

**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, 85 th 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 JAN 9 11 12 AM '18 DOCUMENT CONTROL CENTER 0
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: <p align="center">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
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 #
Duncanville ISD	057907	Kenemer Middle School/ 043	NA
Vendor ID #	ESC Region #		
1756001336	10		
Mailing address	City	State	ZIP Code
710 S. Cedar Ridge Dr.	Duncanville	TX	75137
Primary Contact			
First name	M.I.	Last name	Title
Shalontae		Payne	Director of CTE and CCR
Telephone #	Email address		FAX #
972-708-3717	spayne@duncanvilleisd.org		972-708-3636
Secondary Contact			
First name	M.I.	Last name	Title
Crystal		Rentz	Director of Innovation
Telephone #	Email address		FAX #
972-708-3687	crentz@duncanvilleisd.org		972-708-3636

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
Eduardo		Hernandez	Chief Academic Officer
Telephone #	Email address		FAX #
972-708-2042	ehernandez@duncanvilleisd.org		972-708-2020
Signature (blue ink preferred)	Date signed		

01/08/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 057907	Amendment # (for amendments only): NA
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – Federal Funds		<input type="checkbox"/>
15	Project Evaluation		<input checked="" type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***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: 057907

Amendment # (for amendments only): NA

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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	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: 057907	Amendment # (for amendments only): NA
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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: 057907	Amendment # (for amendments only): NA
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

The Duncanville Independent School District has one comprehensive high school that currently serves 4,200 students. To provide students a variety of options and meet the varying needs of all students, Duncanville ISD strives to offer a multitude of high-quality, relevant programs geared towards college and career readiness. DISD is an urban school district that serves a high need, at-risk, historically underrepresented population of students. Our mission is "Writing success stories, one student at a time." We are applying for this grant in hopes of growing one of our most popular programs, the Architectural Design Program, which would allow us to write many more 'success stories'. The Architectural Design P-TECH/ICIA like program at Duncanville High School is a robust open-enrollment program that provides students the opportunity to earn industry-based certification and an Associate's Degree in Architectural Design while simultaneously earning a high school diploma, all at no cost to the student. Duncanville ISD, Mountainview College, and the University of Texas at Arlington collaborated to develop this program and ensure all credits were transferable when students enter the University of Texas at Arlington to obtain a Bachelor's Degree in Architectural Design. Students leave Duncanville High School with an 85 credit Associate's Degree comprised of 30 hours in Architectural Design. All students in grades 9-12 receive work-based training through guest speakers, field trips, industry-focused project-based learning, mentorships, internships, and a variety of other opportunities relevant to the field of Architectural Design. This program aligns with the Purpose of the P-TECH/ICIA program of, "providing a smooth transitional experience for students to receive a high school diploma, a work credential, an associate's degree, and work-based education." Our program takes it a step further by aligning it with the University of Texas at Arlington for a smooth transition into a 4-year Bachelor's Degree in Architectural Design.

Please consider Duncanville High School for both P-TECH and ICIA. We meet the requirement for either program and feel it is in our best interest to apply for both. The P-TECH/ICIA framework aligns with our district strategic goal 1- Focus on Student Success: Students will be prepared for a post-secondary college or career. The district action steps towards meeting this goal are to 1). Align appropriate career pathways with available and selected industry certifications/licenses and 2). Align 4-year graduation plans to 6/8-year college degree plans to support post-secondary educational opportunities. Through MOUs with Mountainview College and various industry partners can provide students with the dual credit courses and work-based training needed to prepare them for college and the workforce. We have this program currently in place and want to grow the capacity to reach more students. Receiving this grant along with the technical support and the framework provided by TEA will help us build our current program. We will spend the next 28 months "strengthening and refining current practices that will advance our existing" Architectural Design Program to "distinguished levels of performance, as measured by the P-TECH and ICIA Blueprint."

