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 DOCUMENT CONTROL CENTER 2018 JUN -9 AM 11: 57
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 #
Pioneer Technology & Arts Academy	057850	Mesquite Campus	
Vendor ID #	ESC Region #		

Mailing address		City	State	ZIP Code
3200 Oates Drive		Mesquite	TX	75150

Primary Contact

First name	M.I.	Last name	Title
Shubham		Pandey	Superintendent
Telephone #	Email address		FAX #
9723759672	shubham@ptaaschool.org		4693012135

Secondary Contact

First name	M.I.	Last name	Title
Barbara		Hirsch	Grant Coordinator
Telephone #	Email address		FAX #
2103780718	Bhirsch40@gmail.com		

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
Shubham		Pandey	Superintendent
Telephone #	Email address		FAX #
9723759672	shubham@ptaaschool.org		

Signature (blue ink preferred)

Date signed

01/04/18

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 057850001	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		☐
7	Payroll Costs (6100) – Federal Funds		☐
8	Professional and Contracted Services (6200) – State Funds		☐
8	Professional and Contracted Services (6200) – Federal Funds	See Important Note For Competitive Grants*	☐
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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057850001	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: 057850001	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 #4—Request for Amendment

County-district number or vendor ID: 057850001	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Part 3b: Revised Budget For Federal Funds

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 057850001		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057850001	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

Pioneer Technology & Arts Academy (PTAA)-Mesquite, in partnership with University of Texas-Arlington(UT-A), Richland Community College (RCC), Harditech, Kimley-Horn, and Sigma Surveillance, Inc. and in response to Dallas Workforce Solution's analysis of high demand needs, will expand and refine its program to better align with industry needs and provide students with real-world applied learning experiences. In SY 2018-19, 100 students will participate in the ICI Academy and Mesquite will add a grade level each year. Mesquite's student body is predominantly low- income (78% Econ. Dis.)In Mesquite, 18% of adults aged 25+ have a bachelor's degree and 8 % have an AA degree.Many students do not have the financial means or the motivation to pursue a four-year degree as they need to earn money as early as possible to contribute to their families and support themselves after high school; While earning a postsecondary baccaleaurate's degree is realistic for them, this goal becomes more attainanble if they have the training, industry certifications and college experience. This grant is a critical element of PTAA's mission to expand our program to every student and offer more varied pathways towards a two or four-year degree with the opportunity for all students to engage in internships (paid and unpaid) while earning an AAS degree, industry certifications and to be workforce ready in high demand, high salary occupations.

The leadership team prepared the $260,000 budget: salaries were allocated for a Program Director/liaison and Career Counselor for a total payroll cost of $172,500. The remaining funds were allocated for 1) inclusion of research-based, wrap-around support strategies for student postsecondary success through the establishment of an AVID program on campus ($12,080), 2) program support for program staff to learn and employ best practices for the future development of this model through the attendance at both the ECHS dual credit conference hosted by the North Texas College Consortium in April 2018 in Denton, TX and the ECHS Best Practices Summit hosted by TEA in August 2018, 3) offering ongoing professional development and credentialing opportunities (i.e. 6 – 12 Math/Physical Science/Engineering) to instructional staff to prepare them to teach on-campus courses projected to be included in the pathway (i.e. Advanced Placement courses and advanced STEM courses), and 4) equipment necessary to the development and sustainability of the courses offered in the Advanced Manufacturing program pathway (i.e. an industrial 3-D printer). Needs assessment process is part of PTAA's contnuous improvement cycle. The principal and superintendent work with lead teachers to determine success and areas for growth each year. The team identifies multiple data sources, including the required performance measures, analyzes results and builds a needs assessment based on evidence and a growth mindset. Graduating students with college credits and workforce competency based on real-world experience is embedded in our charter. PTAA opened 6th and 7th grades last year with a focus on establishing a strong project-based curriculum, workplace internships and experience, and a college-going culture. PTAA- Mesquite formed partnerships, a Leadership Team, and signed MOUs with UT-A and with Sigma Surveillance. Project Lead the Way (PLTW)-Gateway and STEMscopes curricula were utilized, teachers trained, and curriculum written for ELAR and Social Studies using the backward-design model. Parents were regularly engaged through dinners, project fairs, and campus meetings. Our enrollment of minority and Economically Disadvantaged   students is higher than that of the surrounding area and many of our students were one or more grade levels behind in math and/or reading. Within a year, the campus passed all 2017 STAAR indexes and achieved double the cut score for Index 4 College Readiness.This year, the campus scaled up adding 8th and 9th grades and offering Advanced Placement (AP) courses, PLTW Engineering and Computer Science courses, job shadowing, college visits, industry fairs and mentoring. Students engage in a wide variety of real-world work experiences including visits from industry experts, job - shadow days, coaching and mentoring.

