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. RECEIVED TEXAS EDUCATION AGENCY 2018 JAN -9 AM 11:59 DOCUMENT CONTROL CENTER
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	
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	Greenville 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.

701-18-101-012

Schedule #1—General Information	
057850002	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057850002	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: 057850002	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: 057850002	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

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	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

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	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: 057850002	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: 057850002 | 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) - Greenville is requesting funds from the 2018-20 PTECH and ICIA Success Grant to facilitate the continued program enhancement, and implementation of its currently existing program. PTAA-Greenville 's current open enrollment program is a whole school model (currently 9th grade only) similar in nature to that of an emergent PTECH academy. In accordance with the district charter, PTAA- Greenville developed its program to offer students an opportunity to earn an associates degree in high demands STEM fields as a means to further fulfill the school's mission to empower and engage students to reach their full potential as global STEM leaders who will have the skillset and academic knowledge base to meet the job market needs of their local, national, and global communities. PTAA's current program pathways are focused upon Advanced Manufacturing and Technologies and Information and Computer Technology, which are identified by the Workforce Solutions of North Central Texas as local high needs, targeted industry. More specifically, the Workforce development board identified Engineers, such as Mechatronics Engineers, Mechanical Engineers, Software Engineers, and Electrical Engineers, as high needs, high paying jobs as of October 2017. PTAA"s current program offers both college credit options and business/industry exposure opportunities to students in each grade level to qualify them to accommodate the local job market demands for these professions. In PTAA's program, current students have the opportunity to each dual credit by two different venues: college credit by examination through Advanced Placement or Project Lead the Way courses or college credit by course completion through articulated agreements with UT- Arlington and Richland Community College. In addition to dual credit, PTAA-Greenville also has currently existing MOUs with several business and industry partners (i.e. Sigma Surveillance, Inc.,Harditech, and Kimley Horn) to allow students to participate in work based learning experiences including job shadowing hours and site fieldtrips. These opportunities culminate into a working model and plan for current PTAA students to complete high school with the opportunity to earn an associate's degree, industry recognized certification (through Richland community college certification programs), and over 150 hours of work based learning experiences with local business employers.

This program was originally developed in the first year of operation of the school (2016-2017 SY) as the district charter specifies that students will have the opportunity to earn an associates degree and complete internships to better meet local, national, and global STEM market demands, especially in computer Engineering related fields. The rationale for selecting the PTECH model was based on student and parent survey data (informal and formal) as well as other relevant data, including but not limited to student population testing data (STAAR), local population demographics (i.e. average household income, number of parents with high school diplomas or higher degrees, etc.). For example, in 2017 in its second year of operation, the campus passed all 2017 STAAR indexes and received four distinctions - Academic Achievement in English Language Arts/Reading, Top 25 Percent: Student Progress. Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness. In the 2017 – 2018 school year, the campus scaled up adding 8th and 9th grades and offering Advanced Placement courses, Project Lead the Way Engineering courses, job shadowing, college visits, industry fairs and mentoring. In addition, PTAA-Greenville is 51% economically disadvantaged, 4% ELL, 41% At Risk, and 50% first-generation college students, thereby meeting the targeted groups of the PTECH SUCCESS grant. Based on this data, the population of students served by the campus were more in favor of an option that would allow student to pursue postsecondary degrees because this option aligned best with the educational goals of the local community. Given that PTECH is intended to allow students to graduate with an associates degree and hours that can transferred to an undergraduate college for pursuit of a bacchleraute's degree, the academy was the preferred option for this high school in the district. In that first year and with a limited operating budget, PTAA-Greenville developed a strong leadership team through effective use of staff and partners as well as a STEM program pathway with both a certification and AAS included. By year 3 of operation, PTAA planned for 100% of its teachers to be both SPED and ESL certified to better support these groups.The principal served as data coordinator and counselor, the superintendent assumed responsibility for the PLTW program, 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. Students engage in a wide variety of real-world work experiences including visits from industry experts, job - shadow days, coaching and mentoring. 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.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057850002	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.

Utilzing grant funds, PTAA – Greenville would continue to develop the sustainability and growth of its current program to better align with the blueprint and best practices, as identified by the PTECH Academy blueprint currently being developed by TEA. In doing so, PTAA- Greenville seeks to support the academic achievement of all of its students as well as build a stronger community ties with local IHEs and business partners to best solidify the school as a true extension of the community. The program's leadership team prepared the $260,000 budget: salaries and benefits in the amount of $86,250 each were allocated for a Program Director 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, 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).

