



2024-2025 Summer Career and Technical Education Grant Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 9, 2025

NOGA ID

Authorizing legislation

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

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

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

TEA must receive the application by **11:59 p.m. CT, April 9, 2025**.

Grant period from **May 29, 2025 - September 30, 2025**

Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

☒ Focus Area 1: Career and Technical Education Course

☒ Focus Area 2: Work-Based Learning Experiences

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process.
- ☒ 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

Summary of Program (Focus Area 1)

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

PROGRAM OVERVIEW: Aquilla ISD has an OVERALL MISSION to “Develop each child intellectually, artistically, emotionally, physically, and socially, ensuring all students become lifelong learners, complex thinkers, responsible global citizens, and effective communicators, in partnership with families and the community.” With this mission in mind, Aquilla ISD will utilize FOCUS AREA 1 to fulfill that goal by implementing a 4-week Summer Bridge Program. This initiative will target 5 to 10 current 7th and 8th grade students. Students will participate in a Summer Bridge Program designed to provide them with the opportunity to learn about various CTE programs to include the following Programs Of Study (POS) Welding; Teaching and Training; Automotive and Collision Repair; and Agriculture Business, Leadership, and Communications. This program will help them make informed decisions about their preferred career path, guided by the designated campus counselor.

SPECIFIC NEEDS AT THE DISTRICT: Aquilla ISD used its mission statement to develop a program that can help address the district's current SPECIFIC NEEDS, which were derived from student and community demographics. As a small and rural school (5 priority points), the district faces the following needs:

1) Only 10.7% of Aquilla ISD’s students successfully graduated prepared for a Career and/or Military, a figure that is 25.7% lower than the state's average of 36.4%, based on the Texas Academic Performance Report (2024 TAPR);

2) Aquilla ISD had 0% of their students graduate with an Industry Based Certification (IBC), compared to the state’s average of 33.4% (2024 TAPR);

3) The city of Aquilla’s median family income is listed as \$56,875, which is \$18,905 lower than the state’s average of \$75,780 (2023 US Census); and

4) Approximately 43% of the population over the age of 18 has obtained a high school diploma or less. This is less than the state’s average of 37.9 (2023 US Census).

ADDRESSING NEEDS: To ensure these needs are addressed, Aquilla ISD will offer a Summer Bridge Program as listed above. This program will offer students the opportunity to explore the various POS to determine which they are better suited for. Thus, ensuring students remain with their selected POS and obtain certifications needed to obtain a career in high-demand, high-paying careers.

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: Aquilla ISD will target 8 students to participate in a 4-week long Work-Based Learning (WBL) Program that targets the Information Technology Support and Services POS, HVAC and Sheet Metal POS (1 Priority Points), Plumbing and Pipefitting POS (1 Priority Points), and Electrical POS (1 Priority Points). Due to the rural location of the district (5 priority points) the district only has a post of fice, church, seed company, and community center in town. Therefore, the Aquilla ISD Technology Department and the Aquilla ISD Maintenance Department will serve as the partnering entities to ensure that students receive hands-on work-based learning (WBL) experiences in these areas. Both entities have provided a signed letter of support, earning 2 priority points.

SPECIFIC NEEDS: As a remote town, Aquilla is over a 1 ½ hour drive from Fort Worth and Dallas. This distance is important to note, as Aquilla’s median income is \$56,875, which is \$18,905 less than the state’s average of \$75,780. In addition, 43% of the population over the age of 18 hold a high school diploma or less. This is more than the state’s average of 37.9%. (Source: 2023 US Census) Upon graduation, students often find themselves securing low-paying jobs near their hometowns to support themselves and their families. Traveling to a school that is so far away is too big of a time and financial commitment for students to make. Hence, the cycle of poverty continues. Finally, Aquilla is surrounded by more than 20 equally small and rural schools whose students are all vying for the same limited job opportunities in the area. Therefore, providing students with the opportunity to gain real-world experience will increase their appeal to potential employers. These needs must be addressed so the district can further achieve its MISSION statement to “Develop each child intellectually, artistically, emotionally, physically, and socially, ensuring all students become lifelong learners, complex thinkers, responsible global citizens, and effective communicators, in partnership with families and the community”.