With a limited operating budget, PTAA-Mesquite developed a strong Leadership Team its first year, through effective use of staff and partners. The principal served as data coordinator and counselor, the superintendent took charge of Project Lead the Way, acted as liaison with industry and IHE partners, held team meetings, coordinated campus improvement plans with principal and staff so that each student received the best care and education. With this grant, the Leadership Team will be able to add members from key industries and instructional groups to coordinate monthly (at a minimum), to build an effective, robust program to benefit all students.The ICIA program will continue to adhere to the data-driven continuous improvement model in place at PTAA now. Multiple data sources will be collected and reviewed and adjustments, supports, interventions made so that each student makes sufficient progress toward our goals.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057850001	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.

The proposed Mesquite Industry Cluster Academy proposal completely and accurately aligns with ICIA program requirements outlined in the RFA. In coordination with the Dallas Area Workforce Development Board, we identified high-demand occupations, and have identified the Advanced Technololgy and Manufacturing program with an engineering focus leading to the Advanced Manufacturing AAS degree and industry certification in Advanced Manufacturing from Richland College. PTAA has partnered with two industries with formal MOUs that will provide a liaison to work with the district and serve on the leadership team, and have committed in-kind contributions in the form of mentor-guided internships for students. All students will have access to industry experience opportunities through internships and rotations with our industry partners, with added rigor and responsibility each year up to graduation. Utilizing grant funds, PTAA-Mesquite will hire a Career Counselor that is solely dedicated to the ICIA program. PTAA-Mesquite also has a PLTW program that includes an appropriate sequence of courses that are aligned with high demand occupations. A sample crosswalk is included as an attachment that shows a student can earn an AAS and industry certification from Richland Community College along with their high school diploma. Students may continue onto earn a BS in engineering from the UT-A. We have formed a leadership team with all required participants from the district, our higher education partners, and industry partners, and we have included a sustainability plan that demonstrates superintendent and Board of Trustee commitment to continue to meet the goals of the program after the grant ends.

Element 1: The Mesquite IC Innovative Academy will serve approximately 100 students per grade level in grades 9-13. Our recruiting plan targets middle school students based on online career exploration assessment results. Most of our entire district is comprised of students who are At-Risk, Economically Disadvantaged, and English Language Learners.

Element 2: A draft MOU is attached showing the agreement between PTAA and UT-A. Per our agreement with UT-A, students will not be required to pay for tuition, fees, or textbooks. The articulation agreement between RCC and PTAA is expected to be completed in early Spring 2018. Attached is a letter of support from RCC.

Element 3: PTAA has assembled a strong leadership team comprised of instructional and business leaders who will provide the expertise and insight needed to build a strong, effective program. Our IHE and industry partners also have representation on the leadership team. The team will collectively make decisions regarding school design, professional development, operations, accountability, curriculum development, and continuous improvement. The district and higher education partners will ensure ample opportunities for staff collaboration.

Element 4: Meeting the TSI requirement is a critical milestone of success for students in the program. As such, the program plans to continue to develop its TSI support systems for students. The summer before their freshman year, students will participate in a two-week camp designed to further engage them in the components and attend a Texas Success Initiative (TSI) prep to address areas of weakness. Beginning in the 2018 – 2019 SY, incoming freshmen students will participate in a yearlong bridge program that includes weekly tutorials for TSI areas of weakness.PTAA will administer a TSI pre-assessment at the beginning of the freshman year. Targeted activities, tutorials, and interventions specifically related to TSI success will be ongoing throughout the year. Interventions and support will include an after school TSI Academy, which will be focused tutorials on content with which the student struggles. PTAA also uses Khan Academy to support our students.   Students will complete the TSI assessment in May of their freshman year. This baseline TSI score will be used to guide their individual growth plans throughout high school, as prescribed by the Career Counselor. PTAA waives all exam fees for all students in the district.

Element 5: The PTAA-Mesquite IC Innovative Academy will operate as a whole-school model. This will insure all our students can fulfill their potential, earn industry certifications, and an AA degree at high school graduation and be workforce ready. PTAA requires teachers to be ESL and SPED certified by third year of employment.

