Texas Education Agency
Standard Application System (SAS)

2018–2020 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Success

Program authority:	GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	February 23, 2018, to June 15, 2020	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 JAN -5 PM 3:06 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Heidi Flynn: PTECH@tea.texas.gov; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Dallas ISD	057905015	Seagoville High School	
Vendor ID #	ESC Region #		
1756001278	10		

Mailing address	City	State	ZIP Code
9400 North Central Expressway	Dallas	TX	75231-

Primary Contact

First name	M.I.	Last name	Title
Usamah		Rodgers	Assistant Superintendent
Telephone #	Email address		FAX #
972-925-5488	Umuhammad-rodgers@dallasisd.org		

Secondary Contact

First name	M.I.	Last name	Title
Israel		Cordero	Deputy Superintendent
Telephone #	Email address		FAX #
972-925-5472	lcord014@dallasisd.org		

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Michael		Hinojosa	Superintendent Of Schools
Telephone #	Email address		FAX #
(972) 925-3220	HINOJOSAM@dallasisd.org		

Signature (blue ink preferred) Date signed 12/21/2017

Only the legally responsible party may sign this application.

Approved as to Form:

12/19/17

Signature **Date**

701-18-101-003

Schedule #1—General Information	
County-district number or vendor ID: 057905015	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	☐
7	Payroll Costs (6100) – Federal Funds		☐
8	Professional and Contracted Services (6200) – State Funds		☐
8	Professional and Contracted Services (6200) – Federal Funds		☐
9	Supplies and Materials (6300) – State Funds		☐
9	Supplies and Materials (6300) – Federal Funds		☐
10	Other Operating Costs (6400) – State Funds		☐
10	Other Operating Costs (6400) – Federal Funds		☐
11	Capital Outlay (6600) – State Funds		☐
11	Capital Outlay (6600) – Federal Funds		☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905015	Amendment # (for amendments only):
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
1	Crosswalk Template	The Crosswalk Template outlines current program/course of study for students.
2	Work Based Education Matrix Template	The Work Based Education Matrix Template details the appropriate work based education experiences for students at each grade level.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905015	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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 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.
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 that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905015	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☒ P-TECH ☐ ICIA ☐ Both

Dallas ISD, in partnership with the Dallas County Community College District (DCCCD), expanded on an already strong existing Early College High School Program by implementing Collegiate Academies designed for workforce development utilizing the Pathways in Technology Early College High School (P-TECH) framework. The Collegiate Academies focus on high-need workforce industries and career pathways. Each Collegiate Academy has an industry partner and a higher education partner through DCCCD and offers its own pathway leading to an Associate of Applied Science or Associate of Science degree. Additionally, articulation agreements with regional four-year universities will allow Collegiate Academy graduates to take specified courses toward a Bachelor's degree. Districtwide career pathways available to students include health sciences, information technology, education and accounting, among others. The roles and responsibilities for each partner in a Collegiate Academy are clearly defined and agreed to by a signed Memorandum of Understanding/Interlocal Agreement.

The Dallas ISD Collegiate Academy program is based upon the P-TECH framework which represents an innovative approach to college access and completion for students who might otherwise be locked out of the growth sectors of the economy. Those students who complete the program will:

- become familiar with the effort required to successfully complete college level coursework;
- receive corporate mentorship and intern/externship opportunities, learning about the workforce and workforce requirements first-hand;
- avoid the need for remediation when enrolling in college after high school graduation;
- earn as many as 60 hours of tuition-free college credit as a high school student, and/or an Associate of Applied Science degree;
- eliminate thousands of dollars in college tuition costs by earning college credit hours while in high school;
- start college at a four-year university already having completed two years in high school, thereby earning a four-year degree in less time than their peers; and
- enter the job market with a work-ready skill upon completion of high school.

The Dallas ISD Collegiate Academies represent a sweeping redesign of the high school experience on campuses that have traditionally underperformed and have a limited number of students that graduate from post-secondary institutions within six years. By creating successful student transitions into institutions of higher education, the Dallas ISD Collegiate Academies will increase the number of first-generaion college students embarking upon on high demand, high wage careers.

