



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 12, 2024

NOGA ID [Redacted]

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.

TEA must receive the application by **11:59 p.m. CT, February 12, 2024**.

Grant period from **April 3, 2024-September 30, 2024**

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 **Harlingen CISD** CDN **031903** ESC **01** UEI **ZZSKMHLNWBA7**

Address **407 N. 77 Sunshine Strip** City **Harlingen** ZIP **78550** Vendor ID **1746001053**

Primary Contact **Raul Alvarez** Email **raul.alvarez@hcisd.org** Phone **956-427-3715**

Secondary Contact **Ida Ambriz** Email **ida.ambriz@hcisd.org** Phone **956-430-9732**

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. Veronica Kortan** Title **Deputy Superintendent**

Email **maria.kortan@hcisd.org** Phone **956-427-3486**

Signature  Date **2/1/24**

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.

PROGRAM OVERVIEW: Harlingen CISD will implement a four-week long summer CTE Summer Bridge Program designed for 25 incoming 9th grade students who did not pre-register for courses within the CTE Apprenticeship Academy for the upcoming school year. The program will focus on the following CTE programs of studies: HVAC, Electrical, Plumbing and Pipefitting. We will collaborate with the neighboring school district of La Feria ISD through a shared use agreement and will form an industry partnership with SpawGlass, a Texas-based commercial and civil contractor. Students will gain a comprehensive understanding of these CTE programs of study, the college career pathways available after graduation, hear from industry professionals, and witness real-world work setting. Upon program completion, students will acquire an Industry Based Certification (IBC) of NCCER CORE Level 1. **OVERALL MISSION AND SPECIFIC NEEDS:** Our mission states that "Harlingen CISD will provide educational excellence for all students, cultivating college, career and workforce readiness, while providing students with choices for a meaningful and successful life". We recognize the pivotal role that completion of a CTE pathway plays as a strong indicator of a student's readiness for both college and career pursuit. Through CTE programs of study, students are able to obtain recognized industry certifications that will put them in the 'front of the line' when applying for jobs or acceptance to colleges and universities. Understanding the diverse needs of our student demographic, including rates of Economically Disadvantaged (79%), Hispanic (94%), and At-Risk (58%), we are committed to tailoring our program to create an inclusive and supportive learning environment. In response to the high demand for CTE Apprenticeship programs within our district, we observe that these spots are consistently filled each year. The introduction of a summer bridge program aims to address this demand by providing an additional opportunity for students. Furthermore, we recognize a critical staffing need in these professions, and by preparing our students through this bridge program, we contribute to the pipeline of trained employees for these essential roles. **ADDRESSING NEEDS:** Through the implementation of our proposed program, we are actively addressing the needs of our students by providing new and enriching experiences. Our CTE courses, including the bridge program, are strategically designed to equip students with the knowledge and skills necessary for high-wage and in-demand careers. This initiative aligns with our overarching goal outlined in Focus Area 1, specifically tailored to meet the needs of our diverse student population and organizational requirements. By doing so, we aim to guide our students on a path to success in their academic and professional endeavors.

Summary of Program (Focus Area 2)