The grant budget submitted was developed by looking at the necessary programmatic needs to have our 2nd Architectural Design teacher be able to provide more dual credit courses. We have gone through the process to ensure she is credentialed to teach dual credit, but currently, only one classroom is outfitted with the necessary equipment. Also, to ensure the program and students have the support needed, it is crucial that we have a program coordinator that works directly with the program to ensure communication among partners and the school is effective and to ensure the needs of the students and teachers are met. This person will also guide the continuous improvement process with the advisory and leadership teams to move the program forward and ensure the program is meeting the intended goals and make adjustments when and where needed. This coordinator will work directly with the leadership team to ensure the management of the program is done with fidelity.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057907

Amendment # (for amendments only): NA

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.

We will utilize a 3rd party evaluator through contracted services for a formal evaluation. Once the P-TECH/ICIA Blueprint is released the district will sit with the selected evaluator and utilize the blueprint to develop an evaluation of the program. We want to utilize the blueprint to establish what an effective P-TECH/ICIA Program should look like. We will use informal and formative evaluation techniques throughout the year to make sure milestones of program implementation and continuation are met with fidelity. We will utilize both quantitative and qualitative data from the students, parents, industry partners, IHE, and other stakeholders to evaluate and measure progress in the defined Blueprint program areas.

All sections of this application have been completed with accuracy to confirm that our program does and will continue to meet all statutory requirements and TEA requirements for this grant. This would be a fantastic opportunity to grow the capacity for the numbers in our program and ensure we are providing the highest-quality programming possible with the effective wrap-around student support services. This will improve our community by providing our industry partners with home-grown qualified personnel that they had a hand in training. This program will benefit our school, district, community, city, and ultimately the state of Texas. Help us continue "Writing success stories, one student at a time."

Please note we attached an MOU with one of our IHE partners and one of our Industry Partners. These MOUs are for this current school year, we've already had conversation to continue the agreements for the the 18-19 school year; however, the Dallas Community Colleges and our district only execute MOUs for a period of one year at a time. We have provided these MOUs in good faith in hopes to be considered for the MOU priority points.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057907
 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)

Schedule #	Title	Class/ Object Code	Budget Summary			Match			
			State Funds (36%)		Federal Funds (64%)				
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #7	Payroll Costs (6100)	6100	\$ 76,600	\$	\$ 76,600	\$ 79,800	\$	\$ 79,800	\$ 56,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$ 8,000	\$ 8,000	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$ 76,800	\$	\$ 76,800	\$
Schedule #10	Other Operating Costs (6400)	6400	\$ 9,000	\$	\$ 9,000	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$ 9,800	\$	\$ 9,800	\$
Total direct costs:			\$	\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$ 93,600	\$ 0	\$ 93,600	\$ 158,400	\$ 8,000	\$ 166,400	\$ 56,000

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%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$ 9,360	\$ 16,640
This is the maximum amount allowable for administrative costs, including indirect costs:		

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. Indirect 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: 057907			Amendment # (for amendments only): NA		
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			\$	\$ 56,000
2	Educational aide			\$	\$
3	Tutor	2		\$ 14,000	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator	.4		\$ 53,200	\$
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:			\$ 67,200	\$ 56,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$	\$
20	6119	Professional staff extra-duty pay		\$	\$
21	6121	Support staff extra-duty pay		\$ 9,400	\$
22	6140	Employee benefits		\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$ 9,400	\$ 56,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 76,600	\$ 56,000

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 #7—Payroll Costs (6100) – Federal Funds				
County-district number or vendor ID: 057907			Amendment # (for amendments only): NA	
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	.6	\$ 79,800	\$
3	Support Staff directly working on the program		\$	\$
Other Employee Positions				
4	Title		\$	\$
5	Title		\$	\$
6	Title		\$	\$
7	Grand total:		\$ 79,800	\$

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: 057907 Amendment # (for amendments only): NA
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:		\$	\$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Program Evaluation Performed by 3 rd Party	\$ 8,000	\$
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:		\$ 8,000	\$
(Sum of lines a, b, and c) Grand total		\$ 8,000	\$

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:		\$	\$

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:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) 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 #9—Supplies and Materials (6300) – State Funds			
County-District Number or Vendor ID: 057907		Amendment number (for amendments only): NA	
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:	\$	\$
Grand total:		\$	\$