Seagoville Pathways to Technology Early College High School (Seagoville P-TECH) was opened as a school within a school at Seagoville High School in the Fall of the 2016-2017 school year. The campus opened as a Collegiate Academy utilizing the P-TECH framework to provide an innovative approach to improving educational outcomes for at-risk or students underrepresented in higher education. Fall 2016, Seagoville Collegiate Academy applied for and received Early College High School (ECHS) designation from the Texas Education Agency.

Seagoville P-TECH operates using the ECHS guiding principles and adheres to the ECHS benchmarks: 1) Target Population, 2) Partnership Agreement, 3) P-16 Leadership Initiatives, 4)Curriculum and Support, 5)Academic Rigor and 6) Readiness and School Design. Additionally,Seagoville P-TECH has secured industry partners that support workforce development. The campus industry partners have agreed to provide workbased learning experiences, job shadowing, site visits, internships and priority interviews for graduates of the program.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057905015	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Seagoville P-TECH focuses directly on the Business Administration and Personal Computer Support. These career clusters are identified as a critical workforce need in the State of Texas by the Governor's Office, Texas Education Agency, and Texas Workforce Commission.

Seagoville P-TECH accepts 100 ninth-grade students per year. Students of all backgrounds and abilities are eligible to apply, with a focus on attracting first generation college students and those who are historically underrepresented in higher education, with the determination to attend college. Students will only be accepted into the collegiate academy program as freshmen. Each class will move together as a cohort throughout high school. The academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM).

The academic partners for **Seagoville P-TECH** are Eastfield College in the Dallas County Community College District, Texas A&M University-Commerce and University of North Texas Dallas. Students will complete high school graduation requirements and earn either an associate's degree or up to 60 semester hours of college credit. Dallas ISD will provide transportation for students to and from the Eastfield College campus. The articulation agreements with TAMU-Commerce and UTD will allow **Seagoville P-TECH** graduates to take specified courses to complete a BAAS or BS degree.

At&T, Accenture, and NFTE serve as primary industry partners at **Seagoville P-TECH**. The industry partnerships are integral to student success. Corporate involvement builds student understanding of the connection between their coursework and field experiences to the "real world" expectations of the workplace. These connections serve as a motivator and support mechanism for students, both in the classroom and in their future careers.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905015	Amendment # (for amendments only):
Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	
Grant period: February 23, 2018, to June 15, 2020	Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (36%)			Federal Funds (64%)			Match
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #7	Payroll Costs (6100)	6100	$82,148	$0	$82,148	$0	$0	$0	$52,000
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	$54,394	$0	$54,394	$0
Schedule #9	Supplies and Materials (6300)	6300	$11,452	$0	$11,452	$112,006	$0	$112,006	$0
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0	$0	$0	$0
	Total direct costs:		$93,600	$0	$93,600	$166,400	$0	$166,400	$52,000
	Percentage% indirect costs (see note):		N/A	$0	$0	N/A	$0	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$93,600**	**$0**	**$93,600**	**$166,400**	**$0**	**$166,400**	**$52,000**

Administrative Cost Calculation

	State Funds	Federal Funds
Enter the total grant amount requested:	$93,600	$166,400
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$9,360	$16,640

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirec costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds

County-district number or vendor ID: 057905015 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)	Match
Academic/Instructional					
1	Teacher			$	$
2	Educational aide	1		$66,288	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18	Subtotal employee costs:			$66,288	$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			$	$
20	6119 Professional staff extra-duty pay			$	$
21	6121 Support staff extra-duty pay			$	$
22	6140 Employee benefits			$15,860	$
23	61XX Tuition remission (IHEs only)			$	$
24	Subtotal substitute, extra-duty, benefits costs			$15,860	$
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$82,148**	**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) – Federal Funds

County-district number or vendor ID: 057905015				Amendment # (for amendments only):	
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (Federal Funds)**	**Match**
Program Management and Administration					
1	Project director			$	$
2	Project coordinator			$	$
3	Support Staff directly working on the program			$	$52,000
Other Employee Positions					
4	Title			$	$
5	Title			$	$
6	Title			$	$
7			**Grand total:**	**$0**	**$52,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds

County-district number or vendor ID: 057905015	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted (State Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**	**$**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		$	$
2		$	$
3		$	$
4		$	$
5		$	$
6		$	$
b.	**Subtotal of professional and contracted services:**	$0	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0	$
	(Sum of lines a, b, and c) Grand total	**$0**	**$**

Schedule #8—Professional and Contracted Services (6200) – Federal Funds

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted (Federal Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**	**$**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		$	$
2		$	$
3		$	$
4		$	$
5		$	$
6		$	$
b.	**Subtotal of professional and contracted services:**	$0	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$54,394	$
	(Sum of lines a, b, and c) Grand total	**$54,394**	**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300) – State Funds			
County-District Number or Vendor ID: 057905015		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted (State Funds**	**Match**
6300	Total supplies and materials that do not require specific approval:	$11,452	$
	Grand total:	**$11,452**	**$**

Schedule #9—Supplies and Materials (6300) –Federal Funds			
Supplies and Materials Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**	**Match**
63XX	Technology not capitalized Specify purpose: • iMAC Computers - Use for the coding and programming of software. NFTE programs • Ipad Pro - Running essential software for creation of apps and programs • Cameras/ Video - Use of green screen to have students record videos for businees and teachnology • Green Screen with lighting kit - Record videos and messages for business and technology • Interactive Screen - Business presentations in the innovation lab • Arduino Starter Kits - Helping students to code and program • LilyPad e-textiles - use for robotics programming and use ful to power other objects • Laser Cutter - Business and technology students can create products for college courses • Screen Printing Package -Software that allows business students to produce screens to make products • Rasberry Pi - Program that allows students to prgram equipment. • Podcasting - Communication to tranmit podcasts for business and technology • Programs that are used to aid students in coding , PC support and business. •	$107,915	$
	Subtotal supplies and materials requiring specific approval:	$107,915	$
6300	Total **non-consumable** supplies and materials that do not require specific approval:	$4,091	$
	Grand total:	**$112,006**	**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400) – State Funds			
County-District Number or Vendor ID: 057905015		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted (State Funds)**	**Match**
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$	$
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	**$0**	**$**

Schedule #10—Other Operating Costs (6400) – Federal Funds			
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**	**Match**
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	**$0**	**$**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – State Funds

County-District Number or Vendor ID: 057905015 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	**$**	**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – Federal Funds

County-District Number or Vendor ID: 057905015 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
			Grand total:	**$**	**$**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905015 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Dallas ISD tracks applications, progress, and academic scores for each student.	1.	Applications for participation meet numerical and demographic targets.
		2.	Accepted students maintain participation through graduation.
		3.	Participating students maintain satisfactory academic progress.
2.	Dallas ISD receives data collected by testing companies.	1.	PSAT 8/9 8th grade scores serve as college readiness leading indicator.
		2.	PSAT/NMSQT scores meet targets for project participants.
		3.	ACT / SAT participation and scores meet targets for project participants
3.	Dallas ISD collects data from teachers and school leaders through surveys, interviews, and focus groups once a semester.	1.	Targets are met for CTE coherent sequence participation.
		2.	Participating students on track to complete Distinguished Level of Achievement high school graduation plan.
		3.	Participating students maintain satisfactory academic progress.
4.	Dallas ISD receives data from the college and the National Student Clearinghouse.	1.	College TSI-A scores meet targets for project participants.
		2.	College grades meet targets for project participants.
		3.	College enrollment and persistence are demonstrated by participants.
5.	Dallas ISD interviews industry and college partners and teachers once a semester.	1.	Industry partners benefit students by their participation in program.
		2.	Industry and college partners maintain a high level of satisfaction with program.
		3.	Dual credit teachers maintain a high level of satisfaction with program.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905015 | Amendment # (for amendments only):

Statutory Requirement 1: Describe the current P-TECH or ICIA (or similar program) school structure. Describe how the school currently meets criteria for open enrollment. In addition, complete the data chart for students who are currently in the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Seagoville P-TECH will operate as a small learning community within Seagoville High School. **Seagoville P-TECH** will serve 300 students entering grade 9 through 11th grade during the 2018-2019 school year with plans to scale up by adding twelfth grade in 2019-2020. The campus will enroll a new cohort of 100 9th grade students each year. At capacity **Seagoville P-TECH** will serve 400 students in grades 9-12. Students in grades 9 and 10 will attend classes at the Seagoville High School campus and 11th and 12th grade students will attend classes at Eastfield College West Campus

Enrollment at **Seagoville P-TECH** is open to incoming 9th grade students only. The campus has developed a comprehensive plan to recruit students that are first generation college goers, at-risk, English language learners and/or students who have been historically underrepresented in higher education specifically Hispanic, African-American and economically disadvantaged students.

