



2019-2021 P-TECH and ICIA Success Grant Program
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

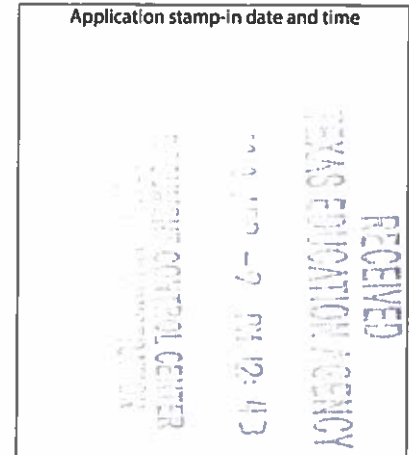
NOGA ID

Authorizing legislation **GAA, Article III, Rider 67 & 49, 85th TX Leg, and TEC 29.551-29.556 & 29.908**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division, Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from **June 1, 2019 - June 15, 2021**



Required Attachments

Four (4) attachments are required to be submitted with this application:

1. A completed "Crosswalk" template.
2. A completed "Work-Based Education Matrix" template.
3. A signed and dated MOU with an IHE partner - 3 pages max.
4. A signed and dated MOU with a business/industry partner - 3 pages max.

Amendment Number

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

Applicant Information

Organization Snyder ISD CDN 208-902 Vendor ID 75-6002461 ESC 14 DUNS 102490299

Address 2901 37th Street City Snyder ZIP 79549 Phone 3255748900

Primary Contact Rachael McClain Email mcclain@snyderisd.net Phone 3255748900

Secondary Contact Ryan Maney Email maney@snyderisd.net Phone 3255748900

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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Eddie Bland Title Superintendent

Email ebland@snyderisd.net Phone 3255748900

Signature  Date April 7, 2019

Grant Writer Name Rachael McClain Signature  Date 4/7/2019

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

2019-09515-

Shared Services Arrangements

SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Only 39% of the students are performing at the Meets Grade Level status on high school EOC tests indicating a deficit in preparation for students to be successful in future college/career plans.	Student-centered reading and writing academy to support increased English outcomes with the goal of exceeding state level ELA performance by 2022 with additional training in data-driven planning for all core content areas.
Snyder High School has less than 3% of students earning a state recognized industry certification and less than 2% of students earning locally identified certifications.	Five pathways have been identified for implementation in the 19-20 school year. Increased access to certification options to support student achievement via staff training, student resources, and certification/tuition costs will provide pathway options for rural students.
The expansion of the AVID student support program via dedicated tutors and additional staff training to increase academic support for all sub-populations and at-risk students.	Identify and train tutors to support authentic academic support by the AVID program with additional faculty training in student-centered, language-based support with selected core faculty members attending pathway train the trainer to support systemic change in instructional practices on the campus.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The number of Snyder High School graduates that will be identified as college, career, and military ready (CCMR) will increase from 81.2% in 2017 to 100% by 2022. The CCMR indicator will be met using several indicators including students achieving successful completion of 3 hours of dual credit in English or Math, 9 hours of dual credit, a state-identified industry-based certification, and/or student enrollment in a post-secondary training program.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

100% of the P-TECH faculty will complete training in student-centered Project Based Instruction (PBI) and language-based support training. Classroom walk-through data will monitor implementation with 100% of the classrooms showing evidence of the student-centered instructional practices. All students in P-TECH program will have established graduation plans with academic goals set for each semester which includes performance on common assessments in core classes, career-technical classes, and preparation (as needed) for IBC/dual credit attainment. District will hire and complete training of dedicated Work-based Learning (WBL) Coordinator to track students. At least 50% of the P-TECH students will have a WBL experience in fall semester.

Measurable Progress (Cont.)

Second-Quarter Benchmark

100% of the P-TECH students will be meeting targeted academic goals or will be in tutorial support. 100% of the English teachers will be participating in the Reading and Writing Academy with walk-through data supporting the implementation of the training in the classroom. Common assessment data in core classes will show growth towards student achievement of the 40% at meets grade level performance on English I and Algebra I. At least 75% of the P-TECH students will have a WBL experience.