Though PTAA- Greenville's leadership team is aware that another needs assessment will need to be completed in Spring 2018, PTAA- Greenville and relevant partners/stakeholders have already begun to identify several areas in which its current program can better align with current PTECH standards. These areas of opportunities include but are not limited to: 1)need for an improved social, emotional, and academic supports for participating students, 2) better recruitment and retention efforts for more diverse body of participating students in targeted populations to meet local workforce needs, and 3) more teacher support and training in the Advanced manufacturing fields so that teaches are better able to support students. With the use of grant funds, PTAA - Greenville seeks to improve academic achievement of a student population consisting of primarily educationally disadvantaged students in the Hunt County areas who are in need of opportunities to be exposed to and trained a challenging, engaging, STEM-focused curriculum and certification in a supportive environment. PTAA – Greenville plans to strengthen and enhance its currently existing program by addressing each of the previously identified needs areas (as well as other identified areas) by further defining and developing the currently existing program for participating students by completing the following tasks:

- Employing AVID resources and training to provide academic and social/emotional support system to the students by employing wrap-around strategies and services, specifically by developing a plan for TSI success, including academic preparation classes for all students and academic interventions for students who do not pass TSI
- Hiring and training a program director and career counselor to oversee the PTECH program's scheduling, student recruiting and retention, staff training, retention, & hiring, as well as the program budget with current best practices.
- Enhancing the sustainability of the program by providing staff with opportunities for academic and program support/training through ongoing PD opportuntities to become credentialed and teach AP courses and other advanced mathematics and sciences courses offered on campus as well as real-world, paid externship opportunities (40 hours) to program staff enabling them to provide high quality instruction and support to meet the changing needs of the PTECH students.

Throughout the duration of the grant, the education goals of PTAA include 1) increase in student enrollment and interest in high demand STEM course/pathways 2) an increase in rates of completion of both dual credit courses and associate degrees whereas the operational goals include the recruitment and training of a faculty qualified to carry out the continued improvement of PTAA- Greenville on the PTECH blueprint. The overarching goals of PTAA are fully aligned with the goals of this grant process to support and expand the number of high quality PTECH schools, increase the ability of schools to meet local workforce needs in high demand fields, and to benefit educationally disadvantaged children.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057850002	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	$91975	$	$91975	$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	$1625	$	$1625	$48310	$	$48310	$
Schedule #11	Capital Outlay (6600)	6600	$0	$	$0	$13000	$	$13000	$
	Total direct costs:		$93600	$	$93600	$166400	$	$166400	$52000
	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, 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: 057850002 | 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			$5725	$
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			$16975	$
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$91975**	**$**

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: 057850002 | 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: 057850002		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted (State Funds)**	**Match**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$
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	Industry Partner Match: Sigma Surveillance, Inc., Harditech and Kimley-Horn will provide job shadowing hours, site fieldtrips & 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	$52000
(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 Specify purpose:	$0	$
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:		$18840	$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$0	$
(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: 057850002		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: 057850002		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:	$1625	$
	Grand total:	**$1625**	**$**

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: 057850002 | 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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Schedule #11—Capital Outlay (6600) – Federal Funds					
County-District Number or Vendor ID: 057850002			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: 057850002 | 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.	Analysis of Teacher Preparedness to Teach Courses	1.	Percentage of teachers holding 6 – 12 Math/Physical Science/ Engineering
		2.	Percentage of teacher trained to teach >1 AP course offered in the pathway
		3.	Percentage of teachers participating in job externships
2.	Analysis of overall student achievement and support-Quantitative & Qualitative	1.	Surveys of student feelings toward support offered and academic mentoring
		2.	Student attendance rates for both dual credit and on campus courses
		3.	Percentage of students completing program course of study
3.	Analysis of postsecondary readiness of students-Quantitative & Qualitative	1.	Percentage of students enrolled in program course of study
		2.	Percentage of students passing the Texas Success Initiative (TSI)
		3.	Percentage of students completing dual credit courses with passing grades
4.	Analysis of job readiness of students – Quantitative and Qualitative	1.	Percentage of students receiving favorable evaluations from industry mentors by quarter
		2.	Percentage of students attending priority interviews and securing jobs
		3.	
5.	Analysis of effectiveness of program	1.	Percentage of students securing jobs in field of choice upon graduation
		2.	Percentage of students purusing bachelor's degree in related field
		3.	Percentages of students completing the program

