



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 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 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 Date

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 FOCUS AREA 1: Cotulla ISD has an OVERALL MISSION to “have every student in every classroom engaged in meaningful and challenging learning experiences.” With this mission in mind, Cotulla ISD will utilize FOCUS AREA 1 to fulfill that effort by implementing a 5-week Summer Bridge program. This initiative will target 40 current 8th-grade students who will be transitioning to the 9th grade. Students will participate in a Summer Bridge Program designed to provide them the opportunity to earn a course credit for either Principles of Arts, Audio/Video Technology, and Communications or Principles of Agriculture, Food, and Natural Resources. This program will help them make informed decisions about their preferred career path, guided by the designated campus counselor.

SPECIFIC NEEDS AT THE DISTRICT: Cotulla 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. Cotulla is a small, remote town that is over an hour's drive from San Antonio, Laredo, and Uvalde. The nearest college to Cotulla is Southwest Texas Junior College, which is approximately a 1½-hour drive. These distances are important to note, as Cotulla's poverty rate is 29.9% (more than twice the state's average), and 79.5% of the population over the age of 18 hold only a high school diploma or less. This is more than twice the state's average of 37.9%. (Source: 2023 US Census) Upon graduation, students often find themselves securing low-paying jobs near their hometowns to support themselves and their families. Traveling to a school that is so far away is too big of a time and financial commitment for students to make. Hence the cycle of poverty continues.

ADDRESSING NEEDS VIA FOCUS AREA 1 – To break the cycle of poverty, the district is embarking on a path that will provide students with the opportunity to obtain the degrees, certifications, and experience needed to secure a high-paying, high-demand job upon graduation. First, Cotulla ISD has been approved for funding of the Early College High School Grant, which, when implemented, will provide students with the ability to obtain college credits while still in school. Through funding obtained from Focus 1, the district will be able to provide a Summer Bridge Program, which will enable students to earn course credit during the summer. This will help get students started on the right track and ensure they have greater flexibility in their demanding schedule. Through this expedited course completion rate, students can break the cycle of low educational attainment/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: Cotulla ISD has an OVERALL MISSION to “have every student in every classroom engaged in meaningful and challenging learning experiences.” With our mission in mind, Cotulla ISD will target 20 students to participate in a 5-week long Work-Based Learning (WBL) Program that targets the HVAC and Sheet Metal POS (1 Priority Points), Plumbing and Pipefitting POS (1 Priority Points), and Electrical POS (1 Priority Points). To ensure students receive hands-on work-based learning (WBL) experiences in these areas, the district will partner with different departments at Cotulla ISD, as the district is one of the largest employers in our area (both departments have provided signed letters of support – 2 pts). As a result of participating in the internship activities, students will gain real-world work experience as they build modular homes for the community. This will provide them with the opportunity to learn skills that can be used in careers in 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: Cotulla 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. As mentioned above, Cotulla is a small, remote town situated halfway between San Antonio and Laredo. Numerous small towns and communities surround it, all trying to provide their students with the best opportunities to secure employment in high-demand career fields. With limited industries in our geographical area, it is essential for Cotulla ISD to provide its students with every possible advantage. In Region 20, of which Cotulla ISD is a part, there were 33,895 graduates for the 2022-2023 school year. The workforce lists only 3,709 annual job openings in the vicinity of Cotulla. It is for this reason that Cotulla has a 49.1% unemployment rate, which is 11.7% higher than the state's average of 37.4%, thus contributing to the high poverty rate of 29.9%.

ADDRESSING NEEDS VIA FOCUS AREA 2 – To ensure these needs can be addressed, Cotulla ISD will provide the designed program listed above. This program will provide students with employability skills in actual workplaces, smoother transitions from education to the workforce, and improved outcomes, such as higher median annual earnings and increased post-secondary attendance. Therefore, the Summer CTE Program will provide students with the experience that many employers are looking for but can rarely obtain from students who have just graduated, increasing the chances of obtaining one of the coveted positions.

CDN 142901

Vendor ID 756000212

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 AGRICULTURE CTE STAFF: Responsible for overseeing the delivery of the Agriculture 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 COTULLA HIGH SCHOOL: 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 CONSTRUCTION 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?

The MAJOR GOALS of the proposed Summer Bridge Program are to enhance students' readiness for higher education/employment, foster a smoother transition into their chosen fields, and build a strong foundation in essential skills related to Digital Communications and Agriculture Technology and Mechanical Systems.

To meet these goals, 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 providing the following ACTIVITIES:

- 1) Allowing students the opportunity to obtain a course credit in their preferred POS, including Digital Communications POS, Graphic Design and Interactive Media POS, Agricultural Technology and Mechanical Systems POS, Plant Science POS, or Animal Science POS during the summer program;
- 2) Participating in a campus tour to enhance familiarity with the environment; and
- 3) Developing a graduation plan that aligns with the student's chosen POS.

By implementing these activities and strategies, the Summer Bridge Program aims to fulfill its primary objectives, equipping students with the skills, knowledge, and confidence needed to succeed in their respective programs of study and beyond.

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?