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	\$ 60,000	\$
	Specify purpose: To update classroom computers in both Architectural Design Classrooms to ensure computers are able to efficiently operate needed systems for Dual Credit and Certification in the Architectural Design program.		
Subtotal supplies and materials requiring specific approval:		\$ 60,000	\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$ 16,800	\$
Grand total:		\$ 76,800	\$

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: 057907		Amendment number (for amendments only): NA	
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.	\$ 9,000	\$
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:		\$ 9,000	\$

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:		\$	\$

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: 057907			Amendment number (for amendments only): NA		
#	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: 057907			Amendment number (for amendments only): NA		
#	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	Laser Cutter	1	\$ 9,800	\$ 9,800	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
Grand total:				\$ 9,800	\$

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:

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.	Dean of the college will survey lab settings, course materials and syllabus. A checklist is provided by the DCCCD.	1.	Assurance that the lab setting is equivalent to the college setting.
		2.	Matched materials and delivery methods to ensure rigor is at the college level expectation.
		3.	Adjuncts are evaluated each semester by the college faculty and dean.
2.	Colleges and industry partners review equipment and instructional resources to ensure industry equivalence	1.	Review and approval by colleges allows dual credit instruction to proceed.
		2.	Industry compliant equipment increases employability and skill level.
		3.	Textbooks and online resources are updated every three years to stay abreast of the latest techniques and strategies within each field.
3.	Certifications and Licenses	1.	Utilize purchased practice exams.
		2.	Certification and Licenses are tracked over time for instructional strategy adaptation.
		3.	Certifications are on senior transcripts for college review and employer notification.
4.	TSI preparation and testing	1.	Instructors are trained to assist students with strategies for testing success.
		2.	TSI testing is free, accessible and included on transcripts.
		3.	As TSI scores are accomplished, SAT scores rise.
5.	Response to Intervention	1.	Paid and unpaid training documents are reviewed for hours accomplished.
		2.	Resume writing and interviewing are practiced regularly to assist with hiring ease.
		3.	Tutorials are on-going to ensure that students are provided with the necessary assistance for his/her program success.

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.

Meetings are scheduled with the deans and the professor/instructor. The checklist that the DCCCD provides is both in email form and hard-copy. The program director files all paperwork, including the MOU, in a designated notebook for ease of reference. The review of instructional resources and equipment is compiled yearly. Some of this information is reported to the federal government in the form of our Performance Evaluation Report, but all of the evaluation information is kept on site for our reference toward improvements as well. Our student reporting system is Skyward, and it houses much of the valuable information for reference. Attendance, grades, performance acknowledgments, college readiness scores, career plans and endorsements and other program data are all found in Skyward. The Math and English departments have implemented training during the instructional class time as well as after school to assist students with strategies toward TSI accomplishment. Paid and unpaid training plans are submitted into google documents, as well as, hard-copy format. All CTE teachers are required to provide tutorials and office hours to ensure students have necessary help readily available, and parents have open lines of communication as it relates to their individual student needs.

A committee will be formed to meet as needed but no less than monthly to discuss areas of concern and discuss viable solutions. All of the data above will be shared and readily accessible to all committee members. Correction strategies will be documented as well to morph as needed toward a continuous improvement model.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057907 Amendment # (for amendments only): NA

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.

Our campus is a large comprehensive high school with a plethora of academic opportunities for students. Currently we have a Collegiate Academy on our campus which will afford the 125 selected students high school graduation concurrent to Associate Degree completion by May 2021. The second cohort of Collegiate Academy is well underway. In addition to this selected group of students, in excess of 3900 of the 4231 (total enrollment) students are involved in Career and Technical Education courses which are provided. Clearly, one-fourth of the Collegiate Academy enrollment was brought to us from outside our district borders with additional limited open enrollment to the high school campus at large. Limitations are guided by our current campus constraints compared to the already enormous existing student population. Within the CTE offerings there are an ever-increasing number of certifications and licenses students can choose to obtain ranging from Cosmetology and Pharmacy Tech licenses, Dental, Clinical Nursing, Medical Billing and Coding certificates, Educational Aide certificates, Adobe Suite certifications, AWS D1.1 certificates, a variety of AutoDesk certificates, Veterinary Medical certificates, Microsoft Office suite and more. The two clusters that currently have the P-TECH or ICIA structure are Architectural Design and Automotive Technology. Students in these clusters are moving through a variety of core academic dual credit courses in addition to the technical courses associated with the respective career requirements in order to achieve the Associate Degree. For the purposes of this grant, we want to expand our current Architectural Design P-TECH/ICIA like program to meet the ever-increasing demand for the program. This P-TECH/ICIA like program is separate from our Collegiate Academy. This program has open-enrollment, ensuring that enrollment decisions are not based on state assessment scores, discipline, teacher recommendations, GPAs or any other criteria that could/would create barriers for student enrollment.

