



**2022-2023 Summer Career and Technical Education Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 8, 2022**

NOGA ID

Authorizing legislation

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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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, November 8, 2022**.Grant period from **March 1, 2023-September 30, 2023**Pre-award costs permitted from **Award Announcement Date**

Application stamp-in date and time

### Required Attachments

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

See the Program Guidelines for for additional attachment information.

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

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

### Amendment Number

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

N/A

### Applicant Information

Organization Cotton Center ISD CDN 095-902 Campus ESC 17 UEI N/A

Address 2345 FM 179 City Cotton Center ZIP 79021 Vendor ID 75-6000805

Primary Contact Mr. Ryan Bobo Email ryan.bobo@cclks.org Phone (806) 879-2160

Secondary Contact Mr. Allen Keys Email allen.keys@cclks.org Phone (806) 879-2160

### 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 Ryan Bobo Title Superintendent

Email ryan.bobo@cclks.org Phone (806) 879-2160

DocuSigned by:  
 Signature *Ryan Bobo* Date 10/28/2022

**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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection process.
- 7. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

**Summary of Program (Focus Area 1)**

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

N/A

**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:** If awarded the 2022-2023 Summer CTE program under Focus Area 2, Cotton Center ISD (CCISD) will target upperclassmen to participate in a 12-week long Work-based Learning Program in the HVAC and Sheet Metal Program of Study. Students will receive pay for participating in internships that will be provided by Brad Long Heating and Cooling. (Letters of Support attached: 5 priority pts.) These internships will be conducted on-site at the district, removing the need for extended amounts of transportation; thereby, increasing student participation/engagement. During the internships, students will receive real-world experiences by conducting activities such as: Checking water heater pressure and temperature; Installing duct work throughout the district; Replacing air filters; and Monitoring air conditioning systems to determine need for maintenance (i.e. additional freon).

**SPECIFIC NEEDS:** Based on the most recent TEA classifications, CCISD is a categorized a rural district (5 priority pts.). In addition to this serving as a need for the program, additional district demographics that demonstrate a specific need for grant funding include: 70.8% of the student population is Economically Disadvantaged (ED) and 58.3% of the student enrollment is a minority. While it is pretty well-known that these kinds of demographics can create a barrier of entry into post-secondary education, the statistics are a bit shocking. For example, only 20% of our minority population and 27% of our ED population transition to an IHE after graduating. This is significantly lower (nearly half) than the state average of 52.6% (Source: TAPR 2020-2021)

**ADDRESSING NEEDS:** To address these needs and help meet the mission of having students “Graduate with the skills and values needed to compete successfully as life-long learners”, the district will implement Focus Areas 2 with high fidelity. With Focus Area 2, students will attain employment skills, preparing them for the workforce and a high-paying job. This in turn will assist CCISD in addressing the economic and post-secondary needs seen at the district.

**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 |
|--|--|
| N/A                                    | N/A                                    |
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**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  |
|--|---|
| SUPERINTENDENT – Will be responsible for supervising the grant program as well as ensuring all data is reported back to TEA. (Existing Position) | Bachelor’s Degree in Education or a related field. Three (3) years of experience being a Superintendent.  |
| BUSINESS PARTNER – Will provide high-quality instruction and supervision in HVAC techniques and planning. (Existing Position)                    | Over five (5) years of experience in HVAC as well as training new employees in the field.   |
| PROJECT/ CTE DIRECTOR – Will be responsible for overseeing the program and ensuring that all performance measures are met. (Existing Position)   | Bachelor’s Degree in Education. Experience with managing programs, personnel, and budgets.  |
| CAMPUS COUNSELOR - Inform students of the opportunity to participate in work-based learning opportunities. (Existing Position)                   | Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have two (2) years of experience in assisting students in selecting careers. |
|  |   |

**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?

N/A

**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?

FOCUS AREA 2: Major Goals/Objectives of The Proposed Program: The district’s Focus Area 2 objective is to offer a minimum of 5 students work-based learning opportunities. This will in turn assist the district in meeting their goal of ensuring children of the district is strategically prepared for post-secondary success, whether that be in an Institution of Higher Education or the workforce.