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

PROGRAM OVERVIEW: Harlingen CISD will implement a four-week long Internship Summer Program designed for 12 incoming 12th grade students who are part of the CTE Apprenticeship Academy. The program will focus on the following CTE programs of study: HVAC, Electrical, Plumbing and Pipefitting. In a collaborative effort with La Feria ISD through a shared use agreement, and leveraging the expertise of Harlingen CISD's District Operations department, students will gain a comprehensive understanding of real-world applications in these crucial fields. This internship opportunity will be 100 hours and aims to provide hands-on experience, allowing students to apply theoretical knowledge to practical scenarios. Students will have the opportunity to develop practical skills, gain insights into industry practices and standards, encounter real-world challenges and problem-solving scenarios, establish connections with professionals, mentors, and peers in the industry, laying the foundation for future career opportunities and professional growth. **OVERALL MISSION AND SPECIFIC NEEDS:** Our mission states that "Harlingen CISD will provide educational excellence for all students, cultivating college, career and workforce readiness, while providing students with choices for a meaningful and successful life". While Harlingen CISD has not been able to offer paid internships in the past due to funding limitations, the need for such opportunities is evident in our commitment to meeting the evolving educational needs of our students. Recognizing the value of hands-on experiences and their impact on student success, there is a pressing need to introduce paid internships in our district. Paid internships provide students with not only valuable practical skills but also financial support during their educational journey. Many of our students come from Economically Disadvantaged backgrounds (79%), and a paid internship would alleviate financial burdens, making education more accessible and inclusive. Additionally, offering paid internships aligns with our mission to prepare students for high-wage and demanded careers, ensuring they are well-equipped for the workforce upon graduation. By addressing these needs and introducing a paid internship program, we aim to bridge the gap between education and employment, providing our students with a well-rounded and supportive learning experience that prepares them for success in their chosen fields. **ADDRESSING NEEDS:** With the introduction of our paid Internship Summer Program, we are strategically addressing our organization's needs on multiple fronts. Firstly, this initiative allows us to enhance the overall quality of our CTE programs by providing students with real-world, hands-on experiences aligned with industry standards. Secondly, the collaboration with La Feria ISD fosters partnerships and synergies between neighboring school districts. This collaborative approach not only enriches the educational experience for our students but also strengthens regional ties in workforce development. Moreover, by working closely with Harlingen CISD's District Operations department to provide the internship experience, we are leveraging internal expertise to create a seamless integration of practical learning within our organization. This not only benefits the participating students but also contributes to the professional development of our staff, creating a mutually beneficial environment.

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
Project Director (Existing): HCISD's CTE Director will oversee program implementation, budget, and evaluation, ensuring performance measures are met.	QUAL: Minimum of a Bachelor's Degree in Education or related field. EXP: Minimum 1 year experience with managing CTE programs, possesses experience working on grants, supervising employees, and overseeing budgets.
CTE Project Coordinator (Existing): Support the Project Director in managing the program and help coordinate project activities.	QUAL: Minimum of a Bachelor's Degree in Education or related field. EXP: Has worked in CTE field in education, strong organization and communication skills, problem solving skills, and familiar with project management tools.
Campus Project Coordinator (Existing): Facilitate communication with partners, point of contact for parents and students, manage project logistics.	QUAL: Minimum of a Bachelor's Degree in Education or related field. EXP: Has worked in CTE field in education, strong communication skills, and is knowledgeable on CTE post-graduation and career opportunities.
Two CTE Teachers (Existing): Teach summer bridge program CTE course, mentor and supervise students, ensure timeline is followed, collect data.	QUAL: Minimum of a Bachelor's Degree and is a certified teacher with HCISD. EXP: Has worked with CTE Apprenticeship programming, a minimum of 2 years experience in proposed programs of study.
Industry Partner (Existing): SpawGlass will provide students with an experience to witness the real-world applications of the programs of study.	QUAL: Possesses knowledge and ability to offer an immersive industry experience focused in the proposed programs of study. EXP: Has previously worked with a public school district's CTE programming.

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
Project Director (Existing): HCISD's CTE Director will oversee program implementation, budget, and evaluation, ensuring performance measures are met.	QUAL: Minimum of a Bachelor's Degree in Education or related field. EXP: Minimum 1 year experience with managing CTE programs, possesses experience working on grants, supervising employees, and overseeing budgets.
CTE Project Coordinator (Existing): Support the Project Director in managing the program and help coordinate project activities.	QUAL: Minimum of a Bachelor's Degree in Education or related field. EXP: Has worked in CTE field in education, strong organization and communication skills, problem solving skills, and familiar with project management tools.
Internship Project Coordinator (Existing): Facilitate communication with partners, point of contact for parents and students, manage project logistics.	QUAL: Minimum of a Bachelor's Degree in Education or related field. EXP: Has worked in CTE field in education, strong communication skills, and is knowledgeable on CTE post-graduation and career opportunities.
Two CTE Teachers (Existing): Mentor and supervise students, ensure timeline is followed, collect data.	QUAL: Minimum of a Bachelor's Degree and is a certified teacher with HCISD. EXP: Has worked with CTE programming and possesses a minimum of 2 years experience in proposed programs of study.
Work Based Learning Partner (Existing): HCISD District Operations staff will provide work-based learning experience.	QUAL: Relevant industry certifications, practical skills, and a commitment to mentor students. EXP: Experienced staff with expertise on HVAC, electrical, plumbing, and pipefitting.

