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

Program authority:	GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	**FOR TEA USE ONLY** Write NOGA ID here.
Grant Period:	February 23, 2018, to June 15, 2020	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	*(received stamp — illegible)*
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 #
Elgin ISD	11902	Elgin High School	

Vendor ID #	ESC Region #		

Mailing address		City	State	ZIP Code
1002 Ave C		Elgin	TX	78621

Primary Contact

First name	M.I.	Last name	Title
Amanda	N	Branltey	CTE Coordinator

Telephone #	Email address	FAX #
512-281-3438 x 1065	amanda.brantley@elginisd.net	512-281-9804

Secondary Contact

First name	M.I.	Last name	Title
Ricardo		Reyes	Principal

Telephone #	Email address	FAX #
512-281-3438	ricardoreyes@elginisd.net	512-281-9804

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
Peter		Perez	Deputy Superintendent

Telephone #	Email address	FAX #
512-281-3434	peperez@elginisd.net	512-281-5388

Signature (blue ink preferred)　　　Date signed

[signature]　　　1-9-18

Only the legally responsible party may sign this application.

701-18-101-014

Schedule #1—General Information	
County-district number or vendor ID: 11902	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: 11902	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: 11902	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: 11902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment is Required

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

Part 3a: Revised Budget For State Funds

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

Part 3b: Revised Budget For Federal Funds

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

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	Schedule #4 — Request for Amendment (cont.)		
County-district number or vendor ID: 11902		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: 11902	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

Currently, Elgin High School offers a four year pathway to students in welding. The courses currently offered are Agricultural Mechanics and Metal Fabrication, Welding I, Welding II, and Practicum in Agriculture, Food, and Natural Resources. The entry level course leads to 3 hours of articulated credit with Austin Community College. In the 2017-2018 school year, 132 students are enrolled in the pathway, representing just under 10% of the total campus population. Of the students in the Welding Program, 58.6% are Economically Disadvantaged, 9% have Limited English Proficiency, and 40.6% are considered at risk of not graduating. The demographics of the Welding Program closely mirror those of the campus as a whole of 64%, 9.8%, and 61.39%, respectively. As part of our recruitment efforts, we will target students who are at risk of graduating in order to close the at risk gap between the welding program and Elgin High School as a whole. These efforts are detailed further in the grant application. In partnership with the Workforce Solutions Board of the Rural Capital Area, we have identified the category of Pipefitters, Plumbers, and Welders as a high skill, high wage, and high demand occupation that falls within the Advanced Technologies & Manufacturing area. Locally, this career projects an annual salary of $49,136.00 and has projected annual openings of 1,425, which is a 24.71% increase in employment rate in this field.

The PTECH Success Grant will be used to formalize our Institution of Higher Education and Industry partnerships into an Early College High School program within the existing Welding Program at Elgin High School. The primary focus of the project will be to continue to purchase equipment needed by Austin Community College, our IHE partner, to phase in all courses of their Associate's Degree between the Elgin High School campus and the Austin Community College – Elgin campus. This will align the skills students are learning with both college and industry standards, as we are able to acquire equipment that has been identified as necessary by our advising partners. In addition to an Associate's Degree, students may also become recognized as a Certified Welder from the American Welding Society and gain an Occupational Skills Award and Level I Certification from Austin Community College, in which all hours acquired for these purposes will transfer seamlessly to the Associate of Applied Science degree in Code Welding.

The partners working with Elgin ISD to enhance our Welding Program as we develop into the Advanced Technologies & Manufacturing Academy are Dynamic Manufacturing Solutions of Austin, Texas, and Austin Community College. Dynamic Manufacturing Solutions is committed to working with our welding program students in several competence building ways, including: class field trips, class on-site demonstrations utilizing industry-specific equipment provided by the partner, select classes taught by partner employees, teacher professional development at the partner facility, student internships, and interviewing students after graduation with the intention of offering full-time employment.

Major equipment upgrades, as suggested by our industry and post-secondary education partners, are currently under way and include: TIG and MIG welding machines, welding booths, ventilation machines, an electrode storage oven, and skilled use hand tools. This upgrade and addition of equipment will allow students to work with the same equipment that is utilized in industry and gain skills that have been deemed necessary by our partners. Skill development centering on this equipment will be implemented by instructors, as determined through skills mapping exercises with the industry and post-secondary education partners. Grant funds will further support this effort by purchasing additional equipment below the capital outlay threshold. Additionally, grant funds will be utilized to purchase computing devices and charging stations necessary to implement a successful drafting class as part of the Dual Credit program. One staff member will be utilized each Friday to work with students on their career education and accompany students to industry sites for work-based education. This portion of the staff member's salary will be funded with this grant. Additionally, transportation costs will be covered for students to visit industry sites bi-weekly as well as transportation home after class Monday - Thursday. Elgin ISD will contract services with Austin Community College for a full-time adjunct professor to teach courses for dual credit at Elgin High School.

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Elgin High School currently has an Early College High School program in place with Austin Community College as our partner Institute of Higher Education. The addition of credit hours that will build toward an Associate's of Applied Science Degree in Code Welding will be mutually beneficial for both the Welding Program and ECHS program. Students will have the opportunity to enroll in core courses currently offered through the ECHS program, which will allow them to be even closer to completion of an AAS upon their graduation from Elgin High School. Additionally, all students at Elgin High School are eligible to enroll in a rigorous Advanced Placement Program with the opportunity to earn up to 36 college credit hours through AP testing.