ADDRESSING NEEDS: To ensure these needs can be addressed, Aquilla ISD will provide the designed program listed above. This 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. Therefore, the Summer CTE program will show students how to break the cycle of low educational attainment and poverty and grab a head start on their pathway to college or high-demand, high-paying career opportunities.

CDN 109912

Vendor ID 741603839

Amendment # N/A

Qualifications and Experience for Key Personnel (Focus Area 1)

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

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

PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)

Qualifications: Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.

SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)

Qualifications: Minimum Qualifications of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 2 years of experience being a Superintendent.

COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the bridge program. (EXISTING)

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

DISTRICT CTE STAFF: Responsible for overseeing the delivery of the Nursing Science Summer Bridge Program. (EXISTING)

Qualifications: Minimum Qualifications of a Bachelor's Degree in Education or a related field. Experience: Over 5 years of experience in delivering nursing instruction.

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 IT DEPARTMENT: Responsible for implementing the selected work-based learning opportunities. (PROPOSED)

Qualifications: Minimum qualifications necessary to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.

PARTNERING MAINTENANCE DEPARTMENT: Will implement the chosen work-based learning opportunities. (PROPOSED)

Qualifications: Minimum qualifications necessary to work in the targeted CTE POS. Experience: Must have at least 3 years of proven knowledge in conducting work-based activities.

PRINCIPAL: Responsible for managing day-to-day activities and overseeing faculty and staff. (EXISTING)

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

COUNSELOR: Responsible for teaching, supporting, and communicating the opportunities to participate in the work-based learning experiences. (EXISTING)

Qualifications: Minimum of a Master's Degree in Education or a related field. Experience: Must have at least 2 years in Education or a related field.

SUPERINTENDENT: Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (EXISTING)

Qualifications: Minimum of a Master's Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.

Goals, Objectives, and Strategies (Focus Area 1)

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

The MAJOR GOALS of the proposed Summer Bridge Program are to enhance students' readiness for higher education/employment, foster a smoother transition into their chosen fields, and build a strong foundation in essential skills related to Welding; Teaching and Training; Automotive and Collision Repair; and Agriculture Business, Leadership, and Communications.

To meet these goals, the district's OBJECTIVE will be to recruit 5 to 10 students from the 7th and 8th-grade classes during the final month of school. To ensure this objective is met, we will encourage students to participate by providing the following ACTIVITIES:

- 1) Allowing students the opportunity to sample various POS, including Welding; Teaching and Training; Automotive and Collision Repair; and Agriculture Business, Leadership, and Communications so that they can gain a better understanding of these courses and make an informed decision on which POS they want to pursue;
- 2) Participating in a campus tour to enhance familiarity with the environment; and
- 3) Developing a graduation plan that aligns with the student's chosen POS.

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

Goals, Objectives, and Strategies (Focus Area 2)

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

Aquilla ISD has designed a Work-Based Learning (WBL) program with the following GOALS/OBJECTIVES for the FOCUS AREA 2 Program. Aquilla ISD GOAL is to target and recruit 8 students through presentations at the current 9th, 10th, and 11th grades. The OBJECTIVE is to provide work-based learning opportunities for students so they can explore career opportunities in high-demanding fields. This will be achieved through 1) Internships and apprenticeships (work-based learning opportunities will be provided through Aquilla ISD Technology Department and Aquilla ISD Maintenance Department (both of which have provided signed letters of support – 2 priority points), which will empower students with the skills and abilities necessary for a seamless transition from their educational experiences to the workforce, and 2) Provide interviews for the various jobs/positions seen at their internships. In small groups, students will conduct mock interviews for jobs they observed during their internships. In addition, during students' work-based learning program, they will be able to conduct real-world work ACTIVITIES that include but are not limited to:

- 1) Information Technology Support and Services POS – Will learn how to configure computers, set up firewalls, install applications, connect to networks, troubleshoot technology issues, etc.
- 2) HVAC and Sheet Metal POS – Will be trained on the maintenance and repair of HVAC systems, ensuring proper operation and addressing issues like leaks, refrigerant levels, filter replacements, replacement of cracked and fraying AC belts, and more.
- 3) Plumbing and Pipefitting POS – Will be trained on how to install, repair, and maintain plumbing systems in homes and businesses, including pipes, fixtures, and appliances, ensuring compliance with building codes and safety standards
- 4) Electrical POS – Will be trained to install, maintain, and repair electrical systems and equipment, including wiring, lighting, and control systems, while adhering to safety regulations and building codes.

Through these opportunities, students will learn about high-demand field, build skills in real-world settings,, make the transition from school to the workforce easier, and achieve better results under employment & post-secondary enrollment.

CDN 109912 Vendor ID 741603839

Amendment # N/A

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 - Aquilla ISD will collect weekly data for the Summer CTE Bridge programs proposed (FOCUS AREA 1). The Summer CTE Project Director will collaborate with the staff to assess and identify potential problem areas. FOCUS AREA 1 - To evaluate performance, the following quantitative measures will be used: 1) Student Diversity: Student information to determine the demographics of the students served. 2) Number Served: Number of students enrolled in the summer program. 3) Program Completion: Number of students completing the summer program. 4) Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, questionnaires, progress reports, grades, attendance sheets, student products (e.g., career directories, student poster presentations) and meetings with CTE teachers to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how successful the strategies for student success are. In Focus Area 1, grades will be analyzed after each week of programming to ensure success.

Performance and Evaluation Measures (Focus Area 2)

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

PERFORMANCE MEASURES - Aquilla ISD will collect weekly data for the work-based learning opportunities proposed (FOCUS AREA 2).

To evaluate the program and ensure student outcomes, the following measures will be used: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of businesses and industry partners providing work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Students' total and average hourly earnings in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to, student in-take forms, student surveys, performance reports, questionnaires, grades, attendance sheets, and meetings with the business partner liaisons to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this program are meeting the goals and objectives and how successful the strategies for student success are. In the Focus 2 Area, grades will be analyzed after each day of programming to ensure the success of project objectives and strategies.

Budget Narrative (Focus Area 1)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Aquilla ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and equipment to meet the program's needs and goals. With that said, the following is the proposed budget:

1) PAYROLL - Professional Staff Extra-Duty Pay has been budgeted for a Grant Program Manager and to have staff oversee day-to-day activities (\$5,500). Employee Benefits have been included. (\$1,375).

2) PROFESSIONAL AND CONTRACTED SERVICES – Funds will be used to assist activities for training for CTE teachers (\$3,428).

3) SUPPLIES AND MATERIALS - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver the summer bridge program (i.e. welding gloves, safety glasses, welding clamps, consumable electrodes, MIG pliers, sanders, grinders, putty knives, suction cup dent pullers, tablets, 10-key calculators, laptops) (\$34,911);

4) OTHER OPERATING COSTS - Costs to transport students to and from the worksite have been included (\$500).

4) INDIRECT COSTS – The district will utilize indirect funds to cover the costs associated with the overhead fees of running the program (\$4,286).

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used are non-existent. Unfortunately, due to budget constraints, it is not feasible to provide a Summer Bridge Program at this time from district funds. Nevertheless, Aquilla ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food programs, and the Instructional Materials Allotment (IMS) for hardware and software products. These funds will be utilized to offset expenses associated with our proposed grant.