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

PTAA-Greenville PTECH leaders will collaborate to administer the TSI pre-assessment, the ongoing TSI support acitivities and the TSI assessment as well as collect and analyze resulting data on the participating students. PTAA will use the assessments to help measure whether the curriculum is meeting the needs of all participating learners. These assessments (TSI) results allow PTAA staff to look at big-picture trends, while state and local assessments (college final exam scores, PLTW assessments, and AP assessments) will help to pinpoint certain areas that may need more attention. The program director will work with the counselor to address student needs as they arise on a daily basis and will update the Leadership Team on a monthly basis with formative data and prioitization of needs, including progress towards timelines and goals.These data sources include student attendance, grades,and other items that impact participant attrition and or/failure. Monthly PTECH leadership meetings and quarterly college and industry partner meetings will be tracked with meeting agendas and minutes, sign-in sheets, and other relevant artifacts maintained by the Program Director and reported to the team, who have the authority and experience to identify and correct any problems with project delivery. Enrollment, attendance, completion and success data on the bridge program, as well as frequency, location, hours and effectiveness of fieldtrips and internship experiences will be collected by the counselor. Data will be analyzed by the program leadership team. The Program Director will work closely with industry partners to coordinate field trips and internships, especially as enrollment increases. Since real-world experience is a key aspect of the graduation plan, data will include number and dates of field experiences. The College & 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 College and Career Counselor will be responsible master scheduling to ensure the enrollment in the required sequnce of courses for all students. Sign-in sheets and agendas with dates and meeting minutes will document colllaboration between college/university staff and teachers and district staff; records will be maintained by the Program Director. All PD sessions will be coordinated by PTECH leadership. The director will ensure completion of required and recommended professional learning for all program teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057850002 | 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.

PTAA Greenville offers an open enrollment program similar in nature to that of a PTECH program. Per the PTAA charter, PTAA has committed to allowing students to earn an associates degree in STEM fields by the time of graduation through agreements with UT- Arlington (MOU attached). Based upon current student feedback, PTAA's leadership team has taken steps to secure an MOU with a local community college to allow for more varied, in person courses to better meet student needs. For the purposes of this grant, the MOU is discussed as if already signed because communications have already started and the MOU is currently scheduled to be completed early Spring 2018 to allow dual credit courses to begin Summer or Fall 2018. The program currently offers one course of study in the field of Advanced Manufacturing and Technology with a special focus on Computer Engineering. Students in the 9th grade year can earn college credit through three different venues: AP, PLTW courses, and dual credit courses. Because current students have yet to qualify for the TSI initiative (currently scheduled for 10 grade year), PTAA- Greenville's current programs allows those students to engage in dual credit certification courses (or other qualifying courses) that waive the TSI requirement. Currently, students are scheduled to take the courses for completion of the Advanced Manufacturing Certificate. Once TSI requirements are met, students can take courses to complete the Advanced Manufacturing AAS, thereby addressing PTECH criteria of a course of study that enables participating students to complete high school graduation requirements and an associate's degree, and an industry recognized certification by graduation. Current students also take advantage of learning real world job skills through articulated agreements with business partners that allow students to complete 25 hours of job shadowing (in kind contribution). In the 10th grade year, students will continue to take advantage of the same opportunities as in 9th grade year, resulting in an average of 10 available college credits per year (dual credit courses, PLTW courses, and AP courses). Students must also complete another 25 hours of job shadowing in 10 grade year, which are completed a part of a cohort model in which a group of students attend the site together. In 11th and 12 grade years, students take more college credit courses (as many as 24 credits per year), as well as begin to complete internships with industry partners. Under the current program, students would have >60 college credit hours as well as 200+ hours of real time job experience at the time of graduation. Furthermore, PTAA Greenville's current program does have a Business and Education Advisory Team which serves as the leadership team for the IHE agreement as well as the internship agreements. Last, PTAA's current model offers the dual credit options to all of its students, thereby meeting the criteria of having a program that is accessible to all students.With respect to student support, students participate in predesignated sessions intended to address areas of academic weaknesses, including TSI preparation. These sessions typically occur afterschool but can also occur during the scheduled student advisory period built into the school day. During these times, each student has the opportunity to check in with a designated academic mentor, who review student grades, career hours, and overall well being. Targeted populations are especially emphasized as PTAA requires 100% of its staff to be ESL and SPED certified.