Third-Quarter Benchmark

60% of the P-TECH students will meet academic goals for STAAR performance in English 1 and Algebra I with additional support planned for summer prior to retesting opportunities. Overall P-TECH student performance at 50% meets grade level in English I and Algebra I. 90% of the P-TECH students will be on track with their graduation plan with any students who are not meeting goal expectations attending required parent/student meetings to realign plans for continued success. 100% of the P-TECH students will have a WBL experience.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goal do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Benchmark and Common Assessment data embedded in core curriculum will be used to monitor if students are on track to successfully achieve grade-level readiness for academic performance. For those students not on track, intervention strategies will be implemented such as tutorials, reteaching of content, and additional summer support. Intervention needs for students not meeting goals will be determined via academic screeners with data generated used to design specific interventions for student success. Academic data from 3rd through 8th grade performance on STAAR assessments will be used to identify gaps in instruction prior to students entering high school. An academic universal screener will be used in grades K-5 to evaluate gaps in math and reading instruction.

Campus WBL Coordinator will monitor student progress towards their 4-year graduation goal and adjust plans as needed to achieve success and attainment of the student goal in both college credit progress and movement towards the IBCs as planned. Student interest in current P-TECH pathways will be monitored via student interest surveys and college/career interest inventories at the middle school level. As long as work-force needs indicate the viability of the P-TECH pathways, waning student interest will be addressed as needed through student education and awareness programs in the lower grades. Additional P-TECH pathways will be identified by monitoring workforce data and needs and through input by the P-TECH advisory board via quarterly meetings.

A housing system will be implemented at the high school campus to encourage academic success and create a family of support for student achievement. The housing data will be used to monitor overall participation and engagement. All of the data as described will be monitored in a quarterly review presented to the Snyder ISD Board of Trustees.

Quarterly benchmarks to achieve OBMs will be identified this summer and monitored during the 19-20 school year to ensure the efficacy of the P-TECH program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate acceptance.

- 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 grant 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.
- 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.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 P-TECH and ICIA Success Grant Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures as noted in the 2019-2021 P-TECH/ICIA Success Grant Program Guidelines and shall provide TEA, upon request, any performance data necessary to assess the success of the program.
- P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic monitoring.
- The P-TECH/ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
- P-TECH and ICIA programs will be provided at no cost to participating students.
- LEA will submit an action plan based on blueprint initial self-assessment and needs assessment.
- LEA will submit confirmation of a) the campus/program as a designated Texas Success Initiative (TSI) assessment site and, b) timeline for testing students to ensure that passing rates meet outcome based measures on the P-TECH and ICIA Blueprint.

Statutory Requirements

1. P-TECH and ICIA schools must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The planned Snyder ISD P-TECH program is not a high school only initiative. In grades PK-5 the focus will be on creating student awareness of careers in the P-TECH program with both current and future-planned programs. In grades 6-8, students will have opportunities to explore P-TECH careers via career rotation classes, job shadowing opportunities, intentional field trips, and career exploration software. Students in 8th grade will have the opportunity to earn 9th grade credit in P-TECH pathways. In order to develop a mindset based on growth and inquiry, the district is moving to a play-based constructivist curriculum model for pre-kindergarten. A STEM-based focus is infused in all grade levels. The annual recruitment plan includes a work/life simulation in January/February for all 8th graders with business partners offering the simulation to expose students to the importance of career and college decisions. The WBL and Academic Coordinators from High School will present all students with P-TECH options following the simulation with student planning meetings held during April with 100% of the 8th grade students being placed on a college and career prep graduation plan including needed supports based on academic data. Spring parent meetings will be held for both 8th grade parents and high school parents to maintain enrollment during March, April, and May. All information is presented digitally through district website and social media. It is also provided in both English & Spanish. An annual summer bridge programs will be offered for TSI preparation, math and reading support as needed. Although applications and student/parent commitments are required for P-TECH participation, program enrollment is not based on past academic achievement. The district will monitor sub-population enrollment numbers and address targeted recruiting efforts as needed in order to prevent program participation from becoming skewed in a single direction.

Statutory Requirements (Cont.)

2. P-TECH and ICIA schools must provide for a program/course of study that enables a participating student in grade levels 9 -12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

Snyder ISD will offer five P-TECH pathways in the 2019-20 school year with the intention to expand to additional pathways in the 2020-2021 school year:

Automotive: Coherent sequence of classes with embedded professor through TSTC, coursework aligned to provide access to ASE certifications, Level I and II Automotive Technology, and with student options to earn AAS following high school graduation.