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
9 th	38	50%	21%	18%	16%	68%	53%
10 th	84	56%	17%	14%	8%	67%	51%
11 th	62	84%	11%	10%	5%	71%	69%
12 th	37	73%	5%	5%	5%	69%	49%

*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: 057907	Amendment # (for amendments only): NA
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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.

One program/course of study we offer to students is our Architectural Design and Drafting program. The program is interwoven into current high school graduation components alongside a progression of courses which yields a series of industry-recognized certificates. These certificates include but are not limited to Level I Architectural Drafting, Computer Aided Drafting Certificate, and AutoDesk Certificates, such as, Revit, Inventor, Illustrator and Auto-CAD. The students that complete the program will obtain the Associate degree in Architectural Drafting simultaneous to the High School graduation. The Architectural Design Associate's Degree is comprised of 85 college credits, 30 of which are in the field of Architectural. This Associate's Degree is aligned with the University of Texas at Arlington's Bachelor Degree in Architectural Design.

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.

The final or Practicum level year is designed for work-based educational experiences. We bus students to local industry partners in the field of Architectural for whole class interning and job-shadowing exposure. Students in the Architectural Design and Drafting program, start receiving dual credit hours in the ninth grade alongside high school credits for required for high school graduation. Each year the number of dual credit hours increases so that at the completion of the senior year, the Associate Degree is obtained. Starting in ninth grade students are exposed to several work-based experiences through industry guest speakers, field trips, and industry related project-based learning. During the junior year, students regularly go onsite to a local industry partners to gain work-based education in the field of construction design. During the senior year, students intern with various Architectural Firms, including JQ Engineering and Construction Concepts.

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

County-district number or vendor ID: 057907	Amendment # (for amendments only): NA
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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.

Our students in this setting have open lab times that they may utilize online tutorials and seek assistance from one of the two Architect Design instructors. This is available before and after school as well as lunch. Scheduled tutorial sessions may also be arranged with the partnering community college which also has an open lab setting as well that is available to Duncanville High School students. Classes within the sequence are offered on both A and B day sessions within our modified block scheduling. If the traditional set schedule does not work for our students due to conflicts with other dual credit or Advanced Placement classes, Band, Athletics or another specialized class, we hand schedule students into other times in order to meet the needs of students dedicated to this program. Practicum level students are used as mentors to the beginning and intermediate level students with regard to specific coursework assignments, with work designed to enter competitions, and with community service projects.

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 Duncanville Independent School District has an approved MOU with the Dallas County Community College District by which our students are offered courses of our choosing at no cost. Both the courses and materials needed (books, software, laptops, workbooks, lab equipment, etc.) are at no cost to students or their families. Additionally, if any transportation to the college or an internship site is required for the class, the school district assumes this cost. With regard to competitions associated with this cluster the district also covers all costs related to state and national level conferences which allows students exposure to networking and scholarship opportunities.

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

County-district number or vendor ID: 057907	Amendment # (for amendments only): NA
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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.

