



2020-2021 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, March 26, 2021

NOGA ID

Authorizing legislation

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, March 26, 2021**.

Grant period from

Pre-award costs permitted from

Application stamp-in date and time

Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

Focus Area 1: Career and Technical Education Course

Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 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 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.
7. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

Summary of Program

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

In rural West Texas, 25.6% of students pursue post-secondary opportunities with on 20.7% of the students attending 4-year institutions. Snyder ISD and Roscoe Collegiate ISD are committing to provide options for all students to have opportunities to pursue college and career options with post-secondary opportunities provided during students' high school career. With 65% of the students across the two districts identified as economically disadvantaged, the importance of exposing students to opportunities and removing barriers becomes critical to break the cycle of generational poverty.

With similar missions, Roscoe is committed to producing productive, active and social members for society and Snyder is working to equip all students to pursue excellence every day. Both frameworks are forward thinking with the emphasis on long-term student outcomes. With the grant funds, the districts will develop a robust summer experience for students in grades 9-12 by offering a combination of bridge-camp experiences on the campus of local colleges and universities as well as providing authentic learning opportunities via internships within school-based enterprises and local businesses.

Summer Bridge Camps will serve the purpose of exposing students to college-type experiences while preparing students for improved academic outcomes and overcoming summer learning-loss. By allowing students to have an opportunity to attend a summer camp housed on the campus of institutions of higher education (IHE), students are exposed to a college environment through immersion. Students will experience dorm life, on-campus activities, and rigorous academic preparation programs.

Authentic internship experiences are critical for students in order to develop a stronger sense of the world of work and provide a pathway for students to move from the abstract educational environment to the more concrete world of work. The majority of high school students are exposed to work through generic, classroom-based experiences. Internships provide true experience for students in areas of work that are related to their program of study (POS). When students learn about the world of work through hands-on experiences, the opportunity to truly experience work-related expectations, gain transferable soft skills, and embed tangible anchors for future learning are increased.

Qualifications and Experience for Key Personnel

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
CCMR Director/P-Tech Director- Coordinate P-TECH programs for district, support pathways with authentic learning opportunities/IHE options	Experience with CTE pathways, career and college counseling, endorsements, and P-TECH/ECHS programs
Work-Based Learning Coordinator/Career & Educational Outreach Specialist- Establish local business partnerships and support internships	Experience with economic development and technical college systems, P-TECH or ECHS
Academic Dean/P-TECH Coordinator- Support students and provide options to remove barriers to post-secondary options	Understanding of high school graduation requirements and crosswalks with IHE partners, ability to maintain student records, strong interpersonal skills, ability to work with students, parents and IHE staff
Bridge Camp Coordinator- Organize and coordinate program and activities related to the designated camp and testing sessions	Organizational mind-set with strong interpersonal skills, the ability to maintain student records, and work with students, parents and IHE staff
Graduation/Success Coach- Maintain accurate records for students monitoring post-secondary plans, dual credit programs and IGP attainment	Understanding of high school graduation requirements and crosswalks with IHE partners, ability to maintain student records, strong interpersonal skills, ability to work with students, parents and IHE staff

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives? **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

The grant will assist Snyder and Roscoe Collegiate ISDs in meeting two main goals:

1. Provide support to middle and high school students to be prepared to successfully complete the TSIA requirements as needed for the start of dual credit programs in high school with 80% of the participants successfully completing the grade-defined requirements (9th graders TSIA ELAR, 10-12th grade TSIA Complete) while experiencing a higher educational environment to stimulate future interest and remove perceived/real barriers to access.
2. Provide exposure upper grade students to the world of work by enhancing soft skills and transferable skills needed in today's workforce with 90% of the interns proficient or higher on the mentor's end-of-summer evaluation with a demonstration of mastery of training plan objectives and 100% of the interns completing a summative reflective tool for student portfolios.

The districts will achieve these goals by offering a Summer Bridge program targeting rising 9th grade students and upper grade-level student who would benefit from summer learning support in an environment that exposes students to a college campus and collegiate environment. Work-based learning experiences via internships in school-based enterprises and local businesses will provide the opportunity for 11th and 12th grade students to experience real-work while earning a training stipend that can assist in meeting the socio-economic needs of the student.