Education-Early Learning/Teaching & Training: Coherent sequence of classes with facilitated classes via WTC to earn Child Development Associate certificate. Students can opt to complete an Associate of Art Teaching that will lead to a four-year degree with TTU through on-site program option post high school graduation.

Emergency Services: Students complete coursework in health science and bio-science on campus followed by a year-long course offered by Scurry County EMS during their senior year with clinical experience culminating in EMT-Basic license within 6 months of graduation.

Law Enforcement: Coherent sequence of classes with embedded and facilitated classes via WTC to earn Level I certificate in Criminal Justice.

Renewable Energy: Coherent sequence of classes with students earning FAA Drone Pilot's License and completing coursework towards or for an Associate of Science degree.

Pathways are designed with multiple entry and exit points to facilitate options for all students in the P-TECH program.

3. P-TECH and ICIA schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

Snyder ISD and the following IHEs enter into annual MOUs for the following programs:

Western Texas College (WTC): Provides academic dual credit courses, dual credit career-technical courses, and college and career preparation courses for students leading to associate degrees in Science, Arts, and Teaching and Applied Associate degrees and Level I/II certifications in CTE pathways via face-to-face classes with embedded professors, online classes facilitated by success coaches, and hybrid classes taught by college professors and Snyder ISD staff.

Texas State Technical College (TSTC): Provide curriculum, instruction, dual-credit and opportunity for Level I/II Certifications in Automotive Technology via an embedded instructor on the Snyder High School campus.

Texas Tech University (TTU): Students can complete a Bachelor's degree via an in-district program through a partnership with TTU following their completion of an Associate in Arts of Teaching. Snyder ISD has a dedicated site coordinator with students completing the requirements for a four-year degree by attending classes/internship in-district from June until the following July. The program is available once students complete their coursework at WTC.

Statutory Requirements (Cont.)

4. P-TECH and ICIA schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program and be reviewed at least every two years and updated as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

Snyder ISD's primary business partner is the Development Corporation of Snyder (DCOS). In the initial first year of P-TECH operations (in both planning and implementation), the DCOS has provided support for all levels. The Executive Director is a member of the P-TECH Advisory committee, the program information is presented regularly at DCOS leadership meetings and the community leadership roundtable meetings. DCOS provides access to job shadowing, guest speakers, and internships through support of the P-TECH program with the business community. Expert access to curriculum resources and authentic experiences for students and teachers also provide support for the P-TECH program. The attached Letter of Support acts as the agreement between DCOS and Snyder ISD.

Additionally, the P-TECH program has established the following business partnerships:

Auto Clinic (Auto Technology)- internships (11th-12th grades), curriculum evaluation (all levels), job shadowing (9th-10th), guest speakers (8th-9th), Project Frankenstein (7th-8th grade evening program via Snyder ISD ACE program and DCOS).

Axton Trucking- (Auto Technology)-internships (11th-12th grades), interview skills (11th-12th grades).

Scurry County EMS (Emergency Medicine)-off-site education facility, evening training, internships & certification for students (12th grade).

Snyder ISD(Education & Training)-Snyder ISD provides in-district Site Coordinator to provide internship and curriculum resources for students to complete a four-year degree following the completion of the AAT at WTC.

Big Country Electric Corporation (Renewable Energy)-off-site education facility, internships (12th grades), job shadowing (10th-12th grades), in-class presentations (all levels), field trips (all levels), and curriculum support (all levels).

TEA Program Requirements

1. Grantee must establish a Leadership Team. Describe the current Leadership Team. Include a list of the individuals and their titles, along with how often the Leadership Team will meet, the dates of meetings that have already been held, any upcoming meetings and agenda topics.

