



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024

NOGA ID

Authorizing legislation

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

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

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

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.Grant period from **March 20, 2024-September 30, 2024**Pre-award costs permitted from **Not Permitted**

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 LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

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

OVERVIEW OF THE PROGRAM: If granted the 2023-2024 Summer CTE program within Focus Area 1, Jim Hogg County Independent School District (JHCISD) intends to focus on 40 students for participation. The primary goal of this program is to acquaint these students with diverse CTE Programs of Study. In pursuit of the Summer CTE Grant, JHCISD plans to conduct a one-week long Summer Bridge Program for incoming 8th grade students, specifically centered on Education and Training, Health Science, Architecture and Construction, and Law and Public Service. Additionally, JHCISD also plans on offering a four-week long Summer Bridge Program so that 12th grade students can earn CTE/Dual credit for completion of a Human Growth and Development course advancing them towards attainment of their Certified Nursing Assistant (CNA) certificates.

SPECIFIC NEEDS: According to the TEA-provided "2022-2023 District Type Data" excel sheet, JHCISD qualifies as a remote town. The district's eligibility for grant programs is demonstrated by compelling needs seen in the demographic statistics. Notably, 86% of the student population falls under the Economically Disadvantaged (ED) category indicating that they have fewer resources at home to help them succeed in school. Also, over half or 51.7% are identified by the state as AT-RISK. With 98.7% of the population identifying as Hispanic, language and culture are also affecting students' academic achievement (Source for data: Texas Academic Performance Report (TAPR)) for 2022-2023. These statistics need to be addressed so the district can achieve its Mission statement ("Our priority is to cultivate growth in every Longhorn, everyday!").

ADDRESSING NEEDS: To advance our mission and address critical needs, Focus Area 1 will equip students with enhanced knowledge and familiarity with in-demand Career and Technical Education (CTE) programs, specifically in Health Science as they enter high school. The primary goal is for JHCISD's students to embark on a well-defined path, fostering economics, career, and post-secondary readiness. Simultaneously, this approach expedites their journey toward post-secondary education and positions them for lucrative employment opportunities. The median household income in Jim Hogg County is barely 58% of the rest of the state of Texas (census.gov/quickfacts). By offering CTE job information in high school, we aim to positively influence statistics for the next generation.

Summary of Program (Focus Area 2)

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

OVERVIEW OF THE PROGRAM: To promote the mission (To cultivate growth in every Longhorn, everyday) and meet the needs of our students struggling with effects poverty, Jim Hogg County Independent School District (JHCISD) will target five (5) Programs of Study (POS) with paid internships in Focus Area 2: a. Business Management, b. Heating Ventilation and Air Conditioning (HVAC) and Sheet Metal (1 priority point), c. Electrical (1 priority point), d. Nursing Science, and e. Plumbing and Pipefitting (1 priority point). These programs will engage 20 students in a 4-week work-based learning initiative. This program is specifically crafted to acquaint students with various Career and Technical Education (CTE) programs. JHCISD will facilitate a paid internship, allowing students in Business Management and HVAC and Sheet Metal to collaborate with both community-based business partners (i.e., Jim Hogg County Offices and JHCISD Maintenance Dept.). Student interns at these businesses will perform maintenance checks on their HVAC systems and learn office management skills. Students pursuing Electrical and Plumbing and Pipefitting careers will intern with the JHCISD Maintenance Department. Student interns in this POS will perform tasks such as: assisting in unclogging drains, installing sinks and toilets, etc. The interns in Nursing Science will follow their POS by interning at local medical facilities, a nursing home or a medical clinic (i.e. Meridian Health Care and Gateway Health Clinic). They will assist with patient intake, obtaining vital signs, and monitoring medications. Through active participation in these internships, students will gain valuable real-world, hands-on work experience.

SPECIFIC NEEDS: According to the TEA-provided "2022-2023 District Type Data" excel sheet, JHCISD qualifies as a remote town. The district's eligibility for grant programs is demonstrated by compelling needs seen in the demographic statistics. Notably, 86% of the student population falls under the Economically Disadvantaged (ED) category indicating that they have fewer resources at home to help them succeed in school. Also, over half or 51.7% are identified by the state as at-risk. With 98.7% of the population identifying as Hispanic, language and culture are also affecting students' academic achievement as per the Texas Academic Performance Report (TAPR) for 2022-2023. These statistics need to be addressed so the district can achieve its Mission statement ("Our priority is to cultivate growth in every Longhorn, everyday!").

