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

NOGA ID [blank]

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

Application stamp-in date and time

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, 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 | Santa Rosa ISD | CDN | 031-914 | ESC | 01 | UEI | TQ8GFMFN

Address | 102 Jesus R. Cruz | City | Santa Rosa | ZIP | 78593 | Vendor ID | 74-6002268

Primary Contact | Marisa Cuevas | Email | cuevasm@srtx.org | Phone | 956-636-9800

Secondary Contact | Dr. Abram Estrada | Email | dr.estrada@srtx.org | Phone | 956-636-9800

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. Abram Estrada | Title | Superintendent

Email | dr.estrada@srtx.org | Phone | 956-636-9800

Signature | [signature] | Date | 1/23/2024

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: Santa Rosa ISD's Focus Area 1 program is designed to fully engage incoming 8th and 9th-grade students in a comprehensive four-week Summer Bridge Program. This unique initiative will provide students with the exceptional opportunity to delve deeply into high-demand pathways such as Law Enforcement, Graphic Design and Multimedia Arts, and Cosmetology and Personal Care Services. Through this program, students will gain fundamental knowledge that not only enriches their educational journey but also prepares them for promising career prospects in the future. This is because the program will place a significant emphasis on nurturing teamwork, honing problem-solving skills, and instilling a strong work ethic – crucial attributes that pave the way for success, whether students opt for immediate entry into the workforce or pursue further post-secondary education.

Specific Needs: Santa Rosa ISD is seeking funding due to several pressing needs within the district. As a small, rural district with limited access to opportunities, it encounters distinct challenges, which have earned it 5 priority points for its geographic location. However, the district's challenges run even deeper, with a staggering 99.8% Title 1 student population, far exceeding the state average of 64.6%, and 87.9% of students coming from economically disadvantaged backgrounds, compared to the state's 62.1%. Furthermore, the district struggles with a career-ready graduation rate of only 54%, and a community poverty rate of 45.3%, significantly contrasting the state average of 13.9%. These statistics cast a long, concerning shadow over the district's financial health, leaving students with severe limitations in accessing essential resources.

Addressing the Mission/Needs: Addressing these urgent needs is of paramount importance for Santa Rosa ISD. Therefore, the district will implement this program with the hope of making a positive impact on these needs and preparing its students for promising career prospects in the future. By doing so, the district aims not only to achieve grant goals and objectives but also to fulfill its mission statement of preparing students to become "lifelong learners and responsible citizens ready to meet the challenges of the future."

Summary of Program (Focus Area 2)

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

OVERVIEW OF THE PROGRAM: Santa Rosa ISD's program aims to immerse 11th and 12th-grade students in a work-based learning experience centered around the Architecture and Construction Program of Study (POS), with a specific focus on Heating and Ventilation Air Conditioning (HVAC) (earning 1 priority point) and Carpentry. This work-based learning opportunity is paid and allows students to collaborate closely with local business partners, providing valuable real-world work experience. The program's primary goal is to empower our students with fundamental employment skills, enabling them to thrive in the workforce and establishing a clear trajectory toward lucrative careers, including positions such as HVAC Engineer, Service Manager, HVAC Instructor, and HVAC Installer. Furthermore, the program places significant emphasis on cultivating teamwork, sharpening problem-solving abilities, and instilling a strong work ethic. These qualities are pivotal for achieving success, whether students opt for immediate entry into the workforce or decide to pursue further education at the post-secondary level.

SPECIFIC NEEDS: Santa Rosa ISD confronts a critical situation with various needs seen in the district. As a small, rural district with limited access to opportunities, it is already disadvantaged, earning 5 priority points for its challenging geographic location. However, the district's challenges run even deeper with a staggering 99.8% Title 1 student population, far exceeding the state average of 64.6%, and 87.9% of students are from economically disadvantaged backgrounds, compared to the state's 62.1%. Additionally, the district struggles with a meager 54% of graduates deemed career-ready, while the community faces a poverty rate of 45.3%, significantly contrasting the state average of 13.9%. These statistics cast a long, worrying shadow over the district's financial health, leaving students with severe limitations in accessing crucial resources.