The current leadership team members are:

Janell Martin, SHS Principal
 Labeth Carter, SHS Counselor
 Rachael McClain, Snyder ISD Assistant Superintendent Curriculum
 Shauna Pinkerton, SHS Academic Coordinator
 Ryan Maney, Snyder ISD STEM Coordinator
 Eddie Bland, Snyder ISD Superintendent
 Shawn Fonville, WTC Dean of Career Technical Education
 Billy Mebane, WTC Dual Credit Coordinator
 Brooke Proctor, DCOS Executive Director

The leadership team has met weekly for planning purposes during the Spring semester on the following dates with additional meetings as needed: January 10,15, 24, 31, 2019, February 8,14, 26, 27, 2019, March 3, 5, 6, 21, 28, 2019 and April 3, 5, 2019. Full agendas and attendees are listed at <http://tinyurl.com/SISDP-TECHLeadership>. The team will continue to meet bi-weekly during the summer prior to the fall launch. During the school year, the leadership team will meet monthly to monitor data and student progress in order to adjust to any needed changes. Topics of the meetings for the next two months include: recruiting, student support systems, Summer Bridge planning, sustainability planning, quarterly goals to meet OBMs, and fall semester WBL opportunities.

2. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills and support necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work- based educational experiences. Describe the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH.

The current wrap-around support programs include schedule-based tutorials for students not achieving success on STAAR assessments, reading classes, AVID, partnership with Community Resource Center (CRC) for school supplies and weekend feeding options for students in poverty, and the Summer Bridge Camp for TSI support. The campus also offers teacher-staffed credit recovery and acceleration options to regain course credit. SHS is a restorative discipline campus with Tier 1 interventions in place. The campus also has a capstone project that is supported by assigned mentors for in-depth experiences for students related to their college or career plans.

The above programs will continue with expansion of AVID program to include tutors for a more authentic implementation as well as to facilitate the peer tutoring process. Faculty will be trained in AVID language path options to provide increased support for the English Learners. The Summer Bridge camp is being expanded to offer additional TSI support for incoming 9th graders and will be added as a support program for 7th and 8th graders. The campus will add a Tier 2 intervention program with restorative discipline through training this summer. The campus plans to add a housing system (based on Ron Clark Academy) in the fall as an effort to increase family support and social-emotional learning options. The SEL learning will have dedicated time during class as either part of a SEL/Restorative Discipline weekly period or embedded in the course time.

The addition of the WBL Coordinator will provide increased student and parent support to allow for a single point of contact for student progress and provide authentic learning opportunities through a variety of work-based options.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS - 6100 (include direct program and direct admin costs)	BUDGET
AVID Tutors (3 part-time college age students or aides)	30,000
WBL/P-Tech Coordinator	50,000

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)	
In-District AVID Pathway Training	10,000
AVID Summer Institute Team of 8 Training and District Director training	10,000

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)	
Dual credit and IBC Cost, Summer Bridge, Instructional resources	22,000

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)	
P-TECH training and travel costs	1,500

CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)	
Auto Equipment	60,000

Total Direct Costs 193,500

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs) 193,500

REQUIRED MATCH AMOUNT (total budget request x 20%) 38,700

ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM

Crosswalk Template

You may delete or expand rows but **do not exceed one page**

			CDN: 208902
Program of Study	IHE Partner	Program Offered In 2018-2019? (Y/N)	Expected Program Student Outcomes
Automotive Technology	TSTC	Yes	ASE Certifications, Internships, Level I Auto Mechanic
Emergency Medicine	Scurry County EMS	Yes	EMT-Basic
Education & Training	Western Texas College	No	Child Development Associate, AAT
Renewable Energy	Western Texas College	Yes	FAA Drone Pilot's License, AS
Law Enforcement	Western Texas College	No	Level I Criminal Justice Certificate, AAS