PTAA-Mesquite is fully committed to the success of this program. We will continually work to identify additional pathways for students to achieve postsecondary success and be prepared for the global workforce. The Board has agreed to commit funds to continue operating the ICI Academy after the grant period, and we continually seek funding to support program goals, objectives, and projects.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057850001

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	$90350	$	$90350	$86250	$	$86250	$
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$	$0	$18840	$	$18840	$52000
Schedule #9	Supplies and Materials (6300)	6300	$0	$	$0	$0	$	$0	$
Schedule #10	Other Operating Costs (6400)	6400	$3250	$	$3250	$48310	$	$48310	$
Schedule #11	Capital Outlay (6600)	6600	$0	$	$0	$13000	$	$13000	$
Total direct costs:			$93600	$	$93600	$166400	$	$166400	$
Percentage% indirect costs (see note):			N/A	$		N/A	$		$
Grand total of budgeted costs (add all entries in each column):			$93600	$	$93600	$166400	$	$166400	$52000

Administrative Cost Calculation

	State Funds	Federal Funds
Enter the total grant amount requested:	$93600	$166400
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:	$9360	$16640

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. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds					
County-district number or vendor ID: 057850001			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			$	$
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	1		$75000	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:		$75000	$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$	$
20	6119	Professional staff extra-duty pay		$4100	$
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$11250	$
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$15350	$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$90350	$

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: 057850001			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	1		$86250	$
2	Project coordinator			$	$
3	Support Staff directly working on the program			$	$
Other Employee Positions					
4	Title			$	$
5	Title			$	$
6	Title			$	$
7			**Grand total:**	$86250	$

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: 057850001	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	$0	$
	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	Mesquite: Industry Partner Match: Industry partners Sigma Surveillance, Inc., Harditech and Kimley-Horn will provide mentor guided internships	$	$52000
2		$	$
3		$	$
4		$	$
5		$	$
6		$	$
b.	Subtotal of professional and contracted services:	$0	$52000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0
	(Sum of lines a, b, and c) Grand total	$0	$52000

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	$0	$
	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	AVID Curriculum and Resources	$18840	$
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:	$18840	$
	(Sum of lines a, b, and c) Grand total	$18840	$

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: 057850001		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:	$0	$
	Grand total:	$0	$

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	$0	$
	Specify purpose:		
	Subtotal supplies and materials requiring specific approval:	$0	$
6300	Total **non-consumable** supplies and materials that do not require specific approval:	$0	$
	Grand total:	$0	$

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: 057850001		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.	$0	$
6413	Stipends for non-employees other than those included in 6419	$0	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	$
	Subtotal other operating costs requiring specific approval:	$0	$
	Remaining 6400—Other operating costs that do not require specific approval:	$3250	$
	Grand total:	$3250	$

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	$0	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	$
	Subtotal other operating costs requiring specific approval:	$0	$
	Remaining 6400—Other operating costs that do not require specific approval:	$48310	$
	Grand total:	$48310	$

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: 057850001			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:	$0	$

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
**Schedule #11—Capital Outlay (6600) – Federal Funds**					

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

County-District Number or Vendor ID: 057850001   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	3D printer for use in coursework associated with grant	1	$13000	$13000	$
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:	$13000	$

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: 057850001	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.	Texas Success Initiative (TSI)	1.	Percentage of students passing pre-assessment
		2.	Student progress on documented TSI preparation activities
		3.	Percentage of students passing end of year TSI
2.	Industry Experiences for students grades 9-12/13	1.	Percentage of students completing bridge program end of 9th grade
		2.	Number of fieldtrips to specific industry sites and job shadowing
		3.	Number of students participating in and completing internships
3.	College credits earned	1.	Number of college credits earned per student by high school graduation
		2.	Percentage of students graduating with an associates degree
		3.	Percentage of students earning dual credit by exam (i.e. AP, PLTW)
4.	Leadership team meetings	1.	Meeting minutes and accomplishments from monthly LT meetings
		2.	Meeting minutes and agendas from quarterly IHE and business meetings
		3.	Meeting minutes and agendas with Dallas Workforce Development Board
5.	Teacher Professional Development	1.	Percentage of staff AVID trained
		2.	Percentage of staff completing AP PD opportunities ((quarterly)
		3.	Monthly planning time allotted for IHE and business partners

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.

Mesquite ICI Academy campus leaders will collaborate with the Career Counselor to administer the TSI pre-assessment, the ongoing TSI support acitivities and the TSI assessment. They will also work together to collect and analyze resulting data on the 100 students per grade level who will be served by the grant. The Career Counselor will respond to student needs as they arise on a daily basis and monthly will update the Leadership Team with formative data and prioitization of needs, including progress towards timelines and goals.These include student attendance, grades,and other issues that impact attrition and or/failure.

Monthly Leadership Team meetings and quarterly college and industry partner meetings will be tracked with meeting agendas and minutes, sign-in sheets, number of meetings and dates, and artifacts maintained by the Program Director. Enrollment, attendance, completion and success data on the bridge program, as well as frequency, location, hours and effectiveness of filed trips and internship experiences will be collected by the Career Counselor.Data will be analyzed by campus and district leaders.