Mountain View College is one of the Dallas County Community Colleges with which we partner. The Architectural Design and Drafting program is offered under this umbrella. Our staff is credentialed by the college for the education they possess and the time in industry they have completed. Each semester the instructors meet with other adjunct professors and the respective deans to ensure curriculum alignment and discuss instructional materials and methods planned for use for the following semester. Each adjunct professor submits a course syllabus for approval by the dean for further alignment assurance. The syllabus outlines the grading periods and policies that align with both the district and college, as well as, student enrollment dates and attendance requirements in order to receive credit. At the beginning of each semester a course set-up is submitted by the high school program coordinator for approval and submission into the college course catalog that indicates class start and end times. As much as meshing schedules will allow the high school mirrors the college calendar, but considering any differences (such as state assessments) the college insures that adequate instructional time is encompassed in the proposed plan.

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.

We have several industry partners that provide work-based training for all of our students in grades 9-12. All students receive work-based training through industry partner speakers, field trips, industry focused project-based learning, paid and unpaid internships and a variety of other ways. One of our local industry partners that is part of an International consortium provide training to our students during their senior year. Students, during their senior year, will train with this business partner for a total of sixteen weeks receiving instruction and hands-on experience with the software and the unique 3D modeling developed and utilized by this company. At the close of the sixteen-week training period our students are offered either part-time or full-time employment depending upon whether or not they have more years in high school or are graduates. The opportunities within the scope of this company include career options in Architectural, Animation, Medicine and more. We are continuing to expand our list of industry partners to provide our students with robust work-based experiences throughout the students' tenure in the program while at Duncanville High School.

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

County-district number or vendor ID: 057907	Amendment # (for amendments only): NA
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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.

Current workforce needs are for employees with technical skills. Our largely metropolitan area is a target rich environment for almost every type of industry and service provided. We work with a network of post-secondary schools in order to expand the offerings which have solid beginnings at our comprehensive high school. The Community Colleges around us each expand upon one or several of the components we introduce to offer our students enhanced certifications and degrees. Our current task is to partner with four-year schools in our area to solidify educational opportunities and further the pipeline toward meeting the needs of our regional workforce.

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.

The goal of our district is to push down an array of courses for high school credit to the middle school arena allowing students to enter high school with several graduation credits in tow. Building upon this foundation will allow students to begin to dually complete courses for both high school and college credit at an earlier time, thus ensuring that the High School diploma and the Associate Degree can occur simultaneously. The pushing down of credit accrument allows for students to have internship opportunities within the school day and further exposes them to the local workforce. The certification processes that occur as the technical courses are accomplished in addition to the academic courses keeps our business partners interested in our students as potential workforce additions. Due to the modified block utilized at Duncanville High Schools, students have the potential to earn 32 HS credits through the traditional model. This is 4 more credits than what is needed for HS graduation; therefore, this provides some flexibility in scheduling for our Architectural Design students.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057907	Amendment # (for amendments only): NA
<p>TEA Program Requirement 1: Please describe how you currently identify needs, create action plans, and engage in a process of continuous improvement for the P-TECH or ICIA (or similar) program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>We have Advisory Committee members comprised of instructional staff, administrative staff, students, parents, community members, and industry partners. We meet in small groups throughout the year and collectively on an annual basis to celebrate successes, identify areas of improvement, explore programs, materials and tools needed to be industry and educationally relevant and competitive. All committee members complete a needs assessment and survey. We review data from certification and licensure attempts and completions, as well as, the number of students obtaining Associate Degree status. Additionally, we participate in all Career Fair opportunities at elementary, intermediate, and middle schools to acquaint younger students with the many choices they have within technical education. Younger students are also invited to a week-long, hands-on exposure to both traditional and non-traditional career options. Families are also welcomed to explore our lab-settings, computer operations, and classrooms in action on an Expo Night to educate them regarding all choices and dual credit options.</p> <p>In the Spring of 2018, the Advisory Committee will conduct a self-assessment of the current program compared to the P-TECH/ICIA blueprint benchmarks. This will allow us to develop a needs assessment and create an action plan aligned to the P-TECH/ICIA blueprint. We will utilize a continuous improvement model by developing both short-term and long-term action plans. 30-60-90 action plans will be evaluated on an ongoing basis to ensure the project is moving in the right direction and make any necessary modifications to the plan to ensure student success. Long-term goals will be evaluated regularly to insure project milestones are met and, when needed, modification are made to insure student success.</p> <p>In the Spring of 2018, the leadership team will utilize the P-TECH/ICIA Blueprint to insure we are working towards the benchmarks set for school design, leadership, recruitment, partnership agreements with industry and IHE partners and student supports. An action plan will be developed with short and long-term goals to meet all blueprint benchmarks. A continuous improvement model will be utilized to regularly assess benchmark components, make adjustments when need, and develop best practices.</p>	

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

County-district number or vendor ID: 057907	Amendment # (for amendments only): NA
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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.