Since the program is a whole school model, all PTAA students have the opportunity to choose to complete the program pathway, dependent upon postsecondary goals. Students are first introduced to the program through 8th grade awareness acitivites, including family nights, industry cluster night, STEM industry student fair, college and work site tours for both parents and students as well as promotions at the campus and advertisements on the district web site and Twitter feed. Information is provided in both Spanish and English.

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	11	40	10	4	8	51	50
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: 057850002	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.

Currently, PTAA-Greenville offers various opportunities for sudents to pursue studies in high needs career fields. One such method is through AP and Project Lead the Way (PLTW) school structure offered to students. PTAA - Greenville currently has one offered STEM program pathwayin the fields of Advanced Technologies and Manufacturing set up consisting of AP, PLTW courses, and traditional dual credit opportunities – all of which are geared towards allowing the students to earn articulated college credit hours in high needs local STEM fields that best serve the students and local communities. The pathway emphasizes applied learning and consists of PLTW introductory level courses designed to introduce all students to the field, AP courses and exams that provide an opportunity for advanced placement and/or college credit, PLTW specialization courses that focus on knowledge and skills needed for rewarding careers, dual credit courses and certifications that allow students to develop and enhance skills sets learned in the classroom and needed for the career, and work based learning opportuntiies in which the student can apply academic knowledge and learned skills. Per attachment 1, in the program of study, students begin taking college credit courses as early as 9th grade. Since students have yet to take TSI, the dual credit courses offered are those that have the TSI requirement waived. According to Richland's policy, this includes all of the certification courses for programs of a year or less. The identified industry certifications which the program currently offers are in the field of Advanced Manufacturing.However, more pathways may be added in the future, dependent upon student interests and community needs. In sophomore year, students continue to take AP, PLTW, and dual credit courses in addition to meeting FSP requirements. In 11th and 12 grade years, students will have met the TSI requirement therefore the number of dual credit courses allowed to be taken significantly increases. Since these AP and advanced STEM courses are critical to the proposed program design, PTAA will use grant funds to increase the number of courses instructional staff are eligible to teach by providing training and certification in Advanced Placement and 6 – 12 Mathematics/Physical Science/ and Engineering courses.

In addition to the academic component, PTAA – Greenville also has incorporated program design elements that allow students to develop real time, skills in job shawing 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 to complete 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.

PTAA-Greenville aligns its high school plan with the Foundation High School Plan with the option to pursue STEM, Business and Industry(Information Technology), and the Multidisciplinary endorsements. Students are able to pursue the STEM endorsement through an engineering focus via the Project Lead the Way Courses. In 9th grade year, students are currently eligible to take high school courses (on campus). These courses consist of normal high school sequence courses (English I. Biology, Physical Education, etc) as well as both Advanced Placement and PLTW courses. Based upon Texas law (regarding AP) and articulation agrements between PLTW and IHEs such as Austin Community College, TAMU-Kingsville, and UT – Tyler, students are eligible to gain up to 8 – 9 college credits in the first year alone. Aside from these options, students would be eligible to begin taking dual credit courses to earn industry certifications and college credit in the summer following their 9th grade year. The number of dual credit courses taken is designed to gradually increase until the student is completing the majority of his or her senior year (and beyond) courses as dual credit certification and college credit courses. Over the course of these years, the student begins dual credit offerings by first completing the certification courses for Advanced Manufacturing, which waive the TSI requirement. 11th – 14th grade years are when the majority of courses needed for the AAS in Advanced Manufacturing are completed. With the funds provided by the SUCCESS grant, PTAA – Greenville seeks to continue to develop the academic support and teaching offered in the classes taught by campus instructional staff by providing the instructional staff with more training in the academic content areas (through EdX) and job areas to better be able to support the students' learning and bring real world projects to the classroom.

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

PTAA Greenville has small class sizes, which facilitates personalized academic mentoring and attention to individual students. At maximum size, PTAA- Greenville does not plan to have more than 100 students per grade level who are actively enrolled in the PTECH program. Aside from the small cluster/cohort sizes, PTAA- Greenville also provides each student with a dedicated staff member to serve as a academic mentor and serves as a representative/voice for the student. These academic mentoring periods are built into the school day during a scheduled advisory period. Over the course of a week, each mentor is scheduled to check in with each student to review grades, missing assignments, attendance, job shadowing hours, and overall well-being. These check ins are documented and intended to maintain a proactive, supportive environrment for the student. With respect to flexible class scheduling, given PTAA's small size, PTAA- Greenville's current program maintains flexible scheduling that allows students to be transported to Richland College for dual credit courses as well as meet job shadowing requirements. Currently, students can complete requirements as part of the school schedule as part of built in learning opportuntiies during the CTE/ PLTW courses. As a part of the current program, PTAA – Greenville has also included intentional programmatic design regarding students who need to retake courses and students who join the program in 10 – 12th grade years. In the 13th and 14th program year, students are not scheduled to take a full course load each semester. This is intentional to be able to accommodate space in the students schedule for courses that need to be retaken or for students who need to be on accelerated path due to joining the program late.