The Program Director will work closely with industry partners to coordinate field trips and internships, especially as enrollment increases with a new cohort each year.Real-world experience is a key aspect of the graduation plan for every student.Data will include number and dates of field experiences. The Career Counselor will collaborate with the community college to ensure all academy students are on track to earn an associates degree at high school graduation. The Career Counslor will have charge of master scheduling to ensure the enrollment in the required sequnce of courses for al studnets. Sign-in sheets and agendas with dates and meeting minutes will document colllaboration between college/univerity staff and teachers and district staff; records will be maintained by the Program Director. Mesquite's principal will collaborate with the Program Director to enroll the Career Counsleor in summer training. All other professional development sessions, including AVID training will be coordinated by Academy leadership and the Program Director. The director will ensure completion of required and recommended professional learning for all academy teachers and the principal will document all professional development hours. All data will be reported to the Leadership Team; members of the team have the authority and experieince to identify and correct any problems with project delivery.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057850001	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.

The plan for the Academy is to serve 100 students per grade level, scaled up to 500 at full capacity. The student recruitment process begins with awareness activities for our currently enrolled 8th grade students and families at our two campuses.Our recruitment materials are in Spanish and English to reach the greatest number of families.These activities include family nights and industry cluster nights, STEM industry student fair, as well as promotions at our campuses and advertisements on our district web site and Twitter feed.PTAA recruits 8th grade students from area middle schools to its STEM focused college preparatory model.

PTAA-Mesquite's student population is higher in areas of At Risk (60%), Economically Disadvantaged (78%) and ELL (24%) than surrounding schools. The cohort of the ICI Academy will reflect those demographics. The Academy will be a whole school model with every student having the opportunity to participate. 9th grade students complete college credits through AP courses and PLTW Engineering and Computer Science courses, and participate in a year long bridge program that supports and builds a college going culture and readiness for the TSI test.They engage in 25 hours of job shadowing at industry partner sites. Sophomores will continue to accrue college credits by examination through AP and PLTW and/or dual credits by course completion from UTA or Richland. Since 9th grade and some sophomores have yet to have fulfill TSI requirements, the dual credit courses in which they enroll are those that waive the TSI requirement, specifically the certification courses for the Advanced Manufacturing certificate, outlined in green on the attachment. Sophomores also comtinue work based learning experiences with industry partners and receive ongoing social/emotional and academic support from academic mentors, job mentors, and cohort peers. The 11th - 13th grade students participate in opportunities through internships and rotations with our industry partners, with added rigor and responsibility each year up to graduation and accrue college credits through dual credit enrollment and Advanced Placement courses. In accordance with PTAA district model, internships may also be international or local, dependent upon student needs and interests.

Once the 9th grade student cohort is enrolled,several strategies and activities take place to engage parent and community involvement to encourage high school completion and success. A parent night hosted by UT-A at the Mesquite campus provides information about dual credit options and how the dual credit process works. The principal operates a family engagement center and works to provide a wide variety of assistance to parents and families of our students.We will host an annual college fair to provide access to college information and options.Our principal, who serves as counselor this year, works one-to-one with parents and students to identify interest, select pathways and plan for postsecondary success. PTAA gives access to the Parent Portal online for families to access information,tools and websites that help with academic success and career/future planning. This spring, Mesquite conducts college and work site tours for parents only as another way for us to provide equitable access to our predominately low socioeconomic population students and families.

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	21	67	10	14	5	38	65
10th	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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: 057850001	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.

PTAA-Mesquite's current program pathway is focused on Advanced Technology and Manufacturing with a computer engineering focus, identified by the Workforce Solutions of Greater Dallas as local high needs job markets. This current program offers both college credit options and business/industry exposure opportunities to students in each grade level. Students in the 9th grade can earn college credit through: Advanced Placement, PLTW Engineering and Computer Science courses, and dual credit courses offered by Richland College and UTA. Because 9th and 10th grade students have yet to qualify for the TSI initiative, PTAA- Mesquite's current program allow students to engage in dual credit certification courses (or other qualifying courses) that waive the TSI requirement. Currently, the courses in the Advanced Manufacturing certification, an area of interest identified by PTAA- Mesquite, meet this requirement, thereby addressing ICIA criteria of a course of study that enables participating students to complete high school graduation requirements and an associate's degree or at least 60 semester credit hours toward a baccalaureate degree, and an industry recognized certification. Students in the 9th grade year also take advantage of learning real world job skills through articulated agreements with industry that allow students to complete 25 hours of job shadowing. In the 10th grade year, students continue to take advantage of the same opportunities as in 9th grade year, with an average of 10 college credit hours available each year (dual credit courses, PLTW courses, and AP courses), and added Work Based Learning(WBL) hours.