The leadership team currently includes instructors, CTE and College and Career Readiness Director, CTE and College and Career Readiness Coordinator, CTE and College and Career Readiness Counselor, community college instructors, community college dean, and industry partners. In an advisory capacity, we look to our industry partners to help us stay abreast of the skills and services that are needed in the ever-changing work setting. We also rely upon our community college partners to assist us with the sequencing of courses required for certifications and degrees in order to keep our students competitive as they enter the workforce. Our instructors inform us of the software, hardware, online resources, books and machines which are required to deliver adequate instruction and experiences to have the students ready to intern and then move into the workforce or prepare for further study in the field. The CTE and College and Career Readiness Director, CTE and College and Career Readiness Coordinator, CTE and College and Career Readiness Counselor meet with all parties aforementioned and work as liaisons between all entities advocating for students, assisting with the coordination among high school instructors and college and industry partners, communicating to parents, and assisting with internship placement and success.

In the Spring of 2018, the above leadership team will also include the Chief Academic Office and the Director of Innovation. This team will meet regularly to review agreements, monitor progress with the P-TECH/ ICIA blueprint implementation, problem solve, course correct and review systems to insure program success. The leadership team will consist of campus, district, business, and IHE partners with decision making authority.

TEA Program Requirement 3: Describe your current systems/programs for supporting students both academically and socially/emotionally so that they are successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our comprehensive high school is staffed with 15 counselors that assist students with 4/6/8-year planning, endorsement choices and course alignment, TSI-testing requirements for post-secondary readiness, as well as social/emotional support. The CTE Administrative team all have met the required 30 hours of professional development for gifted and talented training and have updates. We routinely meet with the instructional staff and with the students in groups and individually for auditing and support purposes. Administrative team members are continuously networking to increase community partners to provide a variety of work-based educational experiences for our students. Additionally, we routinely meet with community and four-year colleges/universities in our area to ensure seamless transition with regard to academic expectations.

The advisory committee is currently discussing the further development of wrap-around strategies to ensure that all students are successful and complete the program. Strategies to ensure students obtain both academic and social emotional skills needed to be successful in high school, dual credit courses, college, and the workforce. The committee is utilizing current student data and researching current best practices to develop the most comprehensive wrap around services plan possible.

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

County-district number or vendor ID: 057907

Amendment # (for amendments only): NA

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.

The Duncanville High School Architectural Design P-TECH/ICIA like program currently serves students in grades 9-12. Students are currently able to earn industry certificates in the field of Architectural design. Students earn an Associate's Degree in Architectural Design from Mountainview College that is aligned to the Bachelor's Degree in Architectural Design at the University of Texas at Arlington. The program currently partners with multiple industry partners that provide all students in the program a variety of work-based experiences in grades 9-12. We have current MOUs with IHE and Industry Partners. We have established a partnership with an industry partner as an employer for students to receive preferential hiring once they've completed the program. We did not receive a previous 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.

Duncanville High School is a TSI testing site. We routinely offer TSI testing with higher concentrations of testing offered prior to enrollment deadlines for each semester of courses. Students are offered testing no less than once a month and we utilize computer labs in the library and adjacent CTE computer classrooms labs as needed. Testing occurs during the school day, after school, and on Saturdays. Testing is reviewed with students by counseling staff after each assessment so that students have an understanding of his/her college readiness. The Math and English department provide tutoring to assist students with any identified areas of academic weakness. Additionally, the test is offered to students at no cost for a first and second attempt, if needed.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057907			Amendment number (for amendments only): NA	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 057907

Amendment number (for amendments only): NA

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 057907

Amendment number (for amendments only): NA

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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