To continue to support program growth, PTAA- Greenville will need to hire a program director and college/career counselor who can wor together to coordinate flexible scheduling to better accommodate student, IHE,and industry partners. This includes but is not limited to developing a plan for ongoing academic support, providing tutoring or Saturday school for identified students, and providing more advisory and/or college readiness and support time built into the program of study than what is currently available. This will be a focal area of the best practices to be learned at two ECHS conferences. PTAA plans to utilize grant funds to purchase established, research based systems to better train staff to support students in this type of program. These resources include AVID training, resources, and support as well as attend the June 2018 AVID Summer institute in Dallas, TX and the April 2018 ECHS Dual Credit Conference in Denton, TX . Both conferences would provide training, knowledge, and support to the program staff on how to best support all students in this model, but particularly those from targeted populations.

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.

Per the planned MOU between Richland Community College and PTAA – Greenville as well as the MOU between UTA and PTAA, The college waives all student tuition and fees for college courses, including the student advisement and library usage fees. PTAA will assume responsibility for the timely payment of any costs incurred to recover college expenses for faculty traveling to the PTAA - Greenville campus or for college course sections whereby a course is provided solely for PTECH students. Futhermore, PTAA- Greenville will utilize grant funds to hire and train credentialed faculty for all high school credit-only courses and future college courses to support sustainability of the PTECH campus. Additionally, PTAA is responsible for the costs associated with transporting students to job shadowing opportunities. In accordance with grant guidelines, PTAA will utilize grants funds to continue to build the sustainability of the program, including hiring twso dedicated program staff and provising training to program staff to best support student achievement. Salaries for program coordinators/directors and support staff that work directly on the program will be paid for the federal funds. State funds provided by the grant will be used for any "reasonable and necessary items for accomplishing the objectives of the P-TECH/ICIA program", including teacher PD, salaries for instructional staff, and the Career Counselor salary. All other costs associated with the program and not allowable per the grant guidelines and MOUs (industry and IHE) will be covered by the school. This includes the costs of textbooks as well as instructional materials for students

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057850002	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.

PTAA- Greenville currently has two existing MOUs with IHEs in the local area. The primary planned MOU is with Richland Community College, which is primarily responsible for offering 9th – 14th grade students (i.e. 2 year postsecondary students) college credit in the form of dual credit classes and certification courses. Through this articulation, students are able to pursue certifications in the any of the following fields: Advanced Manufacturing and Technology, Computer Aided Design and Drafting (e.g. architectural drafting certificate, CAD/CAM -CNC certificate), Computer Information Technology (Information Security certificate), Computer Information Technology (e.g. Help Desk/User Support Technician Certificate, Personal Computer Specialist Certificate, Personal Computer User Certificate, Technology Support Certificate), digital media, electronic technology,and finally management (e.g. management certificate, supervisor certificate). These certificate programs align with the local workforce needs in the fields of Advanced Manufacturing and Technology as well as Computer Information and System Management. Per the planned MOU with Richland, the current courses would happen on the Richland campus, as none of PTAA staff are currently dual credit certified. However, all of the projected Advanced Placement and advanced STEM courses are to be offered on the campus. Utilizing grant funds, PTAA- Greenville plans to increase the number of quailfiied teaching personnel who currently hold the 6 – 12 or 8 – 12 Mathematics/Physical Science/ Engineering certification. Instructional staff who hold this certification would be able to offer prerequisite courses on campus to program students, providing the preliminary academic knowledge and skills needed to be successful in the dual credit courses. These advanced TEA-recognized STEM/CTE courses include but are not limited to Principles of Manufacturing and Manufactured Engineering Technology. PTAA will also use grant funds to purchase equipment for the courses, in the form of an industrial 3D printer. Grant funds will also be utilized to provide training to teachers to prepare them to teach AP courses offered in the program pathway (i.e. AP Physics 1 & 2, AP English Language, AP English Literature, AP Calculus, etc.) In doing so, the school will build the capacity for the program and increase student academic support because students will have more opportuntiies to earn college credit courses that transfer to 4 year universities. By the grant end, PTAA plan for 100% of its Math, CTE, and Science program staff to hold the Math/Physical Science/Engineering certification and for 100% of all of its instructional staff to be trained and certified to teach at least one Advanced Placement course in the program.