In addition to the academic component, PTAA – Mesquite also has incorporated program design elements that allow students to develop real time, skills in job sharing and internship opportunities (both local and international). As early as the 9th grade year, students must schedule and attend a minimum of 25 hours of job shadowing in a field of choice. Upon completion, students share key understandings from their experiences with their peers. In sophomore years, student job shadowing contact hours increase to a minimum of 50 hours total. Finally, in Junior and senior years, students must complete internships with companies in high needs job market areas. Juniors complete a local internship with companies whereas Seniors (and beyond) have the option tocomplete an international internship opportunity, arranged by the school.

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.

Students at PTAA-Mesquite ICI Academy will graduate within five years with an Associate's Degree and an industry recognized certification in Advanced Technology Manuafacturing from RCC , thereby making them competitive applicants for jobs in the lucrative advanced manufacturing and engineering fields or have the option to continue their studies toward a variety of postsecondary options, including a bachelors in general engineering (BA, BS or BSA), mechanical engineering, computer engineering, and/or additional certificate programs, such as computer engineering or electrical engineering. Students will have accumulated articulated and dual credits from EFC, PLTW (through articulations with the University of Texas-Tyler and Austin Community College), Advanced Placment Courses, and engaged in meaningful internships and Work Based Learning(WBL) at industry partners, such as Sigma Surveillance Inc. and Harditech.Students will have the opportunity to earn various industry certifications while they are in high school, including any certifications offered by the business partner as part of their work based training.
Learning environments will be flexible: students will engage in PBL across various locations - from a college campus to Sigma' s training center, and at many different times - including extended-day and summer enrichment programs. Students will engage in work- based learning (WBL) experiences sequenced along a continuum, beginning with career awareness and job shadowing in 9th and 10th grades, with intensive on-site WBL in 11th ad 12th grades. English and math courses reflect an integration of concepts and skills as defined in collaboration with RCC, UT-A, Sigma Surveillance, Inc., Harditech, and Kimley-Horn and Associates.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057850001	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 school calendar is aligned with the IHE calendar; through a longer school day and summer scheduling,blended learning, students are able to meet the requirement of job shadowing/work based learning, and college course completion. Mentors are vital to the success of PTAA-Mesquite students: parents, volunteers from industry, higher education, college students, and retired people bring a personal caring to each student. Mentors meet weekly in person, or virtually, to listen to and coach students as they navigate our program. Real world experience and the relationship with someone who is there to talk with, or cry with or celebrate with brings added value to the program. Being able to ask questions one-to-one of someone who works in industry or a corporate setting helps studnets open up about their fears and receive clarifying information on what they may think is true. The mentor serves as a resource for Mesquite students by sharing insight and providing guidance about the workplace, careers and education through formal and informal meetings organized at Sigma, Harditech or Kimey-Horn, at the site or online. Mentoring will evolve in its frequency, form and content over the high school experience. Industry partner mentors provide the guidance and support so necessary to our students success.Advisory teachers, classroom teachers and other school staff maintain mentoring of each student we enroll. PTAA requires teachers to be ESL and SPED certified by third year of employment to further provide aacademic support to traditionally under-represented groups in higher education and STEM. Additionally, through participation in Advisory (grades 9-12), Mesquite students form smaller learning communities that develop their learning, study, and academic behavioral skills that are essential to success in rigorous coursework. PTAA-Mesquite will utilize grant funds to hire a Career Counselor to take charge of the master schedule to ensure students have course enrollment required to meet and fulfill all requirements of the program, to track progress and ensure timely completion.

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.

PTAA-Mesquite is a public school and receives state and federal funding to fund the education of its students. From our first day, we have received and used grants from individuals, corporations, and federal and state sources to help our students have the STEM focused program that is our model.. We use every dollar for student education, choosing to have a lean administrative model with the superintendent and a campus principal handling all administrative functions including counseling, data collection and coordination, PLTW program administration, grant administration, transportation, HR functions, marketing, securing MOUs, and professional development. Teachers worked beyond school day hours to tutor, work on curriculum, analyze data, meet with familes-all without extra pay. Our students mostly come from familes who cannot afford the basic necessities at times. Our commitment to educating college and career ready students with a STEM focus requires us to provide this program a no cost to students. We waive all test fees, and will offer dual credit and WBL at no cost to any students. We will do what it takes to make that happen. In addition, the MOU with UTA and Richland College both waive tutition and associates fees for dual credit students. The costs of textbooks for offered courses in the pathway are covered by the school. PTAA also assumes responsibility for any costs to transport students to the Richland campus.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057850001	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.

Our primary partnership is with UT-A. When PTAA opened a year ago with grades 6 and 7, our model was one with a STEM focused curriculum included college credits and an AA degree and WBL leading to certifications. The plan called for a combination of stackable PLTW courses, Advanced Placement courses, and dual credit courses.

