



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 Jim Hogg County ISD CDN 124901 ESC 1 UEI HGSTGDBS8217

Address 210 West Lucille City Hebbronville ZIP 78361 Vendor ID 746001073

Primary Contact Eric Montalvo Email emontalvo@jhcisdpk12.org Phone 361-527-3203

Secondary Contact Dr. Susana P. Garza Email spgarza@jhcisdpk12.org Phone 361-527-3203

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name Dr. Susana P. Garza

Title Superintendent

Email spgarza@jhcisdpk12.org

Phone 361-527-3203

Signature *Dr. Susana Garza*

Date 4/4/2025

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.

Jim Hogg County (JHC) ISD’s Vision “Inspiring and empowering the leaders of tomorrow” and MISSION, “Our priority is to cultivate growth in every Longhorn Every day!”, serve as the guiding principles for all their strategic initiatives. These guiding principles serve to help address the systemic challenges/NEEDS that are present in the area. These challenges/NEEDS include but are not limited to: 1) In Hebbronville, 74.2% of the population speaks a language other than English at home, more than three times above the state average of 22.5%; 2) 58.2% of the students come from single-parent households, which is 12.7% higher than the state average of 45.5%; and 3) 82.8% of students at Jim Hogg County ISD are classified as economically disadvantaged, which is 20.5% higher than the state average of 62.3%. These statistics reflect the gap that leads to the population's failure to pursue post-graduation education, as evidenced by the 63% of individuals over 18 who only have a high school diploma or less. Data was obtained from the US Census and TEA’s TAPR Report.

To directly RESPOND TO THESE NEEDS and advance the district toward meeting its MISSION, JHCISD is seeking funding through the 2024–2025 Summer CTE Grant (Focus Area 1) to implement a targeted summer career readiness initiative, titled A Day in the Life of CTE. During this one-week program, 30 students will be offered the opportunity to research and sample six different Programs of Study (POS), including Programming and Software Development, Animal Science, Agricultural Technology and Mechanical Systems, Accounting and Financial Services, Law Enforcement, and Teaching and Training. This will provide students with the opportunity to decide which career pathway is best for them and get students on the correct career path so that by the time they graduate, they can easily transition into a high-paying, high-demand job or continue with their post-secondary education and obtain a degree. (OVERVIEW OF PROGRAM)

In addition to the introductory summer bridge experience, an accelerated learning track will be offered to seniors. This four-week program will provide 10 students enrolled in the Nursing Science POS the opportunity to complete the Growth and Development VNSG 1133 dual-credit course. Once they have completed this course, students will receive high school credit, three college credits, and their CNA certification. These hands-on learning experiences will prepare students to complete a program of study, earn industry-based certifications, and meet College, Career, and Military Readiness (CCMR) indicators.

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.

JHCISD Vision “Inspiring and empowering the leaders of tomorrow” and MISSION, “Our priority is to cultivate growth in every Longhorn Every day!”, serve as the guiding principles for all their strategic initiatives. Yet, our students face persistent barriers/NEEDS that hinder students’ academic and workforce readiness. These NEEDS include: 33.2% of families in our community live below the poverty line, more than twice than the state average of 13.7%; The median household income of \$42,347 is far below the state median of \$75,780; and 45.5% of the population is unemployed which is 8.1% higher than the state’s average of 37.4%. These indicators point to a critical need for expanded access to career-connected learning that equips students with the skills, exposure, and support necessary to succeed in today’s economy. All data was obtained from the US Census.

To address these barriers/NEEDS and fulfill the district’s MISSION, JHCISD is seeking funding through the 2024–2025 Summer CTE Grant (Focus Area 2) to implement a four-week, paid work-based learning initiative. Due to funding limitations, the program is designed to offer paid internships for a maximum of 20 students. However, in a show of support, the City has also committed to covering the wages for any students who wish to enroll beyond this initial cap. Internships will be conducted in collaboration with the Jim Hogg County Offices, Meridian Care of Hebbronville, and the CTE department staff, where students will gain hands-on experience in high-demand fields such as HVAC and Sheet Metal, Electrical, Plumbing and Pipefitting (1 point each for a total of 3 points), Business Management, Nursing Science, Programming and Software Development, and Teacher and Training.