The **Seagoville P-TECH** Leadership Team will recruit students by visiting surrounding middle schools, participating in Dallas ISD High School Fairs and by attending middle school "High School Preview" nights. **Seagoville P-TECH** hosts a series of open houses and informational meetings for community members. Parents, students and community members have the opportunity to learn about the **Seagoville P-TECH** program, pathways and extracurricular activities.

The recruitment and enrollment processes were developed to ensure that all students would have an opportunity to attend **Seagoville P-TECH** regardless of their academic history, background, discipline record and previous assessment scores. Interested students will complete an on-line application and participate in a face-to-face interview conducted by the **Seagoville P-TECH** team members. Students who complete the application and interview process receive additional points based upon ECHS Targeted Student Population criteria and outcome based measures. The applicants' information will be loaded in a campus database and 100 students will be selected for admissions into the 9th grade cohort each year.

Grade Level	# Students in Program*	Program % At-Risk (Defined by PEIMS)	Program % LEP	Program % ESL	Program % SPED	Program % Eco Dis	Program % First Generation College Goers
9th	125	63%	32%	3%	5%	92%	86%
10th	103	49%	12%	N/A	2%	93%	91%
11th	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12th	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*if program does not currently include students from the grade level, write n/a in each column.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905015 | Amendment # (for amendments only):

Statutory Requirement 2: Describe one program/course of study that you offer to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program of study at Seagoville P-TECH provides a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success. One of the programs of study at Seagoville P-TECH enables students to enter the **Personal Computer Support field**. Students will complete high school graduation requirements and either an **associate's degree** or up to 60 semester credit hours with **Eastfield College** in the **DCCCD.**

The ECHS academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM). The following table shows the current draft of planned courses students will take during grades 9 through 12.

Grade	High School Courses	College Courses
Grade 9	MAPS (TSIA preparation); English I; Geometry; World History; Biology; Spanish I; PE; Career Exploration	POFT 1127 (Intro to Keyboarding)
Grade 10	English II; Algebra II; US History; Chemistry; Spanish II; Health	ART (.05) HIST 1332 (US History) ITSC 1425 (Personal Computer Hardware) ITSC 1405 (Intro to PC Operating Systems)
Grade 11	English III	MATH 1332 (Contemporary Math) MATH 1324 (Math for Bus. & Social Science) GOVT 2305 (American Government) ECON 2301 (Principles of Macroeconomics) BIOL 1408 & 1409 (Research & Design) ITSC 1401 (Intro to Computers) ART 1301 (Art Appreciation) PSYC 2301 (General Psychology) ITSW 1401 (Intro to Word Processing) ITSW 1404 (Intro to Spreadsheets)
GRADE 12		ENGL 1301 and 1302 (English Composition) ITSC 1191 (Special Topics in Inf. Science) SPCH 1311 (Speech Communications) ITSW 1410 (Intro to Graphis Software) ITSW 2439 (PC Help Desk Support) IMED 1416 (Web Design) ITSY 1400 (Fundamentals of Info Security) ITNW 1425 (Networking Technology) ITSW 1407 (Introduction to Database)

Statutory Requirement 3: Describe how you allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905015	Amendment # (for amendments only):

Statutory Requirement 4: Describe how you provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Seagoville P-TECH pathways offer students flexibility in creating their schedule and mentoring opportunities. Schedules will be customized to meet the individual requirements of students. For example a possible 9th grade student who has not yet achieved a college readiness score on a TSIA exam and would benefit from placement in courses focused on delivering required exam content and/or tutoring.

