer Bridge Program at this time from district funds. Nevertheless, Alice ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food programs, and the Instructional Materials Allotment (IMS) for hardware and software products. These funds will be utilized to offset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Alice ISD understands the need for continued sustainability in the summer bridge program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to 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.

Alice ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and other operating expenses to meet the program's needs and goals. With that said, the following is the proposed budget:

- 1) PAYROLL (\$5,000) – Payroll costs have been budgeted to provide professional extra-duty pay and employee benefits for staff to oversee student training.
- 2) SUPPLIES AND MATERIALS (\$7,148) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience.
- 3) OTHER OPERATING COSTS (\$36,000) - The district will cover the cost associated with paying at least 20 students to receive work-based training.
- 4) INDIRECT COST (\$1,852) - The district will utilize indirect funds to cover the costs associated with the program's overhead fees.

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used is non-existent. Unfortunately, due to budget constraints, it is not feasible to provide paid internships at this time from district funds. Nevertheless, Alice ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food programs, and the Instructional Materials Allotment (IMS) for hardware and software products. These funds will be utilized to offset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Alice ISD understands the need for continued sustainability in this work-based learning program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, & review current funding streams to align funding purposes to goals.

CDN 125901 Vendor ID 746000007

Amendment # N/A

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

The following statistics are part of the district needs assessment and are specific areas of need:

- 1) Alice ISD students are primarily living in poverty, with 84.3% of the students being identified as economically disadvantaged, based on the Texas Academic Performance Report (TAPR 2024).
- 2) We have 100% of our students classified as Title 1 (TAPR – States Avg. 65.7%).
- 3) Only 17.5% of the students graduate with an approved industry-based certification. This is 15.9% less than the state average of 33.4% (TAPR 2024).
- 4) Approximately 15.3% of the population aged 18 and above has not graduated high school. This is more than twice the state average of 7.4%, as reported by the 2023 United States Census Bureau.

The cards seem stacked against the students of Alice ISD. This Summer CTE Program will make a dent in that stack by offering students the opportunity to explore other job and career paths while engaging in conversations with a career counselor. This grant will enable Alice ISD to offer courses that students usually do not have time to take. Summer is the optimum time to expose students to new jobs and career possibilities. The cohort of students with Summer CTE experience will be better prepared to follow a different path than their parents and neighbors, thus changing their future options.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

The following statistics are a part of the district needs assessment and are specific areas of need:

- 1) 84.3% of the students at Alice ISD are economically disadvantaged. This is significantly higher than the state’s average of 62.3%, based on the Texas Academic Performance Report (TAPR).
- 2) Alice ISD has 100% of students classified as Title 1 more than the state average of 65.7% (TAPR 2024)
- 3) 17.5% of the people living in Alice, Texas, suffer from poverty. This is significantly higher than the state’s average of 13.7% (USCB 2023).
- 4) The average median household income is only \$46,963, which is significantly lower than the state average of \$76,292 (USCB 2023).

Therefore, with programs like the Summer CTE, Alice ISD will provide students with work-based learning opportunities (FOCUS AREA 2). This will ensure students learn 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.



**Program Requirements, cont'd.**

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED: Alice ISD is fully prepared to provide a Summer Bridge Program for 8th-grade students transitioning to 9th grade, specifically targeting the Nursing Science Programs of Study and Welding Program of Study, in alignment with Focus Area 1. During the Summer Bridge Program, up to 30 students will have the opportunity to earn course credit in either Nursing Science by completing the Principles of Health Science course or Welding by completing the Introduction to Welding Course. These courses will be conducted at the high school by highly qualified staff. The Alice ISD administrators believe that offering these CTE courses will empower students to embark on their high school journeys more efficiently. This exposure is anticipated to yield long-term benefits, facilitating the completion of coursework, acquisition of certifications, and setting a trajectory towards an Associate's degree, should students choose to pursue this path.

Completion and pursuit of these POS are designed to lead students towards high-paying occupations in the state, including roles such as Welders, Cutters, Solderers, and Brazers (\$38,943 - average salary), Registered Nurses (\$63,680 - average salary), and Licensed Practical and Licensed Vocational Nurses (\$42,529 - average Salary), which are part of the top 5 high-demand careers in the Coastal Bend Workforce Area.

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

BUSINESS AND INDUSTRY PARTNERS INVOLVED: Alice ISD is initiating a four-week paid internship program (Monday - Friday, 30 hours weekly) for up to 20 students. This program will engage students in work-based learning and experiences. To ensure students receive hands-on WBL experiences, the district will partner with the IT Department and Operations and Maintenance Department (both have provided letters of support – 2 priority points). WORK-BASED LEARNING MODEL: From partaking in this program, students at Alice ISD will receive real-world work experience by conducting activities such as:

- Information Technology Support and Services POS – Will learn how to configure computers, set up firewalls, install applications, connect to networks, troubleshoot technology issues, and more.
- HVAC and Sheet Metal POS – Will be trained on the proper maintenance and repair of HVAC systems, ensuring proper operation and addressing issues like leaks, refrigerant levels, filter replacements, replacement of cracked and fraying AC belts, and more.
- Plumbing and Pipefitting POS – Will be trained on how to install, repair, and maintain plumbing systems in homes and businesses, including pipes, fixtures, and appliances, ensuring compliance with building codes and safety standards
- Electrical POS - Will be trained to install, maintain, and repair electrical systems and equipment, including wiring, lighting, and control systems, while adhering to safety regulations and building codes.

Not only will this be a great learning experience, but students at Alice ISD will also become more marketable in the workforce by acquiring skills such as communication, enthusiasm and attitude, teamwork, networking, problem-solving, critical thinking, and professionalism. This grant will also enable Alice ISD to offer valuable work-based learning opportunities for economically disadvantaged students while providing compensation for their efforts. This will also allow students who typically would have to obtain minimum-wage jobs in the summer to instead earn money through career- or skill-based experiences, which support them in future career hiring opportunities in high-demand, high-paying positions.

CDN125901

Vendor ID746000007

Amendment #

N/A

**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