ADDRESSING NEEDS: In line with our mission to enhance post-secondary readiness and address the identified areas of need mentioned earlier, Focus Area 2 will promote students' exploration of in-demand Career and Technical Education (CTE) programs. Specifically, we will emphasize Architecture and Construction (such as HVAC and Sheet Metal, Electrical, Plumbing, and Pipefitting), business information management, and nursing assistant. Our aim is to provide high school students with information about CTE jobs, believing that this initiative will positively impact current/statistics. JHCISD remains committed to equipping students with essential employment skills, preparing them for professional success and lucrative careers. This initiative aligns with JHCISD's broader goals of meeting the district's economic, professional, and post-secondary preparedness requirements.

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, overseeing faculty and staff, and assisting students in selecting career pathways. (EXISTING)	Minimum Qualifications of a Master'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)	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.
SUMMER CCMR PROJECT DIRECTOR – Responsible for overseeing the program and ensuring all performance measures are monitored. (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.
COUNSELOR: To teach, support, and communicate the opportunities to participate in course learning experiences. (EXISTING)	Minimum Qualifications of a Master's Degree in Education or a related field; Experience: At least 4 years of experience being a School or Career Counselor
DISTRICT CTE STAFF – Responsible for teaching Human Growth and Development (dual credit course) overseeing the program. (EXISTING)	Minimum Qualifications of a Master'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
PARTNERING DEPARTMENT LIAISON: Will be responsible for implementing the selected work-based learning opportunities. (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.
SUMMER CCMR PROJECT DIRECTOR - Responsible for overseeing the program and ensuring all performance measures are monitored. (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.
PRINCIPAL - Responsible for managing day-to-day activities, overseeing faculty and staff, and assisting students in selecting career pathways. (EXISTING)	Minimum Qualifications of a Master's Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.
COUNSELOR: To teach, support, and communicate the opportunities to participate in work-based learning experiences. (EXISTING)	Minimum Qualifications of a Master's Degree in Education or a related field; Experience: At least 4 years of experience being a School or Career Counselor.
SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)	Minimum Qualifications 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?

FOCUS AREA 1: A primary goal is to recruit up to 40 incoming 8th graders and incoming 12th graders. Aligned with the program guidelines, JHCISD has established distinct goals/objectives for the grant program. Among these goals/objectives, the district intends to implement a 1-week Summer Bridge Program for incoming 8th grade students, aimed at acquainting them with diverse careers specifically centered on Education and Training, Health Science, Architecture and Construction, and Law and Public Service. The district is also aiming to target incoming 12th graders to complete a Human Growth and Development course that would advance students towards attainment of a certificate as a Certified Nursing Assistant (CNA) prior to completion of their high school diploma.

ACTIVITIES/STRATEGIES: Aligned with our outlined goals/objectives, Jim Hogg CISD has identified several activities/strategies to successfully implement the Summer Bridge Program. For incoming 8th grade students, this includes: 1) Inform incoming 8th-grade students and their families about the diverse CTE Programs of Study available at the high school; and 2) Create a dedicated space and time for 8th-grade students to engage with the Campus Counselor, to align their interests and goals with the most suitable Program of Study (POS).

Moreover, for incoming 12th graders, we have also curated quality activities and strategies to help meet the goals/objectives of the grant, these include:
1. A dual credit course in Human Growth and Development (in partnership with Coastal Bend College);
2. Field trips and internship-related activities at Meridian Care Nursing Home and Gateway Health Clinic; and
3. Hands-on experience with each other to practice taking patient information, monitor use of medications, and assess and record vital signs.

Goals, Objectives, and Strategies (Focus Area 2)

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

FOCUS AREA 2: The first goal is to recruit students from high school to participate in the program. The second goal is to expose students to the broad career options available in CTE. The related objectives include: 1. Providing a work-based learning experience to as many as 20 students, and 2. Equip students with enhanced knowledge and practical skills, fostering their preparedness for life beyond secondary education.