This year, we added 8th and 9th grade and students began their PLTW Engineering and Computer Science courses and will take Advanced Placement tests in May, 2018.We have a draft MOU in progress with Richland College to allow students to take dual credit courses there leading to industry certiifcation. To do so, we created crosswalks, and aligned our instructional calendar with theirs. The leadership team is in discussion with the IHE to determine the budget needs for instructional materials, transportation etc.which will be paid for by PTAA-Mesquite. Per the MOU with both institutions, the school calendar is aligned with the IHE calendar; through a longer school day and summer scheduling,blended learning, students are able to meet the requirement of job shadowing/work based learning, and college course completion. As PTAA- Mesquite scales up its program, the number of courses available to students from the IHE will increase. Essentially, in the 12th and 13th years, the students will primarily be taking dual credit courses offered by the partner IHEs.
The attached Crosswalk reflects the statutory requirements for students to graduate with under the FSP diploma requirements while accruing college credits. Coordination between PTAA-Mesquite's Superintendent and Richland Dual Credit Program Director ensured the curriculum aligned with industry ceritifcaiton requirements,an AA degree, and the TEKS based FSP credit requirements for high school graduation.

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.

PTAA-Mesquite has a current MOUs with Sigma Surveillance, Inc and Harditech, with a third MOU with Kimley-Horn and Associates being signed this week. A letter stating that is attached.
As evidenced in the attached letter of support and signed agreement,Sigma Surveillance has agreed to comply with all TEA Program Requirements during the grant period, and is committed to maintaining active participation in years to come. Representatives from Sigma have actively participated in the development of this proposal and commit to continue to serve as active members on the PTAA-Mesquite Leadership Team. Sigma has agreed to designate a point person to meet regularly with the Team to address issues of curriculum, school design, and sustainability. This liaison will interact directly and frequently with PTAA-Mesquite ICI Academy staff and the Superintendent who is designated to oversee high school partnerships with industry partners. The Program Director will, among other duties, coordinate site visits to Sigma facilities, recruit and match mentors to students, identify appropriate job shadowing opportunities, and support teachers and faculty in developing appropriate curricula. Sigma is responsible for fulfilling its in-kind contribution by supplying the interns with workspace supervisors and mentors who can evaluate the interns performance and provide guidance to both the interns and continued program development/feedback.These partners agreed to provide in kind contributions through Work Based Learning experiences, including training, unpaid and paid internships, externships, mentoring and support and priority in interviewing. Freshman will participate in 25 hours of job shadowing to learn more about the specific skils and the workplace behavior expected. They are enrolled in the first of the PLTW Engineering courses and the first year Computer Science courses. Sophomore year, they will enroll inthe second PLTW Engineering and CS courses and continue job shadowing hours at Sigma to practice the soft skills of on-time attendance, correct workplace attire, collaboration, problems solving. In 11th grade and beyond, they complete 16 or 32 week internships (paid or unpaid).

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057850001	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.

To review workforce needs in the Dallas area, the Leadership Team contacted Richard Perez, Research Manager of Workforce Solutions Greater Dallas and obtained data on high demand, high paying occupations.We then downloaded the 2017-18 Targeted Occupations List for Dallas County, and the 2017 - 2018 TEA CTE Industry Certifications. Based on the Workforce Board data, the Leadership Team identified high-demand occupations and programs of study that lead to occupations in the Advanced Technology and Manufacturing Cluster. Workforce Solutions' analysis of workforce data conclusively demonstrates the current and projected need for technology and manufacturing employees with a focus on computer engineering. Student interest from surveys, the regional workforce needs, and college course alignment with industry certifications, and input from employers and industry partners confirm this focus.PTAA Board determined that PLTW courses that offer articulated college credit and Advanced placement credits along with dual credit courses offered the most effective approach for students to earn an AA degree/60 college credit hours and industry certification of Advanced Manufacturing at the time of high school graduation.
A Dallas Area Workforce Solutions staff member will be consulted at each quarterly Leadrship Team meeting to update members on workforce devlopments and emerging trends in industries.

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.

PTAA-Mesquite ICI Academy students will complete all requriements of the FSP program while accruing college credits and participating in industry work based learning experience as shown in the attached crosswalk. The Career Counselor, Program Director, Principal and Leadrship team will track progress weekly, monthly, and quarterly. The Program Director will srve as liaison to IHE and industry partners and will report to the Leadership team. The Advisory teacher will track student progress and determine if interventions are needed. The Career Counselor will track student data: attendance, grades, discipline, behavior, social and emotional struggles. Weekly grade level teacher team plan meetings wil monitor progress toward goals and create support plans to improve academic performance, social-emotional well-being, attendance.

Additionally, each six-week grading period, the principal provides administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year The dashboard reports provide attendance rates, course passing rates, and discipline rates. These reports monitor leading indicators towards high school graduation. PTAA_Mesquite Academy staff will utilize these reports to help them to make strategic decisions to support students and teachers as needed, well before the end of the school year.