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?

GOAL: The goal of the CTE Summer Bridge Program is to offer a thorough and immersive introduction to HVAC, Electrical, Plumbing and Pipefitting Programs of Study for 25 incoming 9th-grade students throughout June 2024. The four-week long program aims to equip students with the foundational knowledge, practical skills, and industry insights necessary for a successful academic and professional journey. **OBJECTIVES:** 1. Preparation for CTE Pathways: Lay the groundwork for successful completion of CTE pathways, emphasizing the significance of these programs as indicators of college and career readiness. 2. Skill Development: Implement hands-on activities and projects that allow students to develop practical skills in HVAC, Electrical, Plumbing and Pipefitting, enhancing their technical proficiency. 3. Industry Exposure: Introduce students to real-world applications and industry standards within the specified CTE disciplines, fostering a deeper understanding of the expectations and demands of these professions. 4. Career Path Exploration: Assist students in exploring and understanding potential career paths within the CTE fields, helping them make informed decisions about their academic and professional futures. 5. Academic Achievement and Progress: Students that complete the program will receive an IBC of NCCER CORE Level 1. **ACTIVITIES:** 1. Upon grant award notification, we will meet with La Feria ISD and SpawGlass to solidify our partnership, finalize program details, and discuss the next steps. 2. Student Recruitment: We will employ a multi-channel recruitment approach that includes campus announcements, virtual outreach, and printed materials to be distributed to students. 3. Orientation to Students and Parents: We will host a session to provide an overview of program goals, activities, and expectations. Students interested can register on-site. 4. Students will complete a summer CTE course that aligns with the Principles of Construction. They will have both traditional classroom lessons and hands-on learning experiences. 5. Campus tours: Students will take tours of Dr. Cano Freshman Academy and our two comprehensive high schools. The tours aim to familiarize students with the campuses and resources available to them. 6. Industry Partner Experience: The final week offers an immersive industry experience with SpawGlass. Students will visit active work sites, gaining insights from SpawGlass professionals and witnessing the real-world applications of the programs of study. 7. The program will conclude with a certificate recognition and celebratory event for participants

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?

GOAL: The goal of the Summer Internship Program is to provide 12 incoming 12th-grade students enrolled in the CTE Apprenticeship Academy with a comprehensive four-week internship experience in HVAC, Electrical, Plumbing and Pipefitting during the month of June 2024. The program aims to offer students practical exposure to real-world scenarios, enhance their technical skills, and prepare them for successful entry into the workforce or advanced educational pursuits. **OBJECTIVES:** 1. Hands-On Experience: Provide students with hands-on, practical experience in HVAC, Electrical, Plumbing and Pipefitting, allowing them to apply theoretical knowledge to real-world situations. 2. Industry Immersion: Immerse students in the daily operations of their chosen CTE fields, offering a firsthand understanding of industry practices, standards, and workplace expectations. 3. Career Path Guidance: Provide guidance on potential career paths within HVAC, Electrical, Plumbing, and Pipefitting, assisting students in making informed decisions about their future educational and professional pursuits. 4. Organization Integration: Collaborate with Harlingen CISD's District Operations department to seamlessly integrate the internship experience into the organization, ensuring a cohesive and mutually beneficial relationship between students and the operational needs of the district. **ACTIVITIES:** 1. Upon grant award notification, we will meet with La Feria ISD to solidify our partnership, finalize program details, and discuss the next steps. 2. Orientation with District Operations: Conduct a meeting to review the program, outlining expectations and responsibilities. Formalize partnership agreement and work to identify key staff members that will support students during their internship experience. 3. Student Recruitment: We will employ a multi-channel recruitment approach that includes campus announcements, virtual outreach, and printed materials to be distributed to students. 4. Orientation to Students and Parents: We will host a session to provide an overview of program goals, activities, and expectations. Students interested can register on-site. 5. Qualified students will be asked to complete an application and participate in an interview overseen by the Project Director. 6. Students will participate in a paid internship spanning four weeks for 100 hours under the guidance of our District Operations staff. 7. The program will conclude with a certificate recognition and celebratory event.