Through Focus Area 2, students will graduate better prepared for college, careers, and life beyond high school. The program directly addresses the district’s needs by creating equitable access to high-quality CTE programming, boosting College, Career, and Military Readiness (CCMR), and equipping students with the tools to break cycles of poverty through meaningful employment and education pathways.

CDN 124901

Vendor ID 746001073

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**

TITLE – Principal; RESPONSIBILITY: Manage day-to-day activities, oversee faculty and staff, and assist students in selecting career pathways. (EXISTING)

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.

TITLE – Superintendent; RESPONSIBILITY: Supervise the grant program and ensure all required data is reported to TEA. (EXISTING)

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.

TITLE – Counselor; RESPONSIBILITY: Communicate and support opportunities for student participation in Bridge/Accelerated learning programs. (EXISTING)

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

TITLE – Summer CTE Director; RESPONSIBILITY: Manage summer program and monitor performance measures to ensure goals are met. (PROPOSED)

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

TITLE – CTE Staff; RESPONSIBILITY: Provide Bridge and Accelerated CTE POS courses and ensure oversight and collection of program data. (EXISTING)

Minimum Qualifications of a Bachelor's Degree; Experience: At least 4 years of prior experience and knowledge in programs of study being taught.

Qualifications and Experience for Key Personnel (Focus Area 2)

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

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

TITLE – CTE Teachers; RESPONSIBILITY: Inform students about work-based learning opportunities and support their participation. (EXISTING)

Minimum Qualifications of a Bachelor's Degree; Experience: At least 4 years of prior experience and knowledge in programs of study being taught.

TITLE – County Offices and Meridian Care Liaisons; RESPONSIBILITY: Implement work-based learning in partnership with the district/CTE staff. (PROPOSED)

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.

TITLE – Principal; RESPONSIBILITY: Manage day-to-day activities, oversee faculty and staff, and assist students in selecting career pathways. (EXISTING)

Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Has 1 year of experience with leading a campus as a principal.

TITLE – Counselor; RESPONSIBILITY: Communicate and support opportunities for student participation in work-based learning programs. (EXISTING)

Minimum Qualifications of a Master's Degree in Education or a related field. Experience: Must be well-versed and knowledgeable about the targeted POS.

TITLE – Superintendent; RESPONSIBILITY: Supervise the grant program and ensure all required data is reported to TEA. (EXISTING)

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.

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?

Aligned with the program guidelines for Focus Area 1, JHCISD aims to offer a summer bridge program that supports students transitioning from middle school to high school by providing early exposure to the district's CTE programs of study. This opportunity will help students make informed decisions about the career pathways they wish to pursue. The GOAL/OBJECTIVE is to provide students with the opportunity to learn about the various CTE programs offered at the high school, so by the time they report to the first day of school the students' 4-year course schedule will have been aligned to their chosen profession. In addition, by offering an accelerated learning option for upperclassmen—developed in partnership with Coastal Bend College—the GOAL/OBJECTIVE is to offer students the opportunity to complete advanced coursework and receive high school credit, three college credits, and their CNA certification.

To ensure we meet our goal/objective, the following ACTIVITIES/ STRATEGIES will be conducted as part of the Bridge Program: Provide incoming 9th graders the opportunity to explore the six POS that will be part of the A Day in the Life of CTE; Provide a program for career exploration so that students can see what jobs they can get based on the different programs of study are offered; Provide an orientation that details HS graduation requirements and the role that CTE courses play in ensuring their readiness for post-secondary life; and Ensure students choose the program of study that will be the focus of the HS career.

Additionally, for the Accelerated CTE Program, the following activities will be conducted: Students will complete and submit the coursework needed to obtain the course credits; Students will be provided with opportunities to complete hands-on activities that will be performed in the field; and Students will be prepared to test for and obtain their CNA certification.