Academic mentoring opportunities will be provided by high school students, college students, and industry partner employees. Mentoring opportunities include regularly scheduled conferences between each ECHS student and at least one academic mentor. ECHS staff members, including counselors, will ensure that students and their academic mentors are provided with current student information for any areas in which they are struggling.

Because the P-TECH program is focused on high demand Texas career clusters, the industry partner mentor will also provide work-based learning opportunities for the Seagoville P-TECH students. Work-based learning experiences aid students in developing contextual knowledge that helps them achieve in academic areas. For example, a student who is required to prepare a written report for a company has a deeper understanding of the importance of competent writing.

Statutory Requirement 5: Describe how you provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Dallas Independent School District, in partnership with Dallas County Community College District (DCCCD), provides high school students with the opportunity to earn up to 60 tuition free college credit hours while earning their high school diploma through P-TECH and ECHS programs. DCCCD waives tuition and fees for students. While the Dallas Independent School District provides transportation and required college textbooks for students at no cost.

Additionally, students attending Seagoville P-TECH are eligble to continue their post-secondary studies at no cost through the Dallas County Promise. Seagoville P-TECH is a school within a school at Seagoville High School which is one of 31 Dallas County Promise cohort one high schools. Thanks to an unprecedented financial commitment from the Dallas County Community College District (DCCCD) Foundation, all seniors regardless of GPA or family income at 31 Promise high schools will have the opportunity to earn a full-tuition scholarship, a Success Coach mentor, and access to additional transfer scholarships to attend partner four-year universities.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057905015	Amendment # (for amendments only):

Statutory Requirement 6: Describe your primary partnership with an institution of higher education (IHE) and address all of the items outlined in the statutory requirements (curriculum alignment, instructional materials, instructional calendar, etc.). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary partnership between Dallas Independent School District and the Dallas County Community College District is officially established by an Inter-local Agreement that is approved and signed by both entities. This agreement is drafted to ensure Seagoville P-TECH and Eastfield College provide a rigorous course of study that incorporates students earning a high school diploma, certifications and college credit hours.

The partnership agreement between **Seagoville P-TECH** and Eastfield College includes the following guiding principles:

- Collaboration in planning, implementation, and continuous improvement of the Seagoville P-TECH program including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
- Provision of rigorous college readiness curriculum, textbook requirements, Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.
- Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully.
- Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, and/or staff in program success.
- An established instructional calendar that is consistent with the mutual needs and requirements of both parties.
- Recruitment, enrollment and retention
- Compliance with all grading requirements prescribed by applicable law or the College for continued enrollment in dual credit courses;
- Instructional calendar that is consistent with the mutual needs and requirements of both parties.
- Personnel is designated to monitor the quality of instruction to ensure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and the district.
- Administration of TSI-A and statewide assessment.

Statutory Requirement 7: Describe your current partnership with at least one business partner and address how you fulfill the statutory requirements for students to receive work-based training or education as well as priority in interviewing. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905015 | Amendment # (for amendments only):

Statutory Requirement 8: Describe current workforce needs in the applicant's area and how the applicant works as a collaborative team with the regional workforce development board and the IHE to define the regional needs and provide a structured path to certifications and associate degrees to fill the local workforce needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Seagoville P-TECH at Eastfield College is focused on the high-demand **Information Technology** cluster (North American Industry Classification System Code 51). Analyses conducted in conjunction with regional chambers of commerce, the Texas Workforce Commissions' Workforce Solutions Greater Dallas, the DCCCD, and industry partners found that the Information Industry is expected to grow in Dallas County by 0.3% annually over the next ten years. To meet this demand, **Seagoville P-TECH** incorporated the **Personal Computer Support Associate of Applied Science Degree, Technology Support Certificate, and Help Desk/User Support Technician Assistant Certifcate** into its programs of study.

Listed below are the median pay, projected growth, and annual openings for the Dallas-Fort Worth Metropolitan Statistical Area (MSA) as studied by **Seagoville P-TECH** and its partners. The following data from Texas Workforce Commissions' Workforce Solutions Greater Dallas (WSGD) provides a specific example that underscores the Information Industry's demand in the region as well as the opportunity afforded to students through **Seagoville P-TECH**'s programs of study.