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

Budget Narrative (Focus Area 2)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Aquilla ISD has identified and calculated the following areas in staffing, supplies and materials, contracts, and other operating expenses to meet the program's needs and goals. With that said, the following is the proposed budget:

1) PAYROLL - Professional Staff Extra-Duty Pay has been budgeted for a Grant Program Manager and to have staff oversee day-to-day activities (\$3,500). Employee Benefits have been included. (\$875).

2) SUPPLIES AND MATERIALS - Grant funds will be utilized to purchase supplies and resources that are needed during the student work-based learning (\$34,439).

3) OTHER OPERATING COSTS - The district will cover the cost associated with paying at least 8 students to receive work-based training (\$6,400). Costs to transport students to and from the worksite have been included (\$500).

4) INDIRECT COST - The district will utilize indirect funds to cover the costs associated with the program's overhead fees (\$4,286).

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used is non-existent. Unfortunately, due to budget constraints, it is not feasible to provide paid internships at this time from district funds. Nevertheless, Aquilla ISD does have funding currently allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food programs, and the Instructional Materials Allotment (IMS) for hardware and software products. These funds will be utilized to offset expenses associated with our proposed grant.

ADJUSTMENTS TO MEET FUTURE NEEDS: Aquilla ISD understands the need for continued sustainability in this work-based learning program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, & review current funding streams to align funding purposes to goals.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

The following statistics from the district's needs assessment highlight the critical challenges facing Aquilla ISD students and underscore the necessity of expanding career-focused educational opportunities:

1. Aquilla is a small town where the median household income is \$56,875—\$18,905 less than the state average of \$75,780—reflecting limited economic opportunities for families.
2. Only 10.7% of Aquilla ISD's students successfully graduated prepared for a Career and/or Military, a figure that is 25.7% lower than the state's average of 36.4%, based on the Texas Academic Performance Report (2024 TAPR).
3. Aquilla ISD had 0% of their students graduate with an Industry Based Certification (IBC), compared to the state's average of 33.4% (2024 TAPR).
4. Approximately 43% of the population over the age of 18 has obtained a high school diploma or less. This is less than the state's average of 37.9 (2023 US Census).

These statistics highlight the systemic barriers that students in Aquilla face when pursuing higher education and career success. Without access to career-focused learning opportunities, many students follow the same limited pathways as previous generations, reinforcing patterns of economic hardship.

The Summer Career and Technical Education (CTE) Program aims to change that trajectory by providing students with exposure to high-demand career paths and hands-on learning experiences. Through this program, students will have the opportunity to explore various industries, engage in career counseling, and enroll in courses that may not be available in their regular schedules. Summer is an optimal time to introduce students to new career possibilities, free from the pressures of their traditional academic year.

With the support of this grant, Aquilla ISD can provide courses that equip students with essential skills and credentials, better preparing them for post-secondary education and the workforce. The Summer CTE cohort will not only gain knowledge and experience but also develop a vision for a future beyond the economic limitations that have historically defined their community. By investing in these opportunities, we can empower students to break generational cycles and access higher-paying, sustainable careers—ultimately transforming their futures and the future of Aquilla itself.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

The following statistics highlight key areas of need identified in the district's needs assessment, underscoring the urgency for programs that support career readiness and post-secondary success:

1. Aquilla is over a 1 ½ hour drive from Fort Worth and Dallas. This distance is important to note, as Aquilla's median income is \$56,875, which is \$18,905 less than the state's average of \$75,780.
2. 43% of the population over the age of 18 hold a high school diploma or less. This is more than the state's average of 37.9%. (Source: 2023 US Census) Upon graduation, students often find themselves securing low-paying jobs near their hometowns to support themselves and their families. Traveling to a school that is so far away is too big of a time and financial commitment for students to make. Hence, the cycle of poverty continues.
3. Finally, Aquilla is surrounded by more than 20 equally small and rural schools whose students are all vying for the same limited job opportunities in the area. Therefore, providing students with the opportunity to gain real-world experience will increase their appeal to potential employers.