ACTIVITIES/STRATEGIES: To help the district obtain their objective and goal, the following activities will be conducted as part of the work-based learning program: Work with the partner (s) to develop a learning schedule that is conducive to both the student and the partner (s); Pay students to partake in the program; and Provide transportation to and from where learning activities will be offered, if needed.

During students work-based learning program, students will be able to conduct real-world work activities that include but are not limited to: Checking water heater pressure and temperature; Installing duct work throughout the district; Replacing air filters; and Monitoring air conditioning systems to determine need for maintenance (i.e. additional freon). These experiences will increase student learning, develop employability skills in actual workplaces, provide a smoother transition from education into the workforce, and improve post-school outcomes such as employment and post-secondary attendance.

**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.

N/A

**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.

**FOCUS AREA 2 PERFORMANCE MEASURES:** In accordance with TEA-provided guidelines, the district will monitor the following as a way to measure performance: 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 and 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.

**TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS OF OBJECTIVES/STRATEGIES:** To monitor the performance measures listed above, the district will utilize the following tools: Student/Stakeholder Surveys, Work-based Application, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as the number of after school and summer jobs students acquire related to their field of study.

**PROCESSES USED TO ENSURE EFFECTIVENESS OF THE PROJECT OBJECTIVES AND STRATEGIES:** The data collected will help the district determine whether the students in this program are meeting the goals and objectives as well as how effective the strategies for student success are. The process for data collection includes: Reviewing Attendance Records daily; Administering the surveys pre-and post-program completion; Reviewing student work-based applications weekly to ensure constant progression; and Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

**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.

N/A

**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.

The budget will meet the needs and goals of the program, including for STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Proposed budget is as follows:

1) Professional Staff Extra-Duty Pay has been budgeted for a Project Director and to have staff oversee day-to-day activities. (Focus Area 2 - \$9,600) 2) Employee Benefits have been included. (Focus Area 2 - \$2,400) 3) Costs for Professional Development have been included. (Focus Area 2 - \$5,000) 4) Supplies and materials necessary for the work-based activities have been included. Some of the specific work-based materials include but aren't limited to: AC ducts, wall vents, galvanized clamps, galvanized duct pipe and fittings, air filters, and leak detectors (i.e. gas, refrigerant, etc.). (Focus Area 2 - \$9,380) 5) Costs for student internships (Focus Area 2 - \$21,120). 6) Costs to transport students to and from the worksite have been included (Focus Area 2 - \$2,500).

HIGH-LEVEL SNAPSHOT: There are currently no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Since the Work-based Learning Program is currently not in place, we expect to continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current streams of funding to align funding purposes to grant goals.

**Program Requirements**

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of needs 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.)

N/A

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, or specific program of study teacher availability, etc.)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY:  
Cotton Center ISD is a small rural district, Title 1 School, with a high percentage minority population (Hispanic). Due to the rural location of the school, transportation is limited beyond the regular school day hours. Due to routes being 20 – 30 minutes, the district finds it difficult to have parents transport students beyond school day hours, especially in the Summer. This poses a conflict when trying to schedule a program such as this. Additionally, within the surrounding area 17.8% of the families are classified as living in poverty. This generates less tax money that can be collected by the district – resulting in less opportunities (such as paid internships) it can provide students. These two factors are major contributing forces that hinder the ability for the district to provide paid work-based learning opportunities for students.

ADDRESSING NEEDS: To address needs, the district has created a comprehensive grant budget that will provide funding needs to transport students to and from the activity site. Additionally, funds will be allocated to cover costs associated with paying students to participate in the work-based learning opportunities during Summer. This will help ensure students graduate with employment skills that will prepare them for the workforce in a high-paying job.



**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 will be engaged and supported in this focus area.

N/A

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, applicants will need to 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, if awarded funds under Focus Area 2, Cotton Center ISD will have 5 students will work alongside the Brad Long Heating and Cooling the partnering business (Letters of Support: 5 priority pts.). All internship activities will be conducted on-site at the district.

**WORK-BASED LEARNING MODEL(S):** While interning, students will receive real-world work experience by conducting activities such as: Checking water heater pressure and temperature; Installing duct work throughout the district; Replacing air filters; and Monitoring air conditioning systems to determine need for maintenance (i.e. additional freon). In addition to making students more marketable for the workforce by providing them these experiences, they will also have the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. These types of skills will give them a competitive advantage for achieving their career goals.

**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**