PROGRAM OF STUDY: Software Programmer/Developer Associate of Applied Science Degree
Information Technology: Network Administrator
Dallas-Fort Worth Metropolitan Statistical Area (MSA)

Yearly Median Pay	$63,793
Projected Regional Growth, 10 Years	24.7%
Annual Job Openings	285

Statutory Requirement 9: Describe how the applicant ensures that P-TECH or ICIA (or similar) students are entitled to the benefits of the FSP in proportion to the amount of time spent by the student on high school courses while completing the course of study established by the applicable IHE or Business Partner MOUs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Dallas ISD has created a multi-step needs assessment process to identify the right schools for this initiative and ensuring that the support from the grant would significantly impact student success.

Step I. Use Data to Identify the Schools with the Greatest Opportunity.
The first step of the assessment process was to analyze the data related to college completion rates for graduates within each high school. The overarching goal of the Texas Higher Education Coordinating Board's strategic plan is that by 2030, at least 60% percent of Texans ages 25-34 will have a certificate or degree. The **Seagoville P-TECH** college completion rate for the class of 2009 is far below the district average of 21%, the Dallas County average of 34% and the state goal of 60%. The assessment team developed interim college attainment goals for the school in order to begin closing this gap.

Step II. Create an Internal Leadership Committee within the Dallas ISD.
Using the above-mentioned data, Dallas ISD formed an internal leadership committee to identify the needs of **Seagoville P-TECH**. This committee included district leaders, school principals, and leadership representatives from community college partners. The committee was charged with addressing specific questions, including:

(1) What efforts have worked within **Seagoville P-TECH** and how do you know that those efforts have been successful?
(2) What needs to be enhanced within your school to help increase student college completion rates?
(3) What research-based strategies or supports would be helpful in meeting our mutual goals of college attainment?
(4) What other factors should we consider (e.g. school-level climate surveys, academic achievement metrics, etc.) as leading indicators of later success?

Step III. Identify Critical Needs to be Addressed.
With this information, the internal leadership committee identified the most critical needs within **Seagoville P-TECH** that must be addressed to increase college attainment. This brainstorming process was absolutely critical as it revealed important beliefs within the committee.

Step IV. Prioritize Major Issues.
Recognizing the numerous challenges that need to be addressed, the internal leadership committee began prioritizing the needs, based on the potential for significant impact at scale. To help guide that discussion, the committee created a simple 2-by-2 matrix that looked at how addressing a particular need would "impact student success" and mapped that against the its ability to "impact students at school." The matrix allowed the committee to prioritize the critical needs that were common to many of the district's comprehensive high schools.

The campus will utilize, develop, implement and evaluate a cycle for continuous improvement. The program P-TECH goals are monitored through various district data management systems. Enrollment data is monitored throughout the application process to ensure that students matching the targeted population are admitted into the program. The campus steering committee reviews and approves the list of identified students prior to notification of acceptance into the P-TECH program. Student TSI assessment data is reviewed after each test administration to develop intervention plans and inform instruction. Student attendance and grades are monitored every three weeks to provide interventions and student support as needed. Student progress toward completion of college credit hours are monitored through the district's early college data dashboard. Counselors update student profiles at the end of each semester to track student progress toward high school graduation, career certification and degree completion.

The P-TECH steering committee reviews campus data every six weeks to track progress and make recommendations for improvement. Teacher teams meets monthly to review progress monitoring documents in order to plan interventions and inform instructional practices. The campus workplace learning coordinator develops an action plan each six weeks to outline the workplace learning competencies and industry partnership engagement activities which will be implemented during the identified timeframe. The Workplace Learning Coordinator also meets with the industry partnership liaison quarterly to provide updates on student mastery of workplace learning competencies and implementation of the campus workplace learning action plan.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057905015	Amendment # (for amendments only):

TEA Program Requirement 2: Identify the job titles who currently serve on the leadership team for the P-TECH or ICIA (or P-TECH similar) program. Describe how the current leadership team reviews agreements, monitors progress, and reviews data to problem solve and course correct. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Seagoville P-TECH has developed Programs of Study that outline the courses students need to complete to earn a degree and specific industry certificates. The model addresses postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. Local industries are partnered with Seagoville P-TECH for career ready experiences, internships, and employment opportunities.