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?

JHCISD has established clear goals for its Focus Area 2 grant initiative, fully aligned with the program's guidelines. The primary GOAL is to provide students with meaningful work-based learning that supports postsecondary success, whether through enrollment in a college or university (college readiness) or direct entry into the workforce (career readiness). The district aims to engage up to 20+ students in hands-on experiences across various CTE fields, equipping them with the skills and exposure needed to thrive in high-demand career pathways. To ensure our GOAL/OBJECTIVE is met, the following STRATEGIES will be conducted as part of the internship and project-based learning program: 1) Develop a learning schedule that is conducive to both the student and the district, and 2) Pay students to partake in the program. As part of the work-based learning program, students will engage in meaningful, real-world experiences with experienced employers, such as:

- Meridian Care (Nursing Science) – Take patients' vital signs, complete patient charts, draw blood, and administer IVs, among other tasks.
- County Offices (Plumbing and Pipefitting, Business Management, and Electrical) – Assist in repairing water mains, reading water meters, making plumbing and electrical repairs to county offices, and collaborate with the Tax Assessor to learn the intricacies of billing, insurance filing, and other related tasks.
- JHCISD IT Department (Programming and Software Development)– Install firewalls, upload programs, and troubleshoot and repair technical devices.
- JHCISD (Teacher and Training) – Assist students with their academics during summer school and provide support to students in the Special Education Department.
- JHCISD Maintenance Department (HVAC and Sheet Metal, Electrical, Plumbing and Pipefitting - Plumbing and electrical repairs, Care and maintenance of HVAC units, including checking and changing belts, changing filters, and checking levels. These experiences will increase student learning and can be used to transition directly into the workforce or can be used as building blocks toward post-secondary education.

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.

Our district will collect data on a weekly basis for both our proposed summer bridge program and accelerated CTE program offerings (Focus Area 1). This constant collection process will ensure STUDENT OUTCOMES are evaluated consistently throughout the program period.

1. Student Diversity: Utilizing student information to assess and understand the demographics of the students being served.
2. Number Served: Examining the total enrollment of students in the summer program.
3. Program Completion: Tracking the number of students successfully completing the summer program.
4. Course(s) Completed: Gathering relevant data related to PEIMS to assess course completion.

JHCISD will employ various performance TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS. The project personnel will gather and assess several pieces of data, including, but not limited to, student intake forms, questionnaires, progress reports, grades, attendance sheets, and student products (e.g., career directories, student poster presentations). Meetings with CTE teachers will also contribute valuable information for measuring program and student performance and quality in this Focus Area.

To ensure the EFFECTIVENESS of JCISD’s goals and objectives, established PROCESSES will be implemented to MONITOR progress and outcomes. Specifically, data collected throughout the program will help determine whether students are meeting intended learning targets and assess the impact of instructional strategies. For Focus Area 1, student grades will be reviewed weekly to evaluate progress and make timely adjustments as needed to support 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.

JHCISD has thoroughly reviewed the guidelines in FOCUS AREA 2 PERFORMANCE MEASURES and, as a result, has identified specific metrics to gauge performance. These metrics include:

1. Student Diversity: Gathering student information to ascertain the demographics of the students being served.
2. Number Served: Tracking the participation of students in internships or pre-apprenticeship training within the program.
3. Business Participation: Counting the number of businesses and industry partners providing work-based learning experiences to students as part of the program.
4. Hours Completed: Documenting both the total and average hours worked by students in the program.
5. Hourly Earnings: Recording the total and average hourly earnings of students enrolled in the program.
6. Training Plan(s) Developed: Providing evidence of training plans for each student participating in the program.
7. Partnership Agreements: Offering evidence of established partnership agreements.
8. Assessment and Recognition: Providing evidence of culminating assessments or recognition of skills achieved by each student in the program.