ADDRESSING THE MISSION/NEEDS: Addressing these urgent needs is crucial, and Santa Rosa ISD is determined to fulfill its mission of preparing students to become "lifelong learners and responsible citizens ready to meet the challenges of the future." To do so, the district is taking decisive action by implementing a program that offers paid internships and work-based experiences for students. This program offers a dual benefit, as it not only paves the way toward higher-paying employment opportunities but also provides essential financial support to alleviate the burden of rising living costs and back-to-school expenses, including uniforms, textbooks, backpacks, and more.

Qualifications and Experience for Key Personnel (Focus Area 1)

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

Title and Responsibilities of Position	Required Qualifications and Experience
TITLE: Superintendent; RESPONSIBILITY: Supervise personnel involved in the grant program and ensure data is sent to TEA. (EXISTING)	Minimum of a Master's Degree in Education or a related field; and Superintendent Certification (QUALIFICATIONS). Must have at least 2 years of experience in a supervising role. (EXPERIENCE).
TITLE: Campus Principal; RESPONSIBILITY: Manage day-to-day activities, oversee staff, and assist students in selecting career pathways. (EXISTING)	Minimum of Master's Degree and a Principal Certification (QUALIFICATIONS). Must have at least 2 years of experience in an administrative role. (EXPERIENCE).
TITLE: Counselor; RESPONSIBILITY: To market the program and its benefits to students. (EXISTING)	Minimum of a Master's Degree in Education or a related field (QUALIFICATIONS). Must have 2 years of experience in assisting students in selecting careers (EXPERIENCE).
TITLE: Teachers/Staff – RESPONSIBILITY: We will introduce incoming 8th and 9th graders to CTE courses through a bridge program. (EXISTING)	Minimum of a Bachelor's Degree in Education or related field; and be certified to offer CTE courses. (QUALIFICATIONS). 2 years of experience in providing CTE education. (EXPERIENCE).

Qualifications and Experience for Key Personnel (Focus Area 2)

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

Title and Responsibilities of Position	Required Qualifications and Experience
TITLE: Campus Principal; RESPONSIBILITY: Manage day-to-day activities, oversee staff, and assist students in selecting career pathways. (EXISTING)	Minimum of Master's Degree and a Principal Certification (QUALIFICATIONS). Must have at least 2 years of experience in an administrative role. (EXPERIENCE).
TITLE: Counselor; RESPONSIBILITY: To market the program and its benefits to students. (EXISTING)	Minimum of a Master's Degree in Education or a related field (QUALIFICATIONS). Must have 2 years of experience in assisting students in selecting careers (EXPERIENCE).
TITLE: Maintenance Dept. Head (Business Partner); RESPONSIBILITY: Help implement the selected work-based learning opportunities. (EXISTING)	Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. (QUALIFICATIONS) Must have at least 4 years of proven experience working in the targeted POS. (EXPERIENCE)
TITLE: Partnering Business Liaison – RESPONSIBILITY: Oversee students as they receive work-based learning opportunities. (PROPOSED)	Ability/knowledge to offer the targeted CTE training and oversight in work-based activities. (QUALIFICATIONS) 4 years of experience in the targeted industry. (EXPERIENCE)
TITLE: Program Director – RESPONSIBILITY: Supervise the program and verify the monitoring of all performance metrics. (PROPOSED)	Minimum of a Bachelor's Degree in Education or a related field. (QUALIFICATIONS) Must have 1 year of experience with managing programs, grants, personnel, and budgets. (EXPERIENCE)

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?

GOALS: Santa Rosa ISD aims to enhance the educational experience of incoming 8th and 9th-grade students through its innovative four-week Summer Bridge Program. This unique initiative offers students an exceptional opportunity to immerse themselves in high-demand programs of study, including Law Enforcement, Graphic Design and Multimedia Arts, and Cosmetology and Personal Care Services. The primary goal is to equip Santa Rosa ISD's students with a deeper understanding and familiarity with these high-demand Career and Technical Education (CTE) programs, ensuring their preparedness as they transition into high school and eventually the workforce.