The **Seagoville P-TECH** Leadership Team meets quarterly in order to ensure the program of study remains relevant for employers and students and the school design provides supports and rigorous learning experiences for all students. The leadership Team reviews revenues, support, and expenses for the program in order to guarantee that the high school, college, and industry commitments are sustainable.

The table below identifies the roles and responsibilities for: a.) Dallas ISD Assistant Superintendent P-TECH/ECHS Executive Director, Principal, and career support staff; b.) Dallas County Community College District (DCCCD) liaison; c.) four-year college liaison; and d.) industry partner liaison.

Institution	Role	Responsibilities
Dallas ISD	Assistant Superintendent of Strategic Initiatives and External Relations	ECHS liaison to district, Board of Trustees, colleges, and industry partners
Dallas ISD	Executive Director, Seagoville Feeder Pattern	Coordinates with Early College Programs ED, School Leadership, Principal and administrative team
Dallas ISD	Executive Director, P-TECH and Early College Programs	Oversees all P-TECH and ECHS programs to ensure implementation and recruitment
Dallas ISD	Principal	Manages budget, hires and manages staff, ensures compliance to ECHS/P-TECH guidelines
Dallas ISD	Assistant Principal, H-TECH Administrator	Manages curricula, master schedule, staffing, and professional development
Dallas ISD	Workplace Learning Coordinator	Liaison to industry partner and IHE
Dallas ISD	College and Career Counselor	Lead counselor for H-TECH and manages student scheduling, assists with college and career site visits and tours
DCCCD	ECHS Liaison	Collaborate with Dallas ISD and industry partner to coordinate rigorous curricula, TSI-A preparation, student recruitment plan, college communication and course scheduling
Four-Year College	ECHS Liaison	Collaborate with Dallas ISD and DCCCD to ensure implementation of articulation/reverse transfer agreements and coordination with industry partner for student work-based learning opportunities
Industry Partner	P-TECH Liaison	Attends Seagoville P-TECH meetings to advocate for the business community, provides industry standards and guidance to students and curricula development, provides work-based learning experiences for students throughout high school and college

Multiple data points are discussed and analyzed by the team for progress monitoring and continuous improvement. The data sharing agreement between college and school district affords the campus leadership team the opportunity to keep track of grading processes for dual credit college courses, attendance data and test scores. Regular analysis of the data provides insight regarding the level of college readiness and helps to inform decisions and programmatic improvements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057905015	Amendment # (for amendments only):

TEA Program Requirement 4: Describe how you meet each of the participant requirements outlined in the grant specific requirements of this RFA (located on page 16 of the Program Guidelines). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Seagoville P-TECH meets each of the participant requirements outlined in the RFA. Seagoville P-TECH will serve students in grades 9-11 during the initial year of implementation and will progressively scale up by adding grade 12 the following year.

Seagoville P-TECH implements the P-TECH model with fidelity and currently operates a program of study which allows students to:

- Earn industry certificates and up to 60 college credit hours or an associate's degree,
- Engage in appropriate work-based education experiences at every grade level, and
- Participate in programs that create a seamless transition to additional education or the competitive job market.

Seagoville P-TECH has established a partnership with Eastfield West Community College through an official Memorandum of Understanding/ Inter-local Agreement. Additionally, Seagoville P-TECH has received written agreements for partnership with several industries and is working to finalize formal Memorandums of Understanding.

Additionally, Seagoville P-TECH has not received an Industry Cluster Innovative Academy Grant.

TEA Program Requirement 5: Describe your current process for Texas Success Initiative (TSI) testing students, how often students are tested, where they test, and how the data is used to benefit students. If you are not currently a TSI testing site, describe how you will become a TSI testing site for the 2019–2020 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current process for Texas Success Initiative (TSI) testing includes administering the assessment at the high school and college campus. Students are afforded multiple opportunities to take TSI assessments at no cost. The first two test administrations are provided by the college partner. Seagoville High School is a TSI testing site and subsequent testing takes place at the high school campus.