ACTIVITIES/STRATEGIES: JHCISD will implement the following activities and strategies as integral components of the work-based learning program, aiming to achieve the above-mentioned goals/objectives: 1. Collaborate with local business partner(s) to devise a learning schedule that accommodates both the student and the partner(s), 2. Compensating students for their participation in the program, and 3. Guide students in developing a long-term plan for achieving their career goal.

Throughout the work-based learning program, students will engage in hands-on, real-world activities, such as 1. Aiding in the checking and maintenance of HVAC units at both Jim Hogg County Office and JHCISD, 2. Working collaboratively with welders in the district Ag Shop to ensure the installed electrical wires will meet the needs of welders, 3. Assisting professionals in district plumbing repairs. The students pursuing business management will work closely with the Jim Hogg County Office staff to understand office workflow and accountability. 4. The CNAs in Nursing Science students will work with real clients at local medical facilities. These experiences will offer valuable insights into a high-demand career and allow students to develop practical employability skills in authentic settings.

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.

FOCUS AREA 1 PERFORMANCE MEASURES: JHCISD extensively reviewed the guidelines, leading to the identification of key performance metrics. These metrics include: 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. 5. Level of success in the Bridge Program as determined by grades in the dual credit course as well as feedback from the instructor on level of engagement in the course.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS:
 Jim Hogg Independent School District will employ various performance tools to monitor the specified performance measures. These tools include surveys for students, data from the Texas Academic Performance Report, attendance records, sign-in sheets, and PEIMS data. Indicators of future success will be gauged by the level of student interest and a thorough examination of rising enrollment figures in Career and Technical Education (CTE) classes.

PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES: To guarantee the efficacy of JHCISD's program in attaining its goals and objectives, the following processes will be conducted for data collection: analyzing grades on a weekly basis during the program, daily review of attendance records, administering pre- and post-program completion surveys, and examining PEIMS data and the TAPR report before and after program completion.

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.

FOCUS AREA 2 PERFORMANCE MEASURES: JHCISD has thoroughly reviewed the guidelines 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 internship 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).

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES: JHCISD plans to employ various performance tools for monitoring the specified performance measures. 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.

PROCESSES USED TO ENSURE EFFECTIVENESS OF THE PROJECT OBJECTIVES AND STRATEGIES: To guarantee JHCISD's program in attaining its goals and objectives, the following procedures will be conducted for data collection: daily scrutiny 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 travel, to meet the needs and goals of the program. With that said, the following is the proposed budget:

- PAYROLL (\$8,100) - Payroll costs of bus drivers to transport students to work sites, a Project Director, and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
- PROFESSIONAL AND CONTRACTED SERVICES (\$10,391) – Costs to cover the IHE fees and certification costs for the students. Also, for data collection and analyses of courses completed.
- SUPPLIES AND MATERIALS (\$24,150) – Costs to purchase Focus 1 Area student supplies and materials for their projects and their coursework during their hands-on training opportunities.
- OTHER OPERATING COSTS (\$1,250) – Funds have been allocated for transportation for students to/from the program and any other travel required for completion of the program.
- CAPITAL OUTLAY (\$5,000) – Funds are allocated for the purchase of an EKG Simulator to assist students in achievement of Focus Area 1 goals and objectives.
- INDIRECT COSTS (\$1,109) - This is based on the approved indirect rate for Jim Hogg CISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: JHCISD does not currently have a Summer Bridge Program. However, district funds are currently used to cover the cost of facilities, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, and allocated State funds for summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

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

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

- PAYROLL (\$6,900) - Payroll costs of bus drivers to transport students to work sites, a Project Director, and professional staff to administer the program. Employee Benefits have also been included as part of this section in payroll.
- CONTRACTED SERVICES (\$4,210): Funds will be used to assist with data collection and analyses of work-based learning activities.
- SUPPLIES AND MATERIALS (\$8,940) – Costs to purchase students in the Focus 2 Area supplies and materials for their projects and their coursework during their hands-on training opportunities, and the gasoline for transportation.
- OTHER OPERATING EXPENSES (\$28,160) – Jim Hogg CISD allocated funds to cover costs associated with the paid internship programs and to provide transportation for students.
- INDIRECT COSTS (\$1,790) - This is based on the approved indirect rate for Jim Hogg County ISD and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At Jim Hogg 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 from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Jim Hogg CISD 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, and review current funding streams to align funding purposes to grant 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.)

NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: JHCISD’s needs assessment includes data from both Texas Education Agency and the US Census. Both sources and personal observation by school staff show a district that is urgently in need of support from the grant program. This necessity becomes even more apparent when examining key indicators, such as a substantial economically disadvantaged rate (86%). Although most graduates qualify as College, Career, and Military Readiness, many have not been pursuing high paying, high demand jobs. This has added to the poverty level in the area. Introducing the students to a career path earlier will help them better plan for their post high school life. This ultimately will increase the median household income and decrease the number of residents experiencing poverty.

ADDRESSING NEEDS: In order to effectively meet targeted requirements, the district has formulated a grant budget designed to encompass travel expenses to and from the business partners, as well as other critical costs like supplies and materials. This budget is strategically devised to enhance students' success in completing courses within Health Science, facilitate a seamless transition into high school, and accelerate the pace at which students achieve their post-secondary education goals. Additionally, JHCISD recognizes the importance of compensating qualified teachers; therefore, has allocated resources to cover the associated costs in this specific budget category.

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.)

NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: JHCISD’s needs assessment includes data from both Texas Education Agency and the US Census. Both sources and personal observation by school staff show a district that is urgently in need of support from the grant program. This necessity becomes even more apparent when examining key indicators, such as a substantial economically disadvantaged rate (86%). Although most graduates qualify as College, Career, and Military Readiness, many have not been pursuing high paying, high demand jobs, which perpetuates the local poverty level. Introducing the students to a career path earlier will help them better plan for their post high school life. This ultimately will increase the median household income and decrease the number of residents experiencing poverty.

ADDRESSING NEEDS: In order to effectively meet targeted requirements, the district has formulated a grant budget designed to encompass travel expenses to and from the business partners, as well as other critical costs like texts and materials. This budget is strategically devised to enhance students' success in completing courses within Health Science, facilitate a seamless transition into high school, and accelerate the pace at which students achieve their post-secondary education goals. Additionally, JHCISD recognizes the importance of compensating qualified teachers; therefore, has allocated resources to cover the associated costs in this specific budget category.

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 THAT WILL BE OFFERED: Focus Area 1 will target Programs of Study in Education and Training, Health Science, Architecture and Construction, and Law and Public Service for the Summer Bridge Program targeting our incoming 8th graders. Incoming 12th graders will focus on the Program of Study in Health Science, specifically Nursing Science, as part of our grant initiative. The chosen program aligns with high-demand occupations in the state, such as Certified Nursing Assistant (CNA). The CNA position is entry level but can easily be used as a steppingstone to the next level of Health Care, including nurses' technicians, vocational nurses, and phlebotomists, based on data sourced from Texas Career Check. The proposed curriculum includes an introductory course called "Human Growth and Development". This course is designed to be intensive, providing students with 1 hour of instruction per day, 4 days a week, for a total duration of 4 consecutive weeks, accumulating 16 instructional hours.

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: JHCISD expects 40 students to participate in the coursework.

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: As noted earlier, JHCISD is classified as a remote town situated at a considerable distance from prominent corporations and metropolitan areas. As a major employer in the area, the district is committed to facilitating 20 students with valuable opportunities to engage in work-based learning modules and experiences in the following Programs of Study: HVAC AND SHEET METAL, ELECTRICAL, AND PLUMBING AND PIPEFITTING (3 PRIORITY POINTS) Aligned with the objectives of Focus Area 2, the district has submitted two (2) signed letters of support (2 PRIORITY POINTS) from County Judge Juan Carlos Guerra of Jim Hogg County, and Gilda Montalvo, Director of Nursing at Meridian Care of Hebbronville.

WORK-BASED LEARNING MODEL(S): Engaging in this initiative will empower JHCISD students with practical work exposure through diverse activities, including shadowing an HVAC professional, and actively participating in the daily operations of the districts' Maintenance Department. This immersive experience not only fosters valuable learning but also enhances students' marketability in the workforce. By acquiring essential skills such as effective communication, enthusiasm and attitude, teamwork, networking, problem-solving, critical thinking, and professionalism, students will gain a competitive edge in pursuing their career aspirations.

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.

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Amended Section

Reason for Amendment