To achieve our targeted outcomes, Santa Rosa ISD has meticulously designed a comprehensive set of activities and strategies as part of the Bridge Program. These initiatives encompass the following:

PROGRAM ACTIVITIES:
• Guided Campus Tours: Providing students with campus tours to boost their confidence as they step into high school.
• Parent Involvement Workshops: Conduct workshops for parents to educate them about the importance of CTE programs, the career prospects in these fields, and how they can support their child's educational journey.
• Comprehensive Introductory Courses: Introducing introductory courses that comprehensively explore the Programs of Study in Law Enforcement, Graphic Design and Multimedia Arts, and Cosmetology and Personal Care Services.
• Student Presentations: Have students prepare and deliver presentations on what they've learned during the program.

This crucial program will facilitate a seamless transition from the educational environment to post-secondary education and the workforce, ultimately enhancing their outcomes beyond school.

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?

GOALS: Santa Rosa ISD's objective is to provide work-based learning opportunities to a minimum of five (5) students enrolled in the Architecture and Construction Program of Study (POS). To achieve this goal, the district convened key personnel, including the Superintendent, Campus Principal, Counselor, and Business Partner. These discussions revolved around the grant's purpose, establishing a timeline, and identifying the necessary activities to fulfill its objectives. From these meetings, the district has outlined the following crucial activities and strategies vital for the program's success:

ACTIVITIES/STRATEGIES:
• Building Strong Partnerships: Santa Rosa ISD will foster partnerships with local businesses, including Central Air & Heating Services, to expand internship opportunities.
• Focused Enrollment Campaign: An intensive recruitment campaign will be launched, featuring informative workshops, field trips, and workplace tours, with the goal of engaging a minimum of 5 students.
• Holistic Curriculum Development: The district will develop an all-encompassing curriculum that seamlessly blends work-based and project-based learning to foster essential employment skills. These activities will encompass:
• Heating, Ventilation, and Air Conditioning:
• System Installation; Equipment Maintenance; Troubleshooting and Repairing Equipment; System Upgrades; Learning essential knowledge of building codes and regulations relevant to residential and commercial HVAC.
• Carpentry:
• Interpreting and comprehending construction drawings and blueprints; Applying caulk to seal gaps and joints; Installing different types of flooring such as vinyl, tile, carpet, and more; and Constructing cabinets.
• Student Compensation: To motivate attendance, students will receive compensation at a rate of $15 per hour.

This essential program enriches student learning and cultivates necessary employability skills within authentic workplace environments, leading to an improved transition from education to the workforce and enhanced post-school outcomes.

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.

After reviewing grant guidelines, Santa Rosa ISD has selected the following PERFORMANCE MEASURES to ensure the program can be monitored efficiently and effectively: 1. Student Diversity: Evaluating student demographics to understand the composition of the served population. 2. Number Served: Tracking the enrollment figures for the summer program. 3. Program Completion: Monitoring the number of students successfully completing the summer program. 4. Course(s) Completed: Collecting relevant data through the PEIMS system.

To ensure robust data collection, the district has adopted specific TOOLS, which encompass Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data.

This amassed data will play a pivotal role in evaluating the ACHIEVEMENT OF PROJECT OBJECTIVES AND STRATEGIES. The data-gathering process will be a continuous endeavor, consisting of the subsequent actions:

- Regular examination of grade records at the conclusion of each program week.
- Ongoing examination of daily attendance records.
- Administration of surveys both prior to and following program completion.
- Thorough review of PEIMS data and the TAPR report before and after program culmination.

In conclusion, Santa Rosa ISD's meticulous selection of performance assessment methods and data collection instruments ENSURES THE EFFECTIVENESS of the Focus Area 1 initiative, ultimately benefiting its student body and enhancing STUDENT OUTCOMES.

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.

After reviewing grant guidelines, Santa Rosa ISD has selected the following PERFORMANCE MEASURES to ensure the program can be monitored efficiently and effectively:
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 offering 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: Total and average hourly earnings of students 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/Recognition: Evidence of culminating assessments or recognition of skills for each student in the program.
9. Course(s) Completed: Collection of data related to PEIMS.
To ASSESS progress and the EFFECTIVENESS OF PROJECT OBJECTIVES AND STRATEGIES, Santa Rosa ISD will use TOOLS, including Student/Stakeholder Surveys, Work-based Applications, Attendance Records, and PEIMS data.
The PROCESS for data collection will encompass a daily review of attendance records, pre- and post-program completion surveys administration, weekly assessment of student work-based applications, and pre-and post-program completion analysis of PEIMS data and the annual TAPR report.
In conclusion, Santa Rosa ISD's diligent selection of performance measures and the systematic use of assessment tools ensure that its work-based learning program remains efficient, effective, and dedicated to achieving its 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.