Each semester, every student's graduation plan will be reviewed and updated reflecting goals met and challenges to be addressed. TSI test results, AP test results, transcript grades will be evaluated.A meeting will be held with each student's parents to review results and the next steps. Collecting data from multiple sources, weekly analysis and review, timely interventions and support, and engaging parents, the college and industry partners as well as campus based staff allows us to work most effectively with each students to guide and support them to graduate from high school, a college degree, and industry certification.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057850001	Amendment # (for amendments only):

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.

PTAA follows a continuous improvement planning model to ensure that decisions are based on data and that strategies are research-based and evaluated for effectiveness.

Needs assessment at PTAA-Mesquite incorporates two major areas: our student population and current and projected high-demand occupations in the Dallas Area.As a member of the Leadership Team, a representative from Workforce Solutions will ensure continuous monitoring of any potential changes in these data.The campus instructional leadership team meets in the spring to review strengths and challenges of the current school year. Data analysis is an integral component of this process and quantitative and qualitative data is collected and reviewed from multiple sources. The instructional leadership team does a thorough review to ensure that all strategies required by state and/or federal law as well as date for grant funded programs are included.The team reviews successes against goals and any area that is not described as a success is identified as a need.

PTAA-Mesquite's student population encompasses high percentages of underrepresented groups: minority, Economically Disadvantaged,, At-Risk, ELL, and First Generation College Goers. Student needs in our population vary, often day to day, week to week.Grade level teachers are the first line responders to changes to students' needs. In Advisory, and in content area classrooms, changes in behavior, absences, grades, moods, physical well-being elicit conversations between teacher and the student to explore the issues and create a plan of support. These conversations can and do occur daily at times.The principal/counselor meets weekly with grade level team leaders to track immediate needs to keep students from falling behind/failing. Preventing attrition requires daily and weekly needs assessment by grade level teams. The data from these meetings, often qualitative as well as quantitative, helps the instructional leadership team meeting in the spring assess whether and what kind of more effective interventions and support may be indicated. Establishing a culture of caring allows students to learn and thrive.

Instruction remains a first priority since our main goal is student achievement and success.The team considers feasiliblity, staffing, budget,as well as the impact on students and the community.Engaging parents in our mission remains a continuing area of improvement. Many of our parents both work, and we have many who are single parents, Besides the regular open houses, we invite parents to participate in STEM fairs and project nights each semester, and we hold dinners for parents at the beginning and end of the school year. We make home visits at times to work with families to foster a team approach.

 The PTAA Board identified readiness for postsecondary opportunities including two or four-year college degree, workforce internships, Advanced Placement and dual-credit enrollment with a STEM focused curriculum as a primary goal. To encourage and foster growth in enrollment, and success in earning college credits, the Board determined that more defined pathways and industry certifcations in high demand, high skill, high paying occupations and non-paid and paid internships were needed.Discussions with the Dallas Area Workforce Solutions representative and a review of their data led to the program we develped leading to those goals.We created our Advisory period and weekely grade level team meetings to closely and continuously support our students as they develp the habits of mind, and soft skills needed in the workplace.We became a TSI certified site to generate data on areas of need and to allow us to work with each student invidually to support progress toward their goals.

Now in our first year with a 9th grade cohort, we believe that the varied ways toaccrue credientials and certifications, the opportunity to engage in real-world learning thourgh non-paid and paid internships, and the ability to earn an AA degree or 60 credit hours towards a baccalaureate degree at high school graduation will endow our students with the habits, knowledge, and skills necessary to enter workforce in high demand, high skills,high paying occupations and/or continue on to a four year college degree.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057850001	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.

PTAA has a system-wide continuous improvement structure that includes various stakeholders.Data are collected from numerous sources: student(attendance records, academic records, health, discipline, social and emotional indicators), campus reports to the superintendent, surveys (staff, students, parents). Feedback and continuous improvement of the proposed PTAA-Mesquite ICI Academy **will** be monitored by the Academy Program Director and Career Counselor through active, regular review of student performance data and ongoing participation on the Leadership Team. The Leadership Team meets monthly to review student-level data; develop and refine the school's scope and sequence of high school and college coursework,workplace learning experiences, internships/apprenticeships; ensure ongoing alignment between industry trends, employer needs and academic coursework; and review the quality and availability of workplace learning activities, including recruiting and monitoring internship host sites. The leadership teams consists of the following people:

- Dr. Brent Sasley Associate Professor at UT Arlington
- Sigma Survilleance: Bobby Khullar
- Dr. William Maley Professor at University of New South Wales Australia
- Harditech : Jean Paul Avekoe
- University of New South Wales Professor and Board member of University of Princeton Liechtenstein Institute: Dr. William Maley
- UT Arlington Professor: Dr. Brent Sasley