Performance and Evaluation Measures

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Focus Area 1 Performance and Evaluation Measures:

Students attending the Summer Bridge camp will attempt the TSIA based on the grade appropriate guidelines. Rising 9th graders will work towards the completion of the ELAR portion while upper grade level students will work towards TSIA completion status. The TSIA will be the measurement tool and program effectiveness will be measured by the attainment of the 80% grade level passing rates as defined by goal expectations established for the grant outcomes.

Additionally a pre-/post-survey instrument will be administered to evaluate student perceptions of personal higher education opportunities and potential barriers to achievement of post-secondary degrees with the information being used as a qualitative measure to inform future recruiting and academic support plans specifically for students with an initial perception of higher education as unattainable or with limited attainability. The perception instrument will be identified through a partnership with a vendor providing research-based perceptions survey access.

Focus Area 2 Performance and Evaluation Measures:

Student interns participating in the summer internship program will follow personalized training plans with TEKS-aligned objectives and demonstrate mastery of the training plan objectives by the end of the four-week summer internship. Interns will also complete a reflective journal with a summative narrative that will be added to a student's career portfolio. Workplace mentors in the WBL assignment will evaluate student performance and rate/provide feedback on identified soft skills and the student's accomplishment of training plan objectives weekly. Data collected from the identified measurement tools will be used to evaluate the achievement of the defined goals for the grant-funded efforts. Measurement tools used will be the training plan and mentor evaluation form developed through a partnership with Texas Workforce. The reflective journal will be evaluated by a rubric with descriptors for the indicators to provide an objective measurement tool. The goal attainment of 90% proficiency standard for interns will be based on the mentor summative evaluation of the intern. Student interns will be expected to submit a reflective journal meeting proficiency standards based on a 3 or higher on the rubric as part of the final pay period expectation.

Budget Narrative

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. **NOTE: If applying for both Focus Areas, applicant must CLEARLY distinguish between the two in your response.**

Focus Area I grant funds will be used to sponsor students to attend a multi-day bridge camp housed at Western Texas College (WTC) (targeted participant numbers: 50 Snyder ISD, 50 Roscoe Collegiate ISD rising 9th graders) and Angelo State University (ASU) (targeted participant numbers: 45 Roscoe Collegiate ISD, 10 Snyder ISD 10th-12th graders). By providing students with an overnight experience on campus, students will participate in an immersive college experience focused on academic outcomes. The SISD and RCISD staff members will be selected as camp counselors and the district will work with IHE campuses to identify college student leaders to assist with the camps.

Grant funds will be used for the following:

- >To provide stipends for identified staff on 187-day contracts
- >To purchase supplies and materials to support the campus experiences
- >To provide camp fees (housing, food, testing fees, curriculum) for participants

Both ISD's have additional grant funds that could support additional student participants from the 21st Century (ACE) grant funds and the Rural Student Success Initiative (RSSI) grant. SISD and RCISD Bridge Camp Coordinators, will act as camp directors and will be supported by the Academic Dean and P-TECH Coordinators. SISD CCMR Director will be charged with camp planning and developing IHE partnerships, recruiting and student support and will work along side RCISD P-TECH for the WTC Bridge camp; and RCISD Bridge Camp coordinator will focus on the ASU upper-grade level bridge camp logistics and planning. Graduation Coaches and Counselors will support Bridge camp activities and will be paid a summer stipend from local funds as needed.

Western Texas College and Angelo State University will work with the districts to provide a tuition for students to cover room and board. Additional expenses will involve testing fees and support curriculum.

Snyder and Roscoe Collegiate ISD have hosted Bridge Camp programs previously on home-campus and virtually; however, this will be the first on-site college camp for both school districts with overnight accommodations at WTC or ASU. Historically, Bridge Camps have been held on the school campuses and have focused on TSI attainment. To enrich this experience for students and provide long-term outcomes for higher education interest, the immersive experience will be beneficial.

Focus Area 2 grant funds will be used to provide a four/six-week training stipend (\$10.00/hr) for up to 40 student interns with a 15-20 hour/week WBL experience in industries related to their P-TECH and or Program of Study pathways. Interns may work in school-based enterprises or local businesses. Students will record time via a time-sheet verified by their assigned mentor. Bi-weekly pay will be distributed upon the successful completion of the TEKS-aligned training plans, mentor evaluation, and student reflections as well as the submitted time sheets.