JHCISD plans to employ various TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES. These tools include Student/Stakeholder Surveys, Work-based Application assessments, Attendance Records, and PEIMS data. Success indicators in the future will be gauged by the enrollment figures in CTE classes and the count of after-school and summer jobs secured by students in alignment with their chosen field of study.

To guarantee the efficacy of JCISD's program there will be PROCESSES USED TO ENSURE EFFECTIVENESS OF THE PROJECT OBJECTIVES AND STRATEGIES, the following procedures will be conducted for data collection: daily review of attendance records, administration of pre- and post-program completion surveys, weekly review of student work-based applications to ensure on-going advancement, and pre- and post-program examination of PEIMS data and the TAPR report.

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.

JHCISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and indirect, to meet the needs and goals of the program. With that said, the following is the proposed budget:

1. PAYROLL (\$5,184) - Payroll costs of a Program Director (\$1,680) and professional staff (\$960 for the CNA teacher and \$1,680 for the Information Technology, Agriculture, Accounting, Law Enforcement, and Teaching and Training teachers) to administer the program. Employee Benefits (\$864) have also been included as part of this section in payroll.
2. PROFESSIONAL AND CONTRACTED SERVICES (\$12,000) – Grant funds will support professional development for CTE students and staff to help them identify their preferred POS..
3. SUPPLIES AND MATERIALS (\$31,054) – Costs associated with purchasing Focus 1 Area student supplies and materials for their projects and coursework during hands-on training opportunities.
4. INDIRECT COSTS (\$1,762) - This is based on the approved indirect rate for JHCISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At JHCISD, there is currently no Summer Bridge or Accelerated Learning CTE Program. However, funds are currently used to cover the costs of facilities, buses, cafeteria personnel, computers and software, and classrooms. These activities are being funded from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMA) for hardware and software products.

JHCISD acknowledges the significance of maintaining sustainability in these programs. Consequently, the district will continue to make ADJUSTMENTS TO MEET FUTURE NEEDS to pursue additional grant funds, seek contributions from businesses, advocate for ongoing support from the board, and assess current funding streams to ensure their alignment with the grants' 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.

JHCISD has identified and calculated the following areas to meet the needs and goals of the program:

1. PAYROLL (\$7,776) - Payroll costs of a Program Director (\$1,680) and professional staff (\$1,920 for the CNA teacher and \$2,880 for the Welding teacher) to administer the program. Employee Benefits (\$1,296) have also been included as part of this section in payroll.
2. SUPPLIES AND MATERIALS (\$12,302) – Costs to purchase students in the Focus 2 Area supplies and materials for their projects and their coursework during their hands-on training opportunities.
3. OTHER OPERATING EXPENSES (\$28,160) – JHCISD allocated funds to cover costs associated with the paid internship programs.
4. INDIRECT COSTS (\$1,762) - This is based on the approved indirect rate for JHCISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At JHCISD, there are currently no paid internships being offered by the district. However, in a show of support, the City has also committed to covering the wages for any students who wish to enroll beyond this initial cap. Additionally, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid for 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.

Consequently, the district will continue to make ADJUSTMENTS TO MEET FUTURE NEEDS to pursue additional grant funds, seek contributions from businesses, advocate for ongoing support from the board, and assess current funding streams to guarantee their alignment with the goals of the grant.

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.)

As part of our application process, we conducted a thorough NEEDS ASSESSMENT on both our district and county. Not only were these statistics alarming, but they also validated our desperate need to receive funding under this program. Key indicators of our critical need for grant support include:

- 74.2% of the population speaks a language other than English at home, more than three times above the state average of 22.5%.
- 58.2% of our students come from single-parent households, which is 12.7% higher than the state average of 45.5%.
- 82.8% of students at JHCISD are classified as economically disadvantaged, which is 20.5% higher than the state average of 62.3%.

These statistics reflect the gap that leads to the population's failure to pursue post-graduation education, as evidenced by the 63% of individuals over 18 who only have a high school diploma or less. Note: All information was sourced using the following databases: 2024 United States Census Bureau and 2024-2025 Texas Academic Performance Report.