Year / Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8		BIM	1		N/A	
Year 0 / Grade 8		Principles Applied Engineering	1		N/A	
Total Year 0 High School Credits			Up to 2	Total Year 0 College Credit Hours		0
Year 1 / Grade 9	13039550	Principles of TDL	1	EDUC 1300	Intro to College	3
Year 1 / Grade 9	13020200	Principles of Health Science	1			
Year 1 / Grade 9	13014200	Principles of Education	1			
Year 1 / Grade 9	13024900	Family and Community Services	1	CDEC 1313	Curriculum Resources	3
Year 1 / Grade 9				CDEC 1354	Child Growth & Development	3
Year 1 / Grade 9						
Year 1 / Grade 9						
Total Year 1 High School Credits			1-2	Total Year 1 College Credit Hours		3-9
Year 2 / Grade 10	13039550	Automotive Basics	1	AUMT 1305	Intro to Automotive Technology	3
Year 2 / Grade 10	13039600	Automotive Technology I	1	AUMT 1419	Automotive Engine Repair	3
Year 2 / Grade 10	13020400	Health Science Theory	1			
Year 2 / Grade 10	13024900	Family and Community Services		CDEC 1313	Curriculum Resources	3
Year 2 / Grade 10				CDEC 1354	Child Growth & Development	3
Year 2 / Grade 10	13029200	Principles Law, PS, Corrections	1	CRJ 1301	Intro to Criminal Justice	3
Year 2 / Grade 10				CJSA 1325	Criminology	3
Year 2 / Grade 10						
Total Year 2 High School Credits			1-2	Total Year 2 College Credit Hours		3-9
Year 3 / Grade 11	13039700	Automotive Technology II	2	AUMT 1416	Suspension and Steering	3
Year 3 / Grade 11				AUMT 1310	Automotive Brake Systems	3
Year 3 / Grade 11					Automotive (Pending Level II)	3
Year 3 / Grade 11					Automotive (Pending Level II)	3
Year 3 / Grade 11	1302300	Medical Terminology	1	HITT	Medical Terminology I	3
Year 3 / Grade 11	13020600	Anatomy & Physiology			Anatomy & Physiology	3
Year 3 / Grade 11	13024700	Child Development	1	CDEC 1303	Families, School, Community	3
Year 3 / Grade 11				CDEC 1311	Educating Young Children	3
Year 3 / Grade 11	13029550	Criminal Investigations	1	CIJA 2334	Contemporary Issues CJ	3
Year 3 / Grade 11				CJSA 1342	Criminal Investigations	3
Total Year 3 High School Credits			1-3	Total Year 3 College Credit Hours		3-12
Year 4 / Grade 12	13020515	Healthcare Science Practicum	2	(Scurry Co EMS)	EMS-Basic	
Year 4 / Grade 12		Automotive Practicum	2		Automotive (Pending Level II)	6
Year 4 / Grade 12					Automotive (Pending Level II)	6
Year 4 / Grade 12	13024800	Child Guidance	2	CDEC 1319	Child Guidance	3
Year 4 / Grade 12		Education Practicum	2	CDEC 1318	Wellness of a Young Child	3
Year 4 / Grade 12				CDEC 1356	Emergent Literacy	3
Year 4 / Grade 12				CDEC 1358	Creative Arts for EC	3
Year 4 / Grade 12	13029500	Forensics	1	CJSA 1308, 2323	Criminalistics I, II	6
Total Year 4 High School Credits			4-6+	Total Year 4 College Credit Hours		12-18+
Total Years 5 & 6 High School Credits			0	Total Years 5 & 6 College Credit Hours		0
Total High School Credits			4-6+	Total College Credit Hours		12-18+
Certification (s) to be earned by high school graduation:	ASE Entry Level, Automotive Repair Level I/EMT-Basic, CDA, FAA Commercial Drone License, Criminal Justice Level I					
Degree (s) to be earned by high school graduation:	AAS, AAT, AS, AA (all options) * For a complete listing of crosswalk options for all programs and degree plans visit https://sites.google.com/snyderisd.net/ptech/student-resources .					

ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX TEMPLATE

Work-based education is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based education experiences for the P-TECH program should be provided at every grade level and should be appropriate in scope for the age of the student. Examples of work-based learning experiences are: job shadowing, cooperative education, career mentoring, internships, apprenticeships and can be paid or unpaid.

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level.
You may delete or expand rows but do not exceed one page