Cotulla ISD has designed a Work-Based Learning (WBL) program with the following GOALS/OBJECTIVES for the FOCUS AREA 2 Program. Cotulla 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 paid internships. These work-based learning opportunities will be provided through Cotulla High School and the Cotulla ISD Construction Department, both of which have provided signed letters of support (2 priority points). These businesses will oversee students as they assist in building modular homes for the community. These homes will feature a living room, kitchen, dining area, bathroom, and between one and three bedrooms. During the construction, students will learn to be able to conduct real-world work ACTIVITIES that include but are not limited to:

- HVAC and Sheet Metal POS – The air handler and condenser will be installed according to manufacturer specifications. Refrigerant lines will be connected between the indoor and outdoor units, ensuring proper connections and leak-free seals. The condensate drain line will be installed to remove excess moisture from the system properly. Supply tubing and plenum duct will be connected to the air handler to distribute conditioned air throughout the home. The thermostat will be installed and connected to the HVAC system.
- Plumbing and Pipefitting POS – Water supply lines, drain, and waste lines will be laid out and properly secured in the walls and beneath the floors. Fixtures, such as faucets, showerheads, and appliances, will be connected to the plumbing system. Drain and vent systems will be completed, and water supply lines will be attached to fixtures. The final connections will be made, ensuring everything is watertight and functional.
- Electrical POS – Electrical boxes for outlets and switches will be installed. Cables will be run to electrical boxes, ensuring proper protection and grounding. Circuit breakers will be installed in the panel to protect circuits from overload. Light fixtures, outlets, and switches will be installed.

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

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 - Cotulla 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. 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 successful the strategies for student success are. In Focus Area 1, grades will be analyzed after each week of programming to ensure success.

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 - Cotulla ISD will collect weekly data for the work-based learning opportunities proposed (FOCUS AREA 2). To evaluate the program and ensure student outcomes are trending in a positive direction, 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 provide 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 successful the strategies for student success are. In the Focus 2 Area, grades will be analyzed after each day of programming to ensure the success 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.

Cotulla 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 (\$13,000)–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 CTE Programs; 3) SUPPLIES AND MATERIALS (\$26,352)–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.) OTHER OPERATING COSTS (\$500) - The district will cover the cost associated with travel for students who are attending the Summer Bridge Program. 5) INDIRECT COSTS (\$1,852) –The district will utilize indirect funds to cover the cost associated with the overhead fees of running the program.

Unfortunately, due to budget constraints, it is not feasible to provide a Summer Bridge Program from district funds at this time. Nevertheless, Cotulla 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 of fset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Cotulla 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, & 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.

Cotulla 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 (\$8,000) – Payroll costs have been budgeted to provide professional extra-duty pay and employee benefits for staf f to oversee student training.

2) SUPPLIES AND MATERIALS (\$8,148) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience.

3) OTHER OPERATING COSTS (\$32,000) - 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, Cotulla 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 of fset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Cotulla 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.

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) Cotulla ISD students are primarily living in poverty, with 86.7% of the students being identified as economically disadvantaged, based on the TAPR 2024.

2) We have 100% of our students classified as Title 1 (TAPR – States Avg. 65.7%).

3) Approximately 79.5% of the population over the age of 18 holds only a high school diploma or less. This is more than twice the state’s average of 37.9%. (Source: 2023 US Census)

The cards seem stacked against the students of Cotulla ISD. This Summer CTE Program will make a dent in that stack by providing students the opportunity to explore other job and career paths while engaging in conversations with a career counselor. This grant will enable Cotulla ISD to provide 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 another 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) 86.7% of the students at Cotulla 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) Cotulla ISD has 100% of students classified as Title 1, more than the state average of 65.7% (TAPR 2024)

3) 29.9% of the people living in Cotulla endure poverty. This is more than twice the state’s average of 13.7% (USCB 2023).

4) The average median household income is only \$58,511, which is significantly lower than the state average of \$76,292 (USCB 2023).

Therefore, with programs like the Summer CTE, Cotulla 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: Cotulla ISD is fully prepared to provide a Summer Bridge Program for 8th-grade students transitioning to 9th grade, specifically targeting the Digital Communications POS, Graphic Design and Interactive Media POS, Agricultural Technology and Mechanical Systems POS, Plant Science POS, and Animal Science POS, in alignment with Focus Area 1.

During the Summer Bridge Program, up to 40 students will have the opportunity to earn course credit in either the Principles of Arts, Audio/Video Technology, and Communications or the Principles of Agriculture, Food, and Natural Resources courses. Since these courses serve as the introductory courses for many POS, the district can maximize the number of students who will attend the Summer CTE Program by targeting a wide range of interests. These courses will be conducted at the high school by highly qualified staff.

The Cotulla ISD administrators believe that providing these CTE courses will empower students to embark on their high school journeys more competently. 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, which will be enhanced by the Early College High School Grant that was awarded to the district.

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: Cotulla ISD is launching a five-week paid internship program (Monday through Thursday, 32 hours per week) 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 Cotulla High School and the Cotulla ISD Construction Department, both have provided letters of support (2 priority points).

WORK-BASED LEARNING MODEL: From partaking in this program, students at Cotulla ISD will receive real-world work experience by conducting activities such as:

- HVAC and Sheet Metal POS – The air handler and condenser will be installed according to manufacturer specifications. Refrigerant lines will be connected between the indoor and outdoor units, ensuring proper connections and leak-free seals. The condensate drain line will be installed to remove excess moisture from the system properly. Supply tubing and plenum duct will be connected to the air handler to distribute conditioned air throughout the home. The thermostat will be installed and connected to the HVAC system.
- Plumbing and Pipefitting POS – Water supply lines, drain, and waste lines will be laid out and properly secured in the walls and beneath the floors. Fixtures, such as faucets, showerheads, and appliances, will be connected to the plumbing system. Drain and vent systems will be completed, and water supply lines will be attached to fixtures. The final connections will be made, ensuring everything is watertight and functional.
- Electrical POS – Electrical boxes for outlets and switches will be installed. Cables will be run to electrical boxes, ensuring proper protection and grounding. Circuit breakers will be installed in the panel to protect circuits from overload. Light fixtures, outlets, and switches will be installed.

Not only will this be a great learning experience, but students at Cotulla 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 will be especially beneficial to students in such a competitive job market.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
	N/A