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.

Currently, PTAA- Greenville has several primary existing MOUs with business and industry partners. The primary MOU is with Sigma Surveillance, Inc., which specifically outlines Sigma's responsibility to provide students with internships that lead to attaining job skills and industry-recognized certification to allow the student to continue to pursue advanced eduction degrees or obtain a position upon graduation. 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. In addition to student internships, Sigma also has agreed to provide appropriate training and industry exposure to PTAA staff, as needed, through the form of externships. Sigma, as a Business and Industry Advisory Board member for PTAA, is committed to the success of the program.The other confirmed MOUs are with Harditech and Kimley-Horn and Associates which are projected to offer shadowing and internship opportunities to current students. Currently PTAA is a 9th grade only campus that will scale up a grade level each year. For the 2017 – 2018 school year, the MOUs will provide for students to complete 25 hours of job shadowing in each of the 9th and 10th grade years. The purpose of the job shadowing opportunities is to allow students the opportunity to explore a specific career of interest by observing an employee perform their work duties at their place of employment. The experience is intended to provide realistic career information that will aid the student in making career choices in the field. Simulataneousity, during these years, students will be progressing towards pursuing relevant certifications for the carer field while learning the base knowledge needed in the classroom. PTAA will also utilize grants funds to pay extra duty pay to teachers to attend a 40 hour/1 week job externship professional development with the business partners to experience and help plan/further enhance the work force component of the student program.

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

According to the 2017 – 2018 Targeted Occupations List which identifies occupations which have been determined to be in-demand, show strong potential for growth, and are considered high-wage occupations for the North Central Texas area, the most targeted occupations are identified as including but not limited to General and Operation Mangers, Financial Managers, Computer and Information Systems Managers, Human Resources Managers, Industrial Production Managers, Architectural and Engineering Managers, Medical and Health Service Managers, Transportation, Storage and Sitribution Managers, Markting Managers, and Construction Managers. PTAA's mission and vision focuses upon preparing students to meet the demands of a STEM-focused global community. In accordance with this mission and vision, PTAA will focus on preparing students who will have the skill set and academic knowledge to fulfill the local workforce needs in the areas of Architectural and Engineering Managers. Under the Advanced Manufacturing and Technology program pathway, 100% of the students in PTAA-Greenville have the opportunity to pursue relevant certification and degree in the career pathways for Engineers, Mechanical Engineers, Electrical Engineers, Computer Network Architects/ Engineer, Industrial Engineer, and Civil Engineer.

Within the scope of the advisory board, PTAA has worked and seeks to continue to work with business and industry partners in these two fields to assist in the identification of the skills set and knowledge base of an ideal candidate for positions within their companies. PTAA then utiliizes this input from the industry community as a springboard for developing unique, personalized pograms with the IHEs that allow students to best met these specific qualifications and criteria to be the best fit for available positions. The goal of the unique pathways offered by PTAA – PTECH program will be to graduate 100% of its participants with a minimum of one recommended certification for the field of interest in addition to an associates degree (or 60 hours college credit in pursuit of the required bachelor's degree).

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.

As part of PTAA- Greenville's unqiue program, students are allowed to select from several different program pathways that combine three core opportunities for college credit in the form of Advanced Placement (AP), PLTW, and dual credit courses from UTA and Richland Community College. The AP courses and PLTW courses are offered on the high school campus as part of the FSP +endorsements pathways. In fact, per the unique graduation pathways offered at PTAA, the FSP are designated as required courses for all students. Dual credit courses are supplemented as course options available to the student in available spots in his or her schedule after FSP courses have taken priority. For example, dual credit courses can be taken in place of elective openings in the student's schedule, or in leiu of certain AP courses, or as applicable senior level courses (e,g. Engineering capsone courses, Government etc). More information can be found on the attached graduation pathway, on which the FSP graduation equirements are bolded. Students are intended to complete these requirements as a priority and many of these courses are offered on the high school campus, and are even prerequisies for the higher level program pathway courses. For example, a student must complete Algebra II (offered on campus as a requirement of the STEM endorsement)prior to taking the required Math elective at UTA or Richland College. Attachment 1 reflects the statutory requirements with whichstudents graduate under the FSP diploma requirements while accruing college credits. Coordination between PTAA-Mesquite's Superintendent and Richland Dual Credit Program Director will ensure the curriculum aligned with industry ceritifcaiton requirements,an AA degree, and the FSP credit requirements for high school graduation.