Grant funds will be used for the following:

- >Student training stipends as detailed above.

WBL Coordinators in both SISD and RCISD will establish internship sites, provide mentor training, and management students needs during the four/six-week internship program to their respective students.

Snyder and Roscoe have offered internships in the past and through Texas Workforce, limited training stipends have been made available

Program Requirements

1. 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/approved-cte-programs-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.

Snyder ISD -Automotive: Principles of Transportation Systems, Automotive Basics, Automotive Technology I,II, and Practicum in Transportation; Entrepreneurship: Principles of Business, Marketing and Finance, Entrepreneurship, Entrepreneurship II and Pract in Entrepreneurship; Healthcare Therapeutic: Principles of Health Science, Health Science Theory, Anatomy and Physiology, Medical Terminology and Pract in Health Science; Law Enforcement: Principle of Law, Public Safety, Corrections and Security, Criminal Investigation, Forensic Psychology, Forensic Science, and Practicum in Law, Public Safety, Corrections and Security; Oil and Gas Exploration and Production: Oil and Gas Production I,II,III,IV; Plant Science: Principles of Agricultural, Food and Natural Resources, Greenhouse Operation & Production/Lab, Floral Design/Lab, Horticulture Science/Lab, Advanced Floral Design, Advanced Plant and Soil Science and Pract in Agriculture, Food and Natural Resources; Programming and Software Development: Fundamentals of Computer Science, Computer Science I, II, III and Pract in Information Technology; Renewable Energy: Principles of Applied Engineering, Energy and Natural Resources Technology, Scientific Research and Design, Engineering Design and Problem Solving; Teaching and Training: Principles of Education/Training, Human Growth and Development, Instructional Practices, Pract in Education/Training; Welding: Introduction to Welding, Welding I, Welding II/Lab, and Pract in Manufacturing.

Roscoe ISD -Animal Science: Principles of Agriculture, Food and Natural Resources, Small Animal Management/Equine Science, Livestock Production and Veterinary Medicine Applications; Manufacturing: Principles of Applied Engineering, Robotics I & II; Digital Communications: Principles of Arts, AV Technology and Communication, Audio/Video Production/Lab I & II, Pract Audio Video Production; Business Management: Principles of Business, Marketing and Finance, Business Law, Business Management, Pract in Entrepreneurship; Welding: Principles of Manufacturing, Welding I, Welding II and Welding II/Lab, Pract in Manufacturing

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

Grant funds will be used to provide a training stipend for student to participate in internship placements during the summer. The following are the business and industry partners with the confirmed number of interns placed in the workplace, with additional internship placements optional.

Business and industry partners with confirmed or potential summer internship opportunities:

Snyder ISD Greenhouse (6 interns)
 Snyder ISD Summer Ace Program (6 interns)
 Snyder ISD Technology (1 intern)
 Development Corporation of Snyder (1 intern)
 Snyder ISD Transportation (1 intern)

Roscoe ISD Collegiate Edu-Vet (2 interns)
 Roscoe ISD Collegiate Edu-Weld (2 interns)
 Roscoe ISD Collegiate Edu-Drone (2 interns)
 Roscoe ISD Collegiate Edu-Maker (2 interns)
 Roscoe ISD Collegiate Technology Department (2 interns)

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

ROSCOE COLLEGIATE INDEPENDENT SCHOOL DISTRICT

P.O. BOX 579, Roscoe, Texas 79545 325/766-3629 FAX 325/766-3138
www.roscoe.esc14.net

Andrew J. Wilson, Provost
Roscoe Collegiate ISD
P.O. Box 579
Roscoe, TX, 79545

To Whom It May Concern:

Roscoe Collegiate Independent School District is excited to partner with Snyder Independent School District on the 2020-2021 Summer Career and Technical Education Grant. We have been looking for opportunities to collaborate with the larger districts in our areas, and we hope that this is the first of many collaborative projects between our two districts. Collaborating on this grant makes sense due to the commonalities the two districts share in regional industry opportunities/needs as well as higher education partnerships with Western Texas College. RCISD is looking forward to planning and implementing the summer bridge initiatives with Snyder ISD as well as sharing qualitative data about summer internship experiences. This grant and collaborative initiative will be mutually beneficial for the students of both districts. Thank you for your consideration in this matter.