Performance and Evaluation Measures (Focus Area 1)

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

PERFORMANCE MEASURES: Harlingen CISD will monitor, collect data, and report on the mandatory performance measures as described in the guidelines: 1. Student information as part of the fall PEIMS collection to determine demographics of students served; 2. Number of students enrolled in the summer program; 3. Number of students completing the summer program; 4. Report all data related to PEIMS. In addition, we will monitor: 5. Attendance rates; 6. Implement a qualitative survey measuring program impact; 7. Number of students that continue in the CTE Apprenticeship Academy post-program.

PERFORMANCE MEASURING TOOLS: We will utilize the following tools to measure performance measures listed above: 1. PEIMS reporting system; 2. We will maintain a centralized database for program enrollment to track number of students. 3. We will track and record student progress and determine satisfactory completion of program through attendance and completion of nine objectives and performance based modules. Successful students will gain an IBC of NCCER CORE Level 1. 4. PEIMS Reporting System; 5. We will utilize a digital tracking system, such as an Excel Spreadsheet-based system, to track attendance; 6. We will administer an anonymous survey to gather students' feedback on their overall satisfaction with the program, the quality of instruction, and the relevance of the content; 7. We will track the number of students who transition into the Apprenticeship Academy programs or specialized courses after completing the Summer Bridge Program.

PROCESS TO ENSURE EFFECTIVENESS: The program's effectiveness will be ensured through a comprehensive approach encompassing continuous data tracking and documentation. This includes monitoring student attendance and performance, adhering to timelines, engaging in regular communication and feedback exchange with collaborators La Feria ISD and SpawGlass, aligning the program with CTE standards to ensure quality and relevance, and demonstrating a commitment to ongoing improvement by key personnel based on observations and feedback received. Both qualitative and quantitative aspects of the program will be actively evaluated to ensure that our objectives remain on course to be met.

Performance and Evaluation Measures (Focus Area 2)

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

PERFORMANCE MEASURES: Harlingen CISD will monitor, collect data, and report on the mandatory performance measures as described in the guidelines: 1. Number of students participating in the proposed program; 2. Student information as part of the fall PEIMS collection to determine demographics of students served; 3. List of business and industry partners offering work-based learning experiences to students as part of the program; 4. Total and average hours worked by students in program; 5. Total and average hourly earnings of students in the program; 6. Evidence of training plans for each student in program; 7. Evidence of partnership agreements for each business and industry partner involved in the program; 8. Evidence of culminating assessments or recognition of skills for each student in the program; 9. Report PEIMS data.

PERFORMANCE MEASURING TOOLS: We will utilize the following tools to measure performance measures listed above: 1. We will maintain a centralized database for program enrollment to track number of students and file applications submitted; 2. PEIMS Reporting System; 3. Complete a work-based placement agreement with our only partner, the Harlingen CISD District Operations Department; 4. Time cards will be used to track hours worked by students; 5. Project Coordinator will work with the Accounting Department to confirm student earnings in program through the district's Kronos time card system. 6. We will develop and use an objective skill based performance checklist. 7. We will complete a work-based placement agreement with Harlingen CISD and maintain documentation in our records; 8. We will develop and use a performance based skill assessment used to evaluate progress; 9. PEIMS Reporting System. In addition, we will implement an anonymous survey to gather students' feedback on their overall satisfaction with the program and the quality of the work-based learning experience.

PROCESS TO ENSURE EFFECTIVENESS: The program's effectiveness is ensured through continuous data tracking, monitoring student attendance and performance, adhering to timelines, regular communication and feedback exchange with La Feria ISD and the District Operations Department, alignment with CTE standards to ensure quality and relevance, and a commitment to ongoing improvement by key personnel based on observations and feedback received. Ongoing qualitative and quantitative evaluations will be conducted to keep our objectives on course.

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.

Harlingen CISD proposes the following budget for Focus Area 1:

--Payroll 6100: The Summer Bridge Program will require at least 2 CTE teachers for this four-week program at 20 hours each week. We have also included an additional 20 hours for planning and allowed a reserve for substitutes in case a teacher is absent. Extra duty pay is also budgeted for a Campus Project Coordinator, as well as Employee benefits for staff. Total projected payroll costs is \$15,000.

--Professional and Contracted Services: Certification fees are budgeted for 25 students at \$50 each certification license. Total contracted services is \$1,250.