- Kimley Horn: Tom Coppin P.E. Vice President
- RajKumar Tiwari: STEM Coordinator
- Winifred Uche Ohinna: Information Technology Department of Blue Cross Blue Sheild
- Amy Williams : Federal Security Director at TSA
- Shannon Houston: STEAM Coordinator
- Marjorie Fyffe: Computer Science Coordinator
- Shubham Pandey: PTAA Superintendent

The program director and Career Counselor will provide the principal, superintendent, abd Leadership Team with baseline data specific to program performance indicators for program planning and decision-making purposes.The evaluation plan will be used to ensure continues improvement of Program Management-monitoring of ongoing operation, Tracking-ensuring programs are focused on goals, objectives,outcomes, strategies, Accountabiity-producing evidence/artifacts of programs effects, and Sustainability-demonstrating evidence of effectiveness to all stakeholders

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.

PTAA-Mesquite pairs its rigorous coursework with caring relationships with each student. It is our belief that having a trusting relationship is a key factor to students attainment academically. Many of our students live in chaotic cirumstances and come from environments that lack resources, that lack opportunities, that have a lot of crime. When a student is hungry, it is difficult to focus in a Biology class; if they are worried about where their mother is, or if they are worried about their dad going to jail, or the rent being paid, they may be sitting in class, but they are not fully present. The staff at PTAA-Mesquite looks at their students' experiences and needs, incorporating them into Advisory period and instructional hours to help these young women and men better navigate their situations in and outside of school. PTAA-Mesquite has grade level teams made up of teachers with one being the team leader. Team leaders set the culture and students know the team leader is trustworthy and will advocate for them. The Principal/counselor meets weekly with team leaders and together they set the agenda for the weekly team meeting. At that meeting, each student in that grade level is tracked for grades, attendance, behavior changes, social and emotional struggles, health, discipline, crises. When needs are identified, the team creates a plan of support. The principal receives feedback from the team leader and may decide to involve outside resources to bolster the support plan.We found that a well implemented advisory program is critical to student support. Keeping it open and real are essential elements in bulding trust. Through Advisory lessions, students are becoming more successful, adopting better soft skills like time management, resolving conflict,and ways to reduce and cope with stress.We plan to add AVID to our district as an additonal support system. Working with our students is rarely a 9 to 5 task; staff spends time before and after school hours working with students, discussing issues with colleagues, contacting parents. Having staff passionate about our mission makes progress possible.PTAA requires teachers to be ESL and SPED certified by third year of employment.

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

PTAA is an LEA:
- serves students in grades 9-12
- is aleady serving students in grade 9 and in the initial (1-3) years of implementation and will scale up adding one grade level per year to 12th grade
- Has been implementing a program similar to ICIA that allows students to: earn industry certificates and college degrees, engage in appropriate work-based education at every grade level, and participate in programs that create a seamless transition to additional education or the competetive job market.
- Has established partnerships with written agreements with employer: signed MOU with Sigma Surveillance Inc.
- Has established partnerships with at last one IHE with written agreement: signed MOU with UT-Arlington
- Has not received an Industry Cluster Innovative Academy grant

If awarded the P-Tech/ICIA grant, PTAA-Mesquite:
- in the Spring of 2018, will engage in a self-assessment of current" state of the Program" compared to Blueprint benchmarks
- Create a program needs assessment
- Using self-assessment and needs assessment, create an action plan
- Repeat the process in June, 2019 for the 2019-20 SY
- Maintain a Leadership Team
- Further develop wrap-around strategies and support services

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.

PTAA-Mesquite is in its second year of operation, and its first year with a 9th grade cohort. We recently became certified as a TSI testing site and will implement a summer camp that includes TSI prep, At the beginning of the school year,incoming freshman will take a TSI-pre-assessment to identify areas of weakness. We will offer a TSI Academy after school tutorials, and KHAN Academy to strengthen skills and address gaps. Many students come to us one or more grade levels behind in math and/or reading so early identification and intervention has been critical to our creating interventions and supports so they can be successful. We will administer the TSI at the end of freshman year to plan each students pathway thorugh to graduation.

Using grant funds, PTAA would like to further enhance the academic and social/emotional support systems for each student by possibly offering wrap around strategies such as TSI support classes for student preparing for the TSI, academic supports for those who did not succesfully pass the TSI, academic tutoring for those who need assistance in dual credit courses, and other strategies as identified by the needs assessment conducted in Spring 2018. The proposed curricular framework for this support sysem would be the Advancement Via Inidvidual Determination (AVID) program, which is a researched based program that trains "educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education."

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057850001	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: 057850001		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.)					
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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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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	☐	☐	☐
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