To facilitate the achievement of all Focus Area 1 program goals, Santa Rosa ISD has crafted the proposed budget. Within this budget, the district has pinpointed the following crucial expenditures:
o PAYROLL ($10,675) - Covering payroll expenses for a bus driver transporting students, a Program Director, and professional staff responsible for program administration. Employee Benefits are also incorporated within this payroll section.
o CONTRACTED SERVICES ($4,990) - Funds for the necessary data collection and analyses of course completion.
o SUPPLIES AND MATERIALS ($31,325) –Funds for necessary supplies and materials for students in the Focus 1 Area. These resources will support their projects and coursework (i.e. computers for graphic design coursework).
o OTHER OPERATING EXPENSES ($2,000) – Funds to cover costs associated with transportation costs for the program.
o INDIRECT COSTS ($1,010) – Funds to cover associated overhead costs. This amount is based on the approved indirect rate for Santa Rosa ISD (2.024%).

HIGH-LEVEL SNAPSHOT: Currently, Santa Rosa ISD does not offer a Summer Bridge Program within the district due to financial limitations. However, the existing funds are being utilized for various purposes, including facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through local resources for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMA) for hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Santa Rosa ISD is committed to proactively seeking additional grant funding, soliciting business contributions, asking the board for continued support, and reviewing existing funding streams to align their purposes with the goals of the program. This proactive approach ensures the program's continued success.

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.

To facilitate the achievement of all program goals, Santa Rosa ISD has crafted the proposed budget. Within this budget, the district has pinpointed the following crucial expenditures:
o PAYROLL ($8,125) - Covering payroll expenses for bus drivers transporting students, a Program Director, and professional staff responsible for program administration. Employee Benefits are also incorporated within this payroll section.
o CONTRACTED SERVICES ($5,990) - Funds for the necessary data collection and analyses of work-based learning activities. Furthermore, additional funds have been allocated to enable training sponsors like Central Air and Heating to deliver work-based training effectively.
o SUPPLIES AND MATERIALS ($19,875) –Funds for necessary supplies and materials for students in the Focus 2 Area. These resources will support their projects and coursework during hands-on training opportunities.
o OTHER OPERATING EXPENSES ($15,000) – Funds to cover costs associated with paid internships for five (5) students and transportation costs.
o INDIRECT COSTS ($1,010) – Funds to cover associated overhead costs. This amount is based on the approved indirect rate for Santa Rosa ISD (2.024%).
HIGH-LEVEL SNAPSHOT: Currently, Santa Rosa ISD does not offer paid internships within the district due to financial limitations. However, the existing funds are being utilized for various purposes, including facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are funded through local resources for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMA) for hardware/software products.
ADJUSTMENTS TO MEET FUTURE NEEDS: Santa Rosa ISD is committed to proactively seeking additional grant funding, soliciting business contributions, appealing to the board for continued support, and reviewing existing funding streams to align their purposes with the goals of the program. This proactive approach ensures the program's continued success.

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.)

Santa Rosa ISD faces a critical situation characterized by a multitude of urgent needs within the district. Initially, it grapples with the inherent challenges of being a small rural district with limited access to opportunities, earning 5 priority points due to its challenging geographic location. However, the district's challenges extend beyond its rural status.

With an overwhelming 99.8% Title 1 student population, significantly higher than the state average of 64.6%, and 87.9% of students coming from economically disadvantaged backgrounds compared to the state's 62.1%, Santa Rosa ISD is in dire need of support. Furthermore, the district contends with a staggering poverty rate of 45.3%, a sharp contrast to the state average of 13.9%. These issues highlight the financial burden placed on parents who must personally transport their children to after-school programs and provide them with adequate technology for studying. These challenges also limit the district's ability to fund impactful programs (less tax money), even when the need is most acute.

In response to these pressing needs, Santa Rosa ISD has devised the Summer CTE budget to ensure adequate funding for student transportation to and from the activity site. Additionally, funds will be allocated to cover all expenses related to the supplies and materials necessary for students to participate in the program without imposing any additional costs on parents. This proactive approach not only ensures that students successfully complete their courses but also graduate with valuable knowledge about high-paying job opportunities in the workforce.