--Supplies and Materials: Supplies are budgeted at \$17,000 to help purchase the NCCER textbooks and tool kits, which will include supplies such as saw kits, piping, wrenches, framing tools, screwdrivers and other tools. Safety materials, will also be purchased for the students, such as safety vests, helmets, and gloves.

--Other Operating Costs: \$4,000 is budgeted for program shirts and participation swag. Travel costs are also budgeted for bus pickups and drop offs to the program campus sight. A showcase is also planned at the end of the four-week program to showcase the students and their success in completing the certification program.

--Total budget for Focus Area 1 is \$37,250

HIGH-LEVEL SNAPSHOT: N/A

ADJUSTMENTS TO MEET FUTURE NEEDS: Harlingen CISD is committed to exploring additional grant opportunities, seeking private funding sources, and actively pursuing in-kind donations and services. Additionally, we will investigate explore the availability of secured funding source to sustain and expand summer programming.

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.

Harlingen CISD proposes the following budget for Focus Area 2:

--Payroll 6100: The Summer Internship Program will require at least 2 CTE teachers for this four-week program to provided instruction and check in's with the students and their HCISD District Operations Mentor. We have also included an additional 20 hours for planning and allowed a reserve for substitutes in case a teacher is absent. Mentor stipends will also be provided to the District Operations Mentors that will be supervising the student apprentices. Extra duty pay is also budgeted for an Internship Project Coordinator, as well as Employee benefits for staff. Total projected payroll costs is \$19,000.

--Professional and Contracted Services: Contracted fees are budgeted for the 12 student apprentices for 100 hours of work at \$14 an hour. Total contracted services is \$16,800.

--Supplies and Materials: Supplies are budgeted at \$6,000 to help purchase tool kits and materials for the program projects. Safety materials will also be purchased for the students, such as work boots, helmets, and safety vests.

--Other Operating Costs: \$4,000 is budgeted for program shirts and participation program swag. A showcase is also planned at the end of the four-week program to showcase the students, their mentors and their success in completing the Summer Internship Program.

--Total budget for Focus Area 2 is \$45,800.

HIGH-LEVEL SNAPSHOT: N/A

ADJUSTMENTS TO MEET FUTURE NEEDS: Harlingen CISD is committed to exploring additional grant opportunities, seeking private funding sources, and actively pursuing in-kind donations and services. Additionally, we will investigate explore the availability of secured funding sources to sustain and expand summer programming.

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.)

This summary outlines the key findings of our needs assessment, describing the challenges and opportunities identified within our district. Through a thorough examination of factors such as limited operational funding, student capacity constraints during the school year, a shortage of teachers, and scheduling conflicts, provides us with a holistic understanding of our needs.

1. Funding Constraints: The primary challenge is the constraint in funding, restricting the expansion of opportunities for students. These financial limitations have posed challenges for us to make CTE summer programming available.
2. Limited Spots in Academies during School Year: Access to specialized programs is constrained during the regular school year due to limited spots available in the CTE academies we offer. This is due to a restricted number of teachers, which in turn limits the availability of classes for student enrollment.
3. Shortage of Teachers: The shortage of teachers available to offer additional classes and accommodate more students further contributes to the challenges in providing specialized programs.
4. Scheduling Conflicts for Students: Managing diverse student schedules becomes complex, especially when students have additional commitments like extracurricular activities or required graduation courses. This complexity may affect their ability to enroll in specific CTE courses during the school year, affecting their ability to attain necessary CTE credits for pathway completion.

This assessment underscores the necessity for a targeted and well-structured Summer Bridge Program, designed to overcome these constraints and offer incoming 9th graders valuable educational experiences that might be limited during the regular academic year.

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.)

This summary outlines the key findings of our needs assessment, describing the challenges and opportunities identified within our district. Through a thorough examination of factors such as the popularity of our CTE Apprenticeship Academy, the economic circumstances of our students, funding limitations for internships, and the pressing need for employment staffing in our district, we gain a holistic understanding of our needs.