Utilzing grants funds, PTAA will increase the number of advanced STEM/CTE courses offered to the students on campus by funding the credentialing and training of 100% of its program Math, Science, and CTE instructors for the 6 – 12 or 8 – 12 Mathematics/Physical Science/Engineering teaching certification. Additionally, PTAA will further increase the number of dual credit by examination opportuntiies offered to students by providing initial and ongoing trainng for all program instructors to prepared to teach at least one Advanced Placement course to participating students. These courses will be offered as part of the FSP+Endorsement graduation pathway, as outlined by HB5.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057850002	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- Greenville, when first opened, made a commitment to develop a process of systemic review that will involve its grades as well as administrative levels through review processes and accountability to goals and measures. Practice will provide a process for evaluating measureable goals and objectives related to our practices, policies and organizational structure as it impacts the daily lives of our students and their diverse needs. PTAA, as a school, has adopted the Texas Charter School Association (TCSA) Quality Framework that focuses on academic, as well as operational program evaluation since the two are rarely isolated.

The Quality Framework provides 1) a common definition of quality, 2) a defined continuous improvement process, and 3) a holistic operational, financial, and academic evaluation on a variety of types and sources of data including both qualitative and quantitative sources in the following areas: Student Success, Mission and Vision, Stakeholders, Learning, Leadership, Staff, Safety and Support, Fiscal Management, Public Accountability, and Data Informed Decisions.

This framework also guides the decision making process, needs assessment process, and process of continuous improvement for the PTECH-like program that PTAA- Greenville currently offers. Regular surveys regarding stakeholder (parents, students, teachers, business partners, IHE partners, etc) satisfaction are scheduled to be given and analyzed to identify areas of opportunity for improvement. In addition to the survey, the current leadership team regular reviews and analyzes data from the program. Form this data, theleadership team identifies a number of key findings/trends and areas of improvement. Using the TAIS Improvement Planning Process (which PTAA- Greenville considers more of a best practice rather than one to used for intervention purposes), the leadership team develop problems statements and then conduct a root cause analysis. From these findings, the team selects 1 – 3 problem statements on which to focus for the upcoming year and then identify annual goals and strategies to address the root cause of the problem. Once strategies have been identified, the annual goal is then separated into quarterly goals and objectgives to better track progress towards the goals. These are reviewed and updates are provided at relevant meetings to maintain accountability. Needed adjustments will be made each month based on feedback and reporting from the PTAA board. Communication to the staff and community will take place a variety of methods, including, but not limited to newsletters, the PTAA web site, and public meetings.

However, in accordance with the model of continuous improvement, PTAA-Greenville also recognizes that its current process can also be improved as a means to allow more proactive intervention rather than reactive intervention. PTAA-Greenville seeks to utilize grant fund to hire a dedicated program director (among other specific actions) to guide, oversee, and serve as a driving force for the process of continuous improvement and overall direction of the program. PTAA's vision for this process is one that continues to be collaborative in nature with all stakeholders to serve the best needs of the students and local community.

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

County-district number or vendor ID: 057850002 | 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.

The purpose of the PTECH Leadership team is to establish and maintain the overall direction of the program as determined and agreed upon by relevant stakeholders. To do so includes the management the program on a daily basis, collection, review, and analysis of data regarding the program, any any other reasonable job taks related to keeping the program in operation. Currently PTAA- Greenville's leadership team cosnists of the folliwng 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

In alignment with PTAA-Greenville goals to increase the number of students who are enrolled in the PTECH program, PTAA_Greenville plans to hire a principal for the PTAA-Greenville campus for the 2018 – 2019 school year. PTAA-Greenville also plans to utilize grant funds to hire a dedicated program director to oversee and manage the PTECH program. PTAA- Greenville's process of continuous improvement allows for the leadership team will regularly relevant program data, such as stakeholder survey data, atendanced datat, student assessment and grade data, as well as completion and retention data to effectively monitor the progress of each student as well as overall programmatic progress. MOUs are reviewed and resigned on an annual basis with each partner. As part of this process, each MOU is updated as needed and discussed to ensure mutual satisfaction between the campus and the partner. In the event that areas of improvement are located, the leadership team gathers and solict input form the advisory council to determine a proposed plan of action that is to then be reviewed and implemented. Continuous tracking of identified goals helps the leadership team determine if the identified strategies are working or need to be adjusted.

