



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 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.

West Orange Cove CISD is committed to its MISSION of “transforming lives through an exceptional educational experience.” However, many of our students face systemic challenges/NEEDS that create barriers to educational and career success. According to recent data, 19.5% of families in the district live below the poverty line—well above the state average of 13.8%. The median household income is \$49,654, compared to the state’s \$76,292. Additionally, only 15.2% of local residents hold a bachelor’s degree, which is less than half the state average of 33.1%. These disparities reflect a pressing need to expand access to high-quality career preparation programs that can help students build skills, confidence, and clear pathways to post-secondary success.

To directly RESPOND TO THESE NEEDS and advance the district toward meeting its MISSION, West Orange Cove CISD is seeking funding through the 2024–2025 Summer CTE Grant (Focus Area 1) to implement a targeted summer career readiness initiative. This program will include a four-week summer bridge component designed to introduce students to a wide range of TEA-approved Career and Technical Education (CTE) programs of study. These include construction management and inspection, electrical, graphic design and interactive media, business management, teaching and training, engineering foundations, manufacturing technology, welding, plumbing and pipefitting, cosmetology and personal care, automotive and collision repair, nursing science, law enforcement, maritime, and refining and chemical processes. (OVERVIEW OF PROGRAM)

In addition to the introductory summer bridge experience, an accelerated learning track will be offered to upperclassmen. This component will focus on helping students complete advanced coursework in law enforcement, maritime, and Refining and Chemical Processes. 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. The program will serve up to 10 students and will provide both exposure to high-demand fields and a strong foundation for future academic and career success.

Through this initiative, the district will expand access to high-quality, real-world learning opportunities that directly address economic and educational disparities—bringing the district closer to achieving its mission of equipping every student with the tools to transform their future.

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.

West Orange Cove CISD remains committed to its MISSION of “transforming lives through an exceptional educational experience.” Yet, our students face persistent barriers/NEEDS that hinder students’ academic and workforce readiness. These needs include: 19.5% of families in our community live below the poverty line—significantly higher than the state average of 13.8%; The median household income of \$49,654 is far below the state median of \$76,292; and only 15.2% of residents hold a bachelor’s degree, compared to the statewide average of 33.1%. 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.

To address these barriers/NEEDS and fulfill the district’s MISSION, West Orange Cove CISD is seeking funding through the 2024–2025 Summer CTE Grant (Focus Area 2) to implement a four-week, paid work-based learning initiative. The program will engage up to 20 students in structured, real-world learning experiences aligned with TEA-approved Programs of Study. Internships will be conducted in collaboration with district department heads, particularly through the maintenance department, where students will gain hands-on experience in high-demand fields such as construction, electrical manufacturing (1 priority point), welding, pipefitting (1 priority point), and automotive technology.

Additionally, students in Business Management and Digital Graphics will support student-led enterprises—such as the district’s cosmetology shop—by developing business plans, managing operations, and designing branding and marketing materials. These cross-departmental opportunities will not only develop students’ technical and entrepreneurial skills but also help them build key soft skills, including communication, teamwork, leadership, and problem-solving.

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.

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: Teach, support, and communicate opportunities for students (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 Project Director; RESPONSIBILITY: Oversee the summer program and monitor all performance measures. (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 – District CTE Staff; RESPONSIBILITY: Provide Bridge and Accelerated CTE Programs of Study (POS) courses. (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 available work-based learning opportunities and support 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 – Partnering Business Liaison; RESPONSIBILITY: Implement work-based learning opportunities with the district and 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: Teach, support, and communicate opportunities for students. (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, WOC CISD 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 their educational pathways, with the GOAL/OBJECTIVE of completing a full program of study and earning an industry-based certification—thereby achieving a career-ready College, Career, and Military Readiness (CCMR) indicator. In addition, by offering an accelerated learning option for upperclassmen—developed in partnership with our institution of higher education (IHE)—the GOAL/OBJECTIVE is to offer students the opportunity to complete advanced coursework and, in some cases, fulfill program of study requirements prior to the summer PEIMS submission deadline.

To ensure we meet our goal/objective, the following ACTIVITIES/ STRATEGIES will be conducted as part of the Bridge Program: Provide incoming 9th graders with a tour of the High School (HS) campus and CTE facilities; 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 Accelerated CTE Program, the following activities will be conducted: Schedule time for upperclassman students to meet with the Campus Counselor to go over the courses that will be offered during the Summer (i.e. Principals of Construction); Provide students with course sequences that help them gain the knowledge and skills necessary for success in their chosen career; Provide students with technology and materials needed to complete the CTE coursework; and Ensure only highly-qualified teachers who are well-versed in the subject matter offer the coursework.

Goals, Objectives, and Strategies (Focus Area 2)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

WOC CISD 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 opportunities that support postsecondary success—whether through enrollment in an institution of higher education (college readiness) or direct entry into the workforce (career readiness). As part of this initiative, the district aims to engage up to 20 students in hands-on experiences across various Career and Technical Education (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 embedded into their daily schedule. These experiences may include, but are not limited to:

- Construction: Building and repairing structures using tools and machinery.
- Electrical Manufacturing: Supporting electrical repairs, inspections, and safety procedures.
- Welding: Practicing welding, measuring and fitting pipes, and aiding in fabrication projects.
- Plumbing and Pipefitting: Assisting with cutting, assembling, and installing piping systems; etc.
- Automotive Technology: Performing basic vehicle maintenance and diagnostics.
- Digital Graphics: Creating flyers, signage, and branding using design software.
- Business Management: Assisting with office tasks like scheduling, inventory, and logistics.
- Cosmetology: Providing salon services, managing client scheduling, and maintaining a clean work environment.