1. Popularity of our Apprenticeship Academy: Interest in our Apprenticeship Academy is high, underscoring the demand for such programs. However, the limited availability of opportunities during the school year has created a gap that the proposed internship program seeks to address.
2. Economically Disadvantaged Students: Recognizing the economic challenges our students face, the program will proactively address these barriers by providing payment for their work and facilitate transportation and meals to students. This thoughtful approach aims to ensure that the program is accessible to all students, alleviating concerns for parents and families.
3. Limited Funding for Paid Internships: Historically, funding constraints have prevented us from offering paid internships. The current proposal aims to overcome this limitation, presenting a unique opportunity for students to not only gain valuable experience but also receive compensation for their efforts.
4. Need for Employment Staffing within our District: Acknowledging Harlingen CISD's staffing needs in specific district operations areas, the program aligns with the goal of preparing students for future employment. By providing targeted skills training, we not only address the staffing needs but also create a talent pipeline for the district's workforce.
5. High Demand for Careers in These Areas: The current high demand for careers under these programs of study areas highlights the urgency to equip students with relevant skills. Addressing the shortage of staff in these areas, the program strategically positions CTE students for potential employment opportunities within the district in the future.

In summary, the proposed initiative is designed to bridge existing gaps, ensuring that students have access to valuable work-based learning opportunities, overcoming economic barriers, and preparing them for future employment.

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.

CTE COURSE AND PROGRAMS OF STUDY: Through this four-week Summer Bridge Program, Harlingen CISD will focus in the HVAC, Electrical, Plumbing and Pipefitting programs of study, offering a course that aligns with Principles of Construction. According to the U.S. Bureau of Labor Statistics, the current demand for workers on these selected programs of study are high.

--HVAC: Texas is the second most in-demand state for HVAC technicians, with a need of 31,060 technicians. Even though the Texas Workforce Commission projects that there will be 3,719 HVAC industry job openings in the state every year until 2030, there is a shortage of trained and certified workers to fill them.

--Electrical: Electrical work is a growing field, but the number of people entering the field is decreasing. Electrician jobs are expected to grow by over 9% from 2020 to 2030. This is higher than the 7.7% growth rate projected for all occupations.

--Plumbing and Pipefitting: Employment of plumbers, pipefitters, and steamfitters is projected to grow 2 percent from 2022 to 2032, about as fast as the average for all occupations. About 42,600 openings for plumbers, pipefitters, and steamfitters are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

NUMBER OF STUDENTS: This program will target 25 incoming 9th grade students.

We see our proposed program as playing a crucial role in addressing the surging demand for skilled workers in HVAC, Electrical, Plumbing and Pipefitting. Through strategic partnerships with an industry partner (SpawGlass) and collaboration with the neighboring school district of La Feria ISD, we not only offer students valuable CTE courses and experiences but also extend the program's reach to benefit a broader student population. This collaborative effort enhances the program's impact, providing students from both districts with essential skills, aligning with industry demands, and collectively contributing to the workforce needs of our region.

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.

INDUSTRY PARTNER: We will collaborate with Harlingen CISD's District Operations Department. By partnering with our own seasoned HVAC technicians, electricians, plumbers and pipefitters, we streamline logistical aspects, ensuring easier supervision of students, convenient transportation, and availability of school meals. Importantly, our staff's background checks have been successfully completed, and they will undergo additional orientation to work with students, prioritizing the safety and security of all involved. This comprehensive approach aims to provide students and their families with the assurance of a secure and well-organized learning environment.

WORK-BASED LEARNING MODEL: We will utilize a work-based internship learning model. Twelve (12) incoming 12th grade students will gain real-world work experience in a real-world working environment that will place them in a competitive advantage in achieving their future career goals. They will support District Operations staff in fulfilling work orders related to general maintenance, repairs, and new installations within each of the programs of study. Learning from experienced district personnel will allow them to understand the intricacies of the profession, learn best practices, and develop a deeper understanding of the skills required for success in the field.

Their CTE teachers will play a crucial role as field supervisors and in providing mentoring guidance, offering insights into post-secondary opportunities, including educational paths and potential job opportunities.

A noteworthy aspect of this program is that this is a paid experience. We are excited to offer this benefit, ensuring that students not only acquire knowledge but also receive compensation for their efforts. Our proposed program goes beyond skill development by providing insights into real-world job dynamics, including essential aspects such as clocking in, managing time cards, and understanding payroll processes. This practical knowledge enhances their professionalism and prepares them for the intricacies of working in the real world.

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