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.

Currently, PTAA uses a cohort model in the program to best support the students academically and socially/emotionally. Students are sent to the work based educational experiences (internships and job shadowing) in teams of a minimum of two students. A requirement of the MOUs with industry partners is that students are able to pair up to complete the industry based hours. This creates a support system upon which the students can rely on each other for support as well as their academic mentors present within the school. Each student with a dedicated staff member to serve as a academic mentor and serves as a representative/voice for the student. These academic mentoring periods are built into the school day during a scheduled advisory period. Over the course of a week, each mentor is scheduled to check in with each student to review grades, missing assignments, attendance, job shadowing hours, and overall well-being. These check ins are documented and intended to maintain a proactive, supportive environrment for the student. With respect to specific subpopulations, PTAA has placed an additional requirement (with financial and academic support) on its instructional staff that 100% of staff are both ESL and SPED certified as a condition of continued employment. 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 #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.

In accordance with grant guidelines, PTAA- Greenville is currently serving students in grade 9 in a similar program to PTECH in the sense that that it has an established plan and written MOU with at least one IHE and one business partner for students to begin work experiences and begin taking dual credit courses and other college credit eleigible courses to earn an associates degrees and industry certification to meet local workforce needs as identified by business owners and Texas Workforce data. PTAA- Greenville has already scheduled a leadership team and advisory council meeting in Spring 2018 to meet and review relevant TEA provided blueprints (PTECH or otherwise) to complete program self assessment and identify areas of opportunity for the program. The created action plan will follow the TAIS Improvement Planning process model (used a best practice at the school), in which the leadership team will review and analyze current program data to identify trends, develop problems statements and then conduct a root cause analysis. From these findings, the team selects 1 – 3 problem statements on which to focus for the upcoming year and then identify annual goals and strategies to address the root cause of the problem. Once strategies have been identified, the annual goal is then separated into quarterly goals and objectives to better track progress towards the goals. These are reviewed and updates are provided at relevant meetings to maintain accountability. PTAA does plan to use the PTECH blueprint to develop an action plan to address areas of needs based upon the completed needs assessment.
Currently, PTAA-Greenville campus does offer some wrap around strategies to provided academic and social/emotional support to participating students. These practices include but are not limited to providing the academic mentor to students, the existing cohort model for job shadowing and class, academic tutoring, TSI summer camp, and continuous feedback. In addition to the above program requirements, PTAA- Greenville is already an established TSI assessment site as a start to its plan to further enhance and develop its current program. Last, PTAA is not the receipient of an Industry Cluster Innovative Academy Grant.

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

As a current 9th grade only campus, PTAA-Greenville's current process for TSI testing is emergent. PTAA_Greenville is currently registered as a TSI assessment site, and as such, waives exam fees for all students in the district. Currently, PTAA offers a yearlong afterschool tutoring program that acts as a bridge program for TSI (and other academic) areas of weakness. Targeted activities, tutorials, and interventions specifically related to TSI success are ongoing throughout the year. Interventions and support include an after school TSI Academy, which will continue to focus tutorials on content with which the student struggles. Based upon the ongoing feedback and progress of each student throughout the year, students can plan to take and complete the TSI as early as the end of 9th grade year. This baseline TSI score will then be used to guide their individual growth plans throughout high school, as prescribed by designated staff. Since opening, PTAA- Greenville has further refined its TSI process to allow students to attend a high school readiness camp in the summer prior to 9th grade year. In this readiness camp, students participate in activities designed to further engage them in the components and attend a Texas Success Initiative (TSI) prep to address areas of weakness. In addition to the camp, PTAA plans to administer a TSI pre-assessment at the beginning of the 9th grade year.

Using grant funds, PTAA would like to hire a director and College and Career counselor to oversee the continued development of the TSI support system for students as well as train PTECH staff in relevant wraparound strategies to help students using the AVID program resources and professional development.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057850002 | 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: 057850002 | Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 057850002	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)				
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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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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057850002		Amendment number (for amendments only):		
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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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057850002		Amendment number (for amendments only):		
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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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057850002		Amendment number (for amendments only):		
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	☐	☐	☐
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