Students take the first TSI assessment during the Summer Bridge Program as rising 9th grade students. The campus provides an overview of the TSI assessment during orientation in April for the incoming cohort of students and their parents/guardians. During orientation students are given printed and online study materials in order to prepare for their first TSI administration during Summer Bridge.

The Summer Bridge Program is two weeks long and includes preparation for the TSI assessments. The diagnostic reports are used to provide targeted instruction and create study groups. The results are also utilized to develop individual study plans. Students receive intensive support during Saturday School tutorials and TSI Boot Camps conducted by our college partner. Additionally, TSI preparation is imbedded into English, Mathematics and Methods of Academic and Personal Success (MAPS) courses throughout the school year.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905015	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☐	☒	☒
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☒	☒
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☒	☒
B02	Provide interpreter/translator at program activities	☒	☒	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☒
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☒	☒	☒
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☒
B09	Provide parenting training	☐	☒	☒
B10	Provide a parent/family center	☐	☒	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905016	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☒	☒
B13	Provide child care for parents participating in school activities	☒	☒	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☒	☒	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☒	☒	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☒	☒	☒
B18	Coordinate with community centers/programs	☒	☒	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☒	☒
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☒	☒	☒
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☒	☒
C02	Provide counseling	☐	☒	☒
C03	Conduct home visits by staff	☐	☒	☒
C04	Provide flexibility in scheduling activities	☐	☒	☒
C05	Recruit volunteers to assist in promoting gang-free communities	☒	☒	☒
C06	Provide mentor program	☒	☒	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905015 | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☒	☒
C09	Conduct parent/teacher conferences	☒	☒	☒
C10	Strengthen school/parent compacts	☒	☒	☒
C11	Establish collaborations with law enforcement agencies	☐	☒	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☒	☒	☒
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☒	☒
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☒	☒
D02	Provide counseling	☐	☒	☒
D03	Conduct home visits by staff	☐	☒	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☒	☒
D05	Provide mentor program	☒	☒	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☒	☒
D07	Provide community service programs/activities	☒	☒	☒
D08	Provide comprehensive health education programs	☐	☒	☒
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☒	☒
D11	Develop/maintain community collaborations	☒	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☒	☒	☒
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☒	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905015 | Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☒	☒
E04	Provide program materials/information in digital/audio formats	☐	☒	☒
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☒
E06	Provide training for parents	☐	☒	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☒	☒
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☒	☒
F02	Provide interpreters at program activities	☐	☒	☒
F03	Provide captioned video material	☐	☒	☒
F04	Provide program materials and information in visual format	☐	☒	☒
F05	Use communication technology, such as TDD/relay	☐	☒	☒
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☒
F07	Provide training for parents	☐	☒	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☒	☒
G02	Expand tutorial/mentor programs	☐	☒	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☒
G04	Provide training for parents in early identification and intervention	☐	☒	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☒	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☒
H03	Provide training for parents	☐	☒	☒
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☒	☒
J02	Ensure all physical structures are accessible	☐	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☒	☒
K02	Develop and implement a truancy intervention plan	☐	☒	☒
K03	Conduct home visits by staff	☐	☒	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☒	☐
K05	Provide mentor program	☐	☒	☒
K06	Provide before/after school recreational or educational activities	☐	☒	☒
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☒	☒
K09	Develop/maintain community collaborations	☒	☒	☐
K10	Coordinate with health and social services agencies	☐	☒	☒
K11	Coordinate with the juvenile justice system	☐	☐	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☒	☒
L02	Establish collaborations with parents of highly mobile families	☐	☒	☒
L03	Establish/maintain timely record transfer system	☐	☐	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☒	☒	☒
M02	Conduct home visits by staff	☐	☒	☒

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☒	☒	☒
M04	Conduct parent/teacher conferences	☒	☒	☒
M05	Establish school/parent compacts	☐	☒	☒
M06	Provide parenting training	☐	☒	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☒	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☒	☒
M11	Provide child care for parents participating in school activities	☐	☒	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☒	☒
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
M15	Facilitate school health advisory councils four times a year	☐	☐	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☒
N03	Provide mentor program for new personnel	☐	☒	☒
N04	Provide intern program for new personnel	☐	☒	☒
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☒

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☒	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☒	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☒	☒	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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