Sincerely,



Andrew J. Wilson



March 25, 2021

To Whom It May Concern:

Development Corporation of Snyder is pleased to support the application for TEA's Summer CTE grant to promote training for careers in Snyder via community internships. As an organization that supports businesses in the Snyder and Scurry county areas, 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 and Roscoe, having the necessary equipment/curriculum and offering exposure students to trades and skills early in today's workplace are especially important for ensuring our competitiveness as a business and a community.

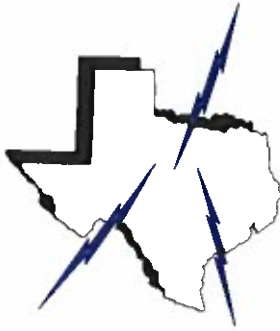
It is our hope that this funding will significantly benefit Snyder and Roscoe, the region, and our businesses directly by increasing the supply of skilled and employable candidates and creating a sustainable program to address future needs. We fully support this grant and appreciate the opportunity to work with you in creating this and other exciting opportunities for our community. In our opinion, more involvement between ISDs and local businesses is greatly needed in our rural community. Through partnerships between businesses and schools, we can more actively promote career and college training preparation. We look forward to this and other programs increasing the quality and availability of a trained workforce in this area.

Sincerely,

A handwritten signature in blue ink that reads "Douglas R. Dowler". The signature is written in a cursive style with a long horizontal flourish at the end.

Douglas R. Dowler

Executive Director



Big Country Electric Cooperative, Inc.

Big Country Development Corporation

Your Touchstone Energy® Partner 
The power of human connections®

March 26, 2021

To Whom It May Concern:

Big Country Electric is pleased to support the application for TEA's Summer CTE grant to promote training for careers in Snyder and Roscoe via community internships. As an organization with offices located in Snyder and other nearby rural towns, 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 and Roscoe, having the necessary equipment/curriculum and offering exposure students to trades and skills early in today's workplace are especially important for ensuring our competitiveness as a business and a community.

It is our hope that this funding will significantly benefit Snyder and Roscoe, the region, and our business directly by increasing the supply of skilled and employable candidates and creating a sustainable program to address future needs. We fully support this grant and appreciate the opportunity to work with you in creating this and other exciting opportunities for our community. In our opinion, more involvement between ISDs and local businesses is greatly needed in our rural community. Through partnerships between businesses and schools, we can more actively promote career and college training preparation. We look forward to this and other programs increasing the quality and availability of a trained workforce in this area.

Sincerely,

Mark McClain
CEO / General Manager
Big Country Electric Cooperative
mmclain@bigcountry.coop
Cell 325-575-6721



*Big Country Electric
Cooperative, Inc.*

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Snyder Branch:
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Fax (325) 573-7781

ROSCOE COLLEGIATE EduBusinesses

P.O. BOX 579, Roscoe, Texas 79545 325/766-3629 FAX 325/766-3138
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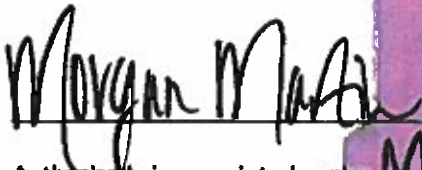
March 24, 2021

To Whom It May Concern:

On behalf of EduDrone, EduWeld, EduVet, EduMaker, and RCISD IT department we are pleased to work with Roscoe Collegiate ISD and support internships. In smaller communities such as Roscoe, Sweetwater, and Snyder, having the necessary training 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 community.

It is our hope that this funding will significantly benefit our communities, our region, and our business directly, by increasing the supply of skilled and employable candidates, and appreciate the opportunity to work with you in creating this and other exciting opportunities for our community. In our opinion, more involvement between Roscoe Collegiate ISD and local business is greatly needed in our region. We look forward to this and other programs increasing the quality and availability of a trained workforce in this area.

Sincerely,



Morgan Martin

Authorized signer printed name: Morgan Martin