These statistics emphasize the need for targeted initiatives that equip students with tangible skills, credentials, and career pathways to break the cycle of low educational attainment and economic hardship. With programs like the Summer Career and Technical Education (CTE) initiative, Aquilla ISD will provide students with work-based learning opportunities, allowing them to develop employability skills in real-world settings. These experiences not only create a smoother transition from education to the workforce but also lead to better long-term outcomes, such as increased post-secondary enrollment, higher median annual earnings, and improved job stability.

This grant will give Aquilla ISD's students access to career-focused learning experiences that align with high-demand, high-wage industries. This program will empower students to envision and pursue futures beyond their current socioeconomic constraints, providing them with the tools, knowledge, & confidence to succeed in college & the workforce.

Program Requirements, cont'd.

2. Focus Area 1: Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED:

Aquilla ISD is ready to implement a Summer Bridge Program for 5-10 current 7th and 8th grade students, providing early exposure to high-demand career fields aligned with Focus Area 1, including teaching, automotive maintenance and repair, HVAC, plumbing, and electrical maintenance and repairs. Due to the district's rural location, which features only a post office, a church, a seed company, and a community center, Aquilla ISD earns additional priority points. Students will earn course credit in their chosen Program of Study (POS), including Principles of Welding; Teaching and Training; Automotive and Collision Repair; and Agriculture Business, Leadership, and Communications.

To ensure hands-on experience, the Aquilla ISD Technology Department and Maintenance Department will collaborate as partners, providing real-world work-based learning opportunities in Information Technology, HVAC, Plumbing, and Electrical fields. Both departments have signed letters of support, earning 2 priority points. This program will give students the foundation they need to succeed in high school and potentially pursue post-secondary education or enter high-demand careers with industry-recognized certifications.

By providing these substantial and immersive instructional courses, this initiative will not only address the current demands in these career fields but also underscore the district's commitment to delivering a well-rounded and intensive educational experience for its students.

3. Focus Area 2: Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

BUSINESS AND INDUSTRY PARTNERS INVOLVED: Aquilla ISD is initiating a four-week paid internship program (Monday - Thursday, 16 hours weekly) for 8 students. This program will engage students in work-based learning and experiences. To ensure students receive hands-on WBL experiences, the district will partner with the IT Department and Maintenance Department (both have provided letters of support – 2 priority points). **WORK-BASED LEARNING MODEL:** From partaking in this program, students at Aquilla ISD will receive real-world work experience by conducting activities such as:

- Information Technology Support and Services POS – Will learn how to configure computers, set up firewalls, install applications, connect to networks, troubleshoot technology issues, and more.
- HVAC and Sheet Metal POS – Will be trained on the proper maintenance and repair of HVAC systems, ensuring proper operation and addressing issues like leaks, refrigerant levels, filter replacements, replacement of cracked and fraying AC belts, and more.
- Plumbing and Pipefitting POS – Will be trained on how to install, repair, and maintain plumbing systems in homes and businesses, including pipes, fixtures, and appliances, ensuring compliance with building codes and safety standards
- Electrical POS – Will be trained to install, maintain, and repair electrical systems and equipment, including wiring, lighting, and control systems, while adhering to safety regulations and building codes.

Not only will this be a great learning experience, but students at Aquilla ISD will also become more marketable in the workforce by acquiring skills such as communication, enthusiasm and attitude, teamwork, networking, problem-solving, critical thinking, and professionalism. This grant will also enable Aquilla ISD to provide valuable work-based learning opportunities for economically disadvantaged students while providing compensation for their work. This will also allow students who typically would have to obtain minimum-wage jobs in the summer to instead earn money through career- or skill-based experiences, which support them in future career hiring opportunities in high-demand, high-paying positions.

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

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

You may duplicate this page

Amended Section	Reason for Amendment
	N/A