Year / Grade Level	Work-based Education Example # 1 (Auto Mechanics)			Work-based Education Example # 2 (Renewal Energy)			Work-based Education Example #3 (Emergency Medicine)		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	Partner-led program to restore vintage cars	Students meet weekly to restore vintage cars (Project Frankenstein)	Auto Clinic	Industry-based Guest Speakers	In-district guest speakers in classroom to bring authentic context to classroom	Big County Electric	Industry-based Guest Speakers	In-district guest speakers in classroom to bring authentic context to classroom	Cogdell Memorial
Year 2 / Grade 10	School-based auto shop lab	Students work in a SBE to provide authentic experience opportunities	Snyder ISD/Auto Clinic	Job Shadowing	On-site job shadowing for renewable energy program at WTC Lineman program and solar farm	Big County Electric, WTC	Job Shadowing	On-site job shadowing for health careers	Cogdell Memorial, Scurry County EMS
Year 3 / Grade 11	Options listed above plus Internships	Students work in paid and non-paid internships in community	Auto Clinic, Axton Trucking, Blake Fulenwider Dodge, Dipstix, Ford Customs, Dennis Quick Auto, Hurst Farm	Internships	Students work in paid and non-paid internships in community	Big County Electric	Internships	Students work in paid and non-paid internships in community	Cogdell Memorial, Scurry County EMS
Year 4 / Grade 12	Options listed above plus Internships	Students work in paid and non-paid internships in community	Auto Clinic, Axton Trucking, Blake Fulenwider Dodge, Dipstix, Ford Customs, Dennis Quick Auto, Hurst Farm	Internships	Students work in paid and non-paid internships in community, summer internship program available to post graduates	Big County Electric	Internships, Clinical Rotations	Students work in paid and non-paid internships in community	Cogdell Memorial, Scurry County EMS
Optional Year 5				On-Job-Training	WTC Lineman Program	Big County Electric/WTC			
Optional Year 6									

CDN: 208-902



**AGREEMENT TO OFFER COLLEGE CREDIT COURSES
CONCURRENTLY WITH HIGH SCHOOL CREDIT COURSES
Academic Year 2018-2019**

Western Texas College will offer courses for college credit on the high school campus, online, or a combination of the two. Students enrolled in these courses may earn college credit and high school credit simultaneously. The list below is subject to change depending on need of the high school or specific student(s).

Fall 2018	Spring 2019
ARTS 1301	MUSI 1306
ENGL 1301	ENGL 1302
ENGL 2326	ENGL 2322
HIST 1301	HIST 1302
EDUC 1300	SPCH 1315
BCIS 1305	COSC 1301
MATH 1314	MATH 1316
SPAN 1411	SPAN 1412
BIOL 2401	BIOL 2402
BIOL 1406	BIOL 1407
GOVT 2305	ECON 1301 OR GOVT 2306
MATH 2413	
CDEC 1313	CDEC 1318
HITT 1305	HITT 1349
WLDG 1323	WLDG 1313

Guidelines for the dual credit enrollment program will be as follows:

1. To be admitted into the dual credit classes, students must meet WTC's and the State of Texas' entry requirements set for all students.
2. Students will earn college credit appropriate for the course(s) taken and successfully completed.
3. Signed permission of the student's parent/guardian and high school principal on the appropriate WTC form is required.
4. College courses require a minimum of 45-48 hours of instruction for three (3) hours of college credit.
5. Instructors for dual credit classes must hold a master's degree in the appropriate field or a master's degree with 18 graduate hours in the subject field. Instructors from the public school may teach dual credit courses provided the necessary credentials have been earned by the instructor and the instructor is approved by the Dean of Instructional Affairs. Official transcripts must be on file prior to final approval.
6. When the public school instructors teach dual credit courses for WTC, compensation may be made to the school system or to the instructor, at the discretion of the school system. The amount of compensation is in accordance with WTC's dual credit faculty pay scale.
7. College regulations regarding curriculum, evaluation of instruction, course requirements, academic honesty, and student attendance will be in effect in all dual credit courses. Public school instructors teaching for WTC hold dual credit adjunct faculty status.
8. A qualified proctor, provided by the school, will be present at all times in an interactive television (ITV) classroom and available to monitor online courses. Proctors should regularly communicate with the college instructor.
9. All dual credit online WTC students must have exams proctored by a testing service provided by WTC, an approved testing center, or a designated proctor from the high school who has gone through proctor training provided by WTC.

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10. Dual credit college tuition, fees, and regular textbook charges will be assessed for the courses and are the responsibility of the students.
11. Unless otherwise agreed to, classes will be taught in facilities provided by the public schools.
12. Dual Credit students with diagnosed disabilities may be eligible for services from WTC. These students must provide documentation of the disabilities and be determined eligible by the WTC ADA committee to receive accommodations. Eligibility for services at the high school level does not always ensure students will meet the criteria to receive accommodations at the college level. If accommodations are made, these accommodations may differ from course modifications provided by the high school.
13. The location of the dual credit course will determine who is responsible for providing accommodations. For courses offered on the high school campus, accommodations will be provided by the high schools, in accordance with what has been authorized by the WTC ADA committee. For courses offered on the WTC campus, accommodations will be provided by the college.
14. WTC technology users shall not create, display, transmit, or make accessible threatening, racist, sexist, obscene, offensive, annoying or harassing language, e-mail messages, and/or material, including broadcasting unsolicited / unwanted e-mail messages (SPAM), or impersonating other users. WTC discrimination and harassment policies extend to communications via the technology infrastructure or otherwise.