To address these needs, we will provide students with the opportunity to be exposed to multiple CTE programs at an early age as part of our 8th to 9th grade summer bridge program. Additionally, for those students in 11th and 12th grade, we will provide them with a 4-week accelerated courses in Nursing Science in which students will be enrolled in the Growth and Development VNSG 1133 dual-credit course. This will provide students the opportunity to obtain a high school credit, three college credits, and their CNA certification

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.)

As part of our application process, we conducted a thorough needs assessment on both our district and county. Not only were these statistics alarming, but they also validated our desperate need to receive funding under this program. Key indicators of our critical need for grant support include:

- 33.2% of families in our community live below the poverty line, more than twice the state average of 13.7%.
- The median household income of \$42,347 is far below the state median of \$75,780.
- 45.5% of the population is unemployed which is 8.1% higher than the state's average of 37.4%.

These indicators point to a critical need for expanded access to career-connected learning that equips students with the skills, exposure, and support necessary to succeed in today's economy. Note: All information was sourced using the following databases: 2024 United States Census Bureau and 2024-2025 Texas Academic Performance Report.

It is easy to see how impactful these statistics can be on the students of JHCISD. However, the internships in the work-based learning CTE program will help address the aforementioned community and district 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.

Additionally, these work-based learning experiences will not only expedite entry into meaningful careers but also empower students to break the cycle of low educational attainment and poverty.

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.

Focus Area 1, with the implementation of this grant, plans to launch a Summer Bridge Program that caters up to a total of 30 incoming 9th-grade students (NUMBER OF STUDENTS). As part of this bridge program, our students will have the opportunity to research and sample six different Programs of Study (POS), including Programming and Software Development, Animal Science, Agricultural Technology and Mechanical Systems, Accounting and Financial Services, Law Enforcement, and Teaching and Training.

In addition to a summer bridge program introducing students to these career pathways, an accelerated learning track will be offered for upperclassmen to complete advanced CTE coursework in the Nursing Science POS. Development VNSG 1133 dual-credit course will be offered to students, which will allow them the opportunity to receive high school credit, three college credits, and their CNA certification. This program will serve up to 10 current Nursing Science students. (NUMBER OF STUDENTS) .

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.

If awarded funds under Focus Area 2, JHCISD will implement structured, paid internships for a maximum of 20 students. Internships will be conducted in collaboration with the Jim Hogg County Offices, Meridian Care of Hebbronville, and the CTE department staff, where students will gain hands-on experience in high-demand fields such as HVAC and Sheet Metal, Electrical, Plumbing and Pipefitting (1 point each for a total of 3 points), Business Management, Nursing Science, Programming and Software Development, and Teacher and Training. Work-Based Learning Model(s): Students will participate in real-world tasks. These experiences may include, but are not limited to:

- Meridian Care (Nursing Science) – Take patients' vital signs, complete patient charts, draw blood, and administer IVs, among other tasks.
- County Offices (Plumbing and Pipefitting, Business Management, and Electrical) – Assist in repairing water mains, reading water meters, making plumbing and electrical repairs to county offices, and collaborate with the Tax Assessor to learn the intricacies of billing, insurance filing, and other related tasks.
- JHCISD IT Department (Programming and Software Development)– Install firewalls, upload programs, and troubleshoot and repaired technical devices.
- JHCISD (Teacher and Training) – Assist students with their academics during summer school and provide support to students in the Special Education Department.
- JHCISD Maintenance Department (HVAC and Sheet Metal, Electrical, Plumbing and Pipefitting - Making plumbing and electrical repairs on campuses, as well as working with the CTE staff on the care and maintenance of HVAC units. This will include checking and changing belts, changing filters, and checking levels.

Students will also develop essential soft skills, such as communication, teamwork, problem-solving, critical thinking, and professionalism. Providing students an edge when pursuing high-skill, high-wage jobs or continuing their education.

CDN

124901

Vendor ID

746001073

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