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.

WOC CISD 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 WOC CISD’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.

WOC CISD 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.
9. Course(s) Completed: Collecting data related to courses completed, as per the PEIMS (Public Education Information Management System).

WOC CISD 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 WOC CISD'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.

WOC CISD 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 (\$20,650) - Payroll costs of a Program Director and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
2. PROFESSIONAL AND CONTRACTED SERVICES (\$21,942) – Costs to cover the IHE fees and certification costs for the students. Additionally, grant funds will support professional development for CTE, to ensure goals and objectives of the program are met.
3. SUPPLIES AND MATERIALS (\$6,379) – Costs to purchase Focus 1 Area student supplies and materials for their projects and their coursework during their hands-on training opportunities.
4. INDIRECT COSTS (\$1,029) - This is based on the approved indirect rate for WOC CISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At West Orange Cove CISD, there is currently no Summer Bridge or Accelerated Learning CTE Program. However, 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.

WOC CISD 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 guarantee their alignment with the goals of the grant.

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.

West Orange Cove ISD has identified and calculated the following areas to meet the needs and goals of the program:

1. PAYROLL (\$15,850) - Payroll costs of a Program Director and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
2. SUPPLIES AND MATERIALS (\$11,361) – 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 (\$21,760) – WOC CISD allocated funds to cover costs associated with the paid internship programs.
4. INDIRECT COSTS (\$1,029) - This is based on the approved indirect rate for WOC CISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At West Orange Cove CISD, there are currently no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid 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: 19.5% of families live below the poverty line, significantly higher than the state average of 13.8%, and struggle with the effects of poverty, including limited access to health care, food insecurity, and transportation, all of which increase the risk of students dropping out. The median household income of \$49,654 falls far below the state median of \$76,292, further emphasizing the economic disparities faced by families in the district. Furthermore, only 15.2% of residents hold a bachelor’s degree—less than half of the state average of 33.1%—highlighting a critical need for improved access to higher education pathways. 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 the Law Enforcement, Maritime, Pipefitting, and Refining and Chemical processes programs of study. Both of these initiatives have garnered strong support from our district Maintenance Department and Communications Department (earning 2 priority points).

Their endorsement stems from a recognition that these programs not only fast-track students into meaningful careers but also empower them to break the cycle of low educational attainment and poverty.

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 19.5% of families live below the poverty line, significantly higher than the state average of 13.8%, and struggle with the effects of poverty, including limited access to health care, food insecurity, and transportation, all of which increase the risk of students dropping out. The median household income of \$49,654 falls far below the state median of \$76,292, further emphasizing the economic disparities faced by families in the district. Furthermore, only 15.2% of residents hold a bachelor’s degree—less than half of the state average of 33.1%—highlighting a critical need for improved access to higher education pathways. 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 WOC CISD. 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, West Orange Cove CISD plans to launch a comprehensive Summer CTE Program, specifically designed to engage a total of 60 incoming students (NUMBER OF STUDENTS) across two key components: a Summer Bridge Program and an Accelerated Track. This dual approach is a strategic initiative aimed at equipping our youth with the essential skills necessary to excel across a wide range of TEA-approved Programs of Study. This initiative is to not only familiarize students with a broad spectrum of potential career paths but also to deeply immerse them in the technical knowledge and hands-on experiences that are crucial in today's competitive, high-demand fields. The Summer Bridge Program will target incoming 9th-grade students, introducing them to the foundational concepts and skills across varied disciplines. This program is designed to smooth the transition from middle school to high school by providing students with early exposure to the academic and technical demands of high-level CTE courses. Simultaneously, the Accelerated Track will cater to upperclassmen, focusing on advanced coursework that deepens their understanding and proficiency in specialized fields. This track aims to prepare students for the workforce or further education by enhancing their readiness for high-wage, high-demand careers through rigorous, focused education.

Due to limited space, not all courses can be referenced; however, below are some of the PROGRAMS OF STUDY AND COURSES that are to be taken:

- Construction Management and Inspection: Principles of Construction
- Electrical: Principles of Architecture
- Graphic Design and Interactive Media: Principles of Arts, Audio/Video Technology, and Communications
- Business Management: Principles of Business, Marketing, and Finance
- Teaching and Training: Principles of Education and Training
- Engineering Foundations: Principles of Applied Engineering

By strategically selecting these programs, the district aims to develop a career-ready and technically skilled student body.

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, West Orange Cove CISD will implement a structured, paid, on-campus internship program in collaboration with district department heads. These experiences will provide students with hands-on learning aligned to TEA-approved Programs of Study, including Electrical (1 Priority Point), Construction Management and Inspection, Welding, Plumbing and Pipefitting (1 Priority Point), Automotive Technology, Business Management, Graphic Design and Interactive Media, and Cosmetology and Personal Care.

Work-Based Learning Model(s): Students will participate in real-world tasks such as assisting with electrical repairs and lighting maintenance (Electrical); constructing and repairing walls, door frames, and floors using tools like saws and drill presses (Construction Management and Inspection); performing basic welds and assisting in metal fabrication (Welding); cutting, measuring, and fitting pipes for plumbing projects (Plumbing and Pipefitting); completing oil changes and vehicle inspections on the district fleet (Automotive Technology); supporting clerical operations such as scheduling and inventory (Business Management); creating marketing materials, signage, and branding (Graphic Design and Interactive Media); and providing salon services, managing client appointments, and maintaining shop operations (Cosmetology And Personal Care).

Beyond technical skills, students will also develop key soft skills such as communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These comprehensive experiences will give students a competitive edge as they prepare for high-skill, high-wage careers or pursue further postsecondary education.

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 |
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