15. Dual Credit Enrollment Recommendations:

WTC does not recommend first time dual credit students take more than 6 hrs their first semester.
WTC does not recommend dual credit students, with a GPA below 2.0, take more than 6 hrs.
WTC does not recommend dual credit students, with a GPA between 2.0 and 2.5, take more than 9 hrs.
WTC does not recommend dual credit students, with a GPA between 2.5 and 3.25, take more than 12 hrs.

16. Please refer to the WTC Course Catalog for other enrollment policies as well as scholastic probation/suspension

This agreement will be reviewed annually by both parties signed this 5th day of June, 2018.



Dr. Eddie Bland, Superintendent
Snyder ISD



Mrs. Stephanie Ducheneaux, Dean of Instructional Affairs
Western Texas College



Mrs. Janell Martin
High School Principal

PATHWAY OFFERING FORM



DUAL ENROLLMENT

In the spaces below, please indicate the pathways
Snyder High School High School proposes to offer for the 2018-2019 Academic Year.
 If you have an estimated number of students you believe will enroll, please indicate that was well. If you are uncertain, leave this portion of the form blank. The pathway proposal will initiate the development of an annual Memorandum of Understanding but does not substitute as an agreement.

High School Information:

ISD/Texas Home School/ Other Entity:	Snyder ISD	HS Title:	Snyder High School
HS Principal Or Designee Name:	Janell Martin	CEEB CODE:	446620

Dual Enrollment Contact (HS Counselor or CTE Administrator or Designee):

Contact Name:	Trish Spikes	High School:	Snyder High School
Phone Number:	325-574-8800	Email Address:	tspikes@snyderisd.net

Pathway Offering Information (add additional rows as needed):

Pathway	Program Major Code	Physical Address for Instruction (or TSTC Campus or Online)	Estimated Enrollment #
Automotive Technology	DCP.AUT.MLR.CER1	3801 Austin Ave, Snyder, TX 79549	25

Approvals:

HS Dual Enrollment Contact Print Name:	Trish Spikes, SHS Counselor	Signature:	<i>Trish Spikes</i>	Date:	4/16/18
High School Principal or Designee:	Janell Martin, SHS Principal	Signature:	<i>Janell Martin</i>	Date:	4/13/18
TSTC Dual Enrollment Advisor/Manager:	Amanda Elston Dual Enrollment Advisor	Signature:	<i>Amanda Elston</i>	Date:	4/16/18

Development Corporation of



SNYDER

March 29, 2019

To Whom It May Concern:


The Development Corporation of Snyder (DCOS), a business entity that provides workforce development and economic stimulus, is pleased to support the P-TECH program to provide training for careers in automotive technology, emergency services, law enforcement, education, and renewable energy in cooperation with Snyder ISD. We are an entity providing support to established and potential employers in Snyder. These employers hire trained workforce in the targeted areas and we are keenly aware of the desperate need for high quality training programs that prepare local students for employment opportunities in our community. In smaller communities such as Snyder, having the necessary equipment/curriculum and ability to expose students to trades and skills early in today's workplace is especially important for ensuring our competitiveness as a business and a community.

It is our hope that the P-TECH program will significantly benefit Snyder, the region, and our businesses directly, by increasing the supply of skilled and employable candidates, and creating a sustainable program to address future needs. We fully support this program and appreciate the opportunity to work with the school district in creating this and other exciting opportunities for our community.

Through partnerships between businesses and schools, we can more actively promote technical education as an alternative or addition to college in this community. Through this partnership, we will work with local businesses to provide the following:

1. Authentic curriculum resources and externship locations for instructors;
2. Work-based learning opportunities including internships, job shadowing, and guest speakers;
3. Advisory support for workforce needs;
4. Preferred recommendations for interviews at local businesses;
5. Promotion of program aspects to existing and future businesses.

We look forward to this and other programs increasing the quality and availability of a trained workforce in this area.

Sincerely,

Brooke Proctor
DCOS Executive Director