By boldly addressing these challenges head-on, Santa Rosa ISD remains unwavering in its commitment to its mission, ensuring that students emerge as lifelong learners and responsible citizens, fully prepared to confront the challenges of the future.

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.)

Santa Rosa ISD is confronted with a critical situation marked by a multitude of pressing needs within the district. Initially, it grapples with the inherent challenges of being a small rural district with limited access to opportunities, resulting in the earning of 5 priority points due to its challenging geographic location. However, the district's challenges extend beyond its rural status.
With a staggering 99.8% Title 1 student population, well above the state average of 64.6%, and 87.9% of students are from economically disadvantaged backgrounds compared to the state's 62.1%, Santa Rosa ISD desperately needs assistance. Furthermore, the district struggles with a meager 54% of graduates deemed career-ready, while the community faces a staggering poverty rate of 45.3%, a stark contrast to the state average of 13.9%. These alarming statistics cast a long and concerning shadow over the district's financial health, severely limiting students' access to crucial resources.

In response to these pressing needs, Santa Rosa ISD will provide paid work-based learning opportunities for its students. This innovative program enables students to collaborate closely with local business partners, gaining invaluable real-world work experience. The primary objective is to empower our students with fundamental employment skills, facilitating their success in the workforce and establishing a clear path toward lucrative careers. Additionally, Santa Rosa ISD believes that these paid internships will provide not only students but also their families with essential financial support to alleviate the burden of increasing living costs and back-to-school expenses, including uniforms, textbooks, and backpacks.

By boldly tackling these challenges head-on, Santa Rosa ISD remains committed to its mission to ensure that students emerge as lifelong learners and responsible citizens, fully equipped to meet the challenges of the future. The district's urgent needs underscore the vital importance of securing the necessary resources to bridge these gaps and provide a brigh

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 COURSES: In Focus Area 1, 8th and 9th-grade students will focus their attention on the Law Enforcement, Graphic Design and Multimedia Arts, and Cosmetology and Personal Care Services Programs of Study. The courses available for these programs will encompass "Principles of Law," "Principles of Arts, A/V Technology, and Communications," and "Principles of Cosmetology," which are designed to acquaint students with a diverse array of knowledge within these fields. These courses underscore the increasing demand for skilled professionals in these sectors, including roles such as Police and Sheriff's Patrol Officers, Graphic Designers, and Hairdressers, Hairstylists, and Cosmetologists. Through these courses, students will gain valuable insights into each specialization and gain a comprehensive understanding of the educational and training prerequisites required to pursue a career in their chosen pathway.

NUMBER OF STUDENTS ENGAGED AND SUPPORTED: A minimum of 20 students will actively participate in these programs.

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 previously mentioned, Santa Rosa ISD is listed as a rural district (5 priority points). Therefore, with the lack of businesses in the area, the district will provide a minimum of 5 students work-based learning modules/experiences by having them work alongside their Maintenance Department and a local business partner who specializes in both commercial and residential HVAC (1 priority point). In support of Focus Area 2, both the Maintenance department and business partner have provided a signed letter of support (2 priority points).
WORK-BASED LEARNING MODEL(S): By participating in this program, students at Santa Rosa ISD will have the opportunity to acquire valuable real-world work experience during a 5-week program. The program includes various activities, which may include, but are not limited to:
HVAC:
• Installing and configuring heating, ventilation, and air conditioning systems; Connecting systems to electrical components, fuel lines, and air ducts; Ensuring proper system operations and compliance with safety standards; Conducting routine maintenance on HVAC systems to ensure optimal performance; Testing systems for leaks, refrigerant levels, and overall efficiency; Communicating with clients to understand their HVAC needs and concerns; and Educating customers on proper system operation, preventative maintenance and troubleshooting basics.
Carpentry:
• Accurately measuring and cutting wood, metal, or other construction material to specific dimensions; Performing finish carpentry tasks, including installing trim, crown molding, baseboards, and other decorative elements, Applying caulking, grout, and/or paint; Coordinating and collaborating with other workers or contractors; and Troubleshooting and solving construction-related problems that may arise during the project.
This program will enhance the learning experience and boost the marketability of Santa Rosa ISD students in the workforce.

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**