The Elgin Early College and Career High School is a "College for All" campus. The ECHS program is available to any student willing to put forth the effort to be successful. No student is excluded. Although our model benefits all students, the ECHS staff places specific efforts on encouraging and recruiting students that are in the focus population as described in benchmark 1 of the ECHS blueprint: this includes students who are first-generation college goers, English Language Learners, Special Education students, and students at risk of not graduating high school. All staff are aware of students in our focus population and work to recruit them starting in the 8th grade. Students in our focus population are recruited via teacher references, TSI score analysis, and by one on one conferences. The ECHS staff will document and assess all recruitment and enrollment practices to provide opportunities to reflect and modify the process as needed. As necessary, the ECHS and IHE will utilize a blind lottery system to determine student enrollment if more students than capacity show interest. Elgin High School offers various programs of study for the five endorsements - STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. In addition to the current Associate's of General Studies that students may persue, courses leading to an Associate's of Applied Science in Code Welding will be offered beginning in the Fall semester of 2018.

Success will be measured and based on many factors including: increasing numbers of 9th grade students passing all classes in order to graduate with their cohorts; increasing percentages of students deemed "college ready" through meeting college readiness standards on EOC, PSAT, and SAT/ACT exams; increasing percentages of students passing the TSI exam in reading, writing, and math; and increasing numbers of student certifications earned and college hours completed up to an Associate's Degree. All students in ECHS will be enrolled in an ECHS support class that meets daily. This class will be facilitated by a teacher who is familiar with college and career expectations and able to support students with their course work as well as tracking academic progress. This course will provide ECHS students with the support and time they need to be successful. During the school year, all ECHS students will meet with their counselors and create a Personal Graduation Plan. Counselors will continue to meet, review and refine the PGP with students and families. The ECHS is providing additional support through the use of the IHE's learning labs, homework/study sessions for enrichment, and flexible scheduling to accommodate additional learning time. For example, following our modified schedule, students will have at least one day each week to prepare and/or study in a structured academic environment. The homework/study sessions will provide students the experience to interact and collaborate with peers and professors in an academic rich environment.

The ECHS will monitor student progress by looking at the following factors, including but not limited to: attendance, progress reports, grades, formative assessment, credit accumulation, students meeting the college readiness standards on STAAR/EOC exams, 10th grade PSAT scores, SAT/ACT scores, and graduation rates. ECHS staff will meet on a weekly basis to plan, discuss, and analyze student data and provide students with interventions and enrichment opportunities. Teachers will actively teach college readiness skills such as note taking and reading/writing strategies. Resources and programs such as Path to College and Career classes, ACC learning labs, study groups, ACC tutors, mentorships and summer enrichment will be utilized to support student success.

Schedule #5—Program Executive Summary (cont.)

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Schedule #6 — Program Budget Summary

County-district number or vendor ID: 11902

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	$	$	$	$6480	$	$6480	$
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$	$80000	$	$80000	$
Schedule #9	Supplies and Materials (6300)	6300	$21172.56	$	$21172.56	$21837.44	$	$21837.44	$
Schedule #10	Other Operating Costs (6400)	6400	$39756	$	$39756	$	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$	$	$	$	$
	Total direct costs:		$60928.56	$	$60928.56	$108317.44	$	$108317.44	$
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$	$
	Grand total of budgeted costs (add all entries in each column):		$60928.56	$	$	$108317.44	$	$108317.44	$33850

Administrative Cost Calculation

	State Funds	Federal Funds
Enter the total grant amount requested:	$60928.56	$108317.44
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:	$6093	$10832

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted nd 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.

Schedule #7—Payroll Costs (6100) – State Funds					
County-district number or vendor ID: 11902				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			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:		$	$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$	$
20	6119	Professional staff extra-duty pay		$	$
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$	$
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$	$
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$	$

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: 11902			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (Federal Funds)**	**Match**
Program Management and Administration				
1 Project director			$	$
2 Project coordinator			$	$
3 Support Staff directly working on the program		1	$6480	$
Other Employee Positions				
4 Title			$	$
5 Title			$	$
6 Title			$	$
7		**Grand total:**	$6480	$

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: 11902	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Mentorship Hours by DMS Employees	$	$9500
2	Annual Audit of Shop, Equipment, and Curriculum	$	$7000
3	Student Training Programs (5th and 6th Year Students)	$	$5000
4	Rental of Specialty Manufacturing Equipment/Demonstration Materials	$	$12350
5		$	$
6		$	$
	c. Subtotal of professional and contracted services:	$	$33850
	d. Remaining 6200—Professional and contracted services that do not require specific approval:	$	$
	(Sum of lines a, b, and c) Grand total	$	$33850

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

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

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Schedule #9 — Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID: 11902	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:	$21172.56	$
Grand total:	**$21172.56**	**$**

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	$21837.44	$
	Specify purpose: laptops and charging station for use by Dual Credit drafting course		
Subtotal supplies and materials requiring specific approval:		$	$
6300	Total **non-consumable** supplies and materials that do not require specific approval:	$	$
Grand total:		**$21837.44**	**$**

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: 11902		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted (State Funds)**	**Match**
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$	$
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$39756	$
	Grand total:	$39756	$

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

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

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

\#	Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 11902			Amendment number (for amendments only):		
\#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted (State Funds)**	**Match**
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	$	$

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
**Schedule #11—Capital Outlay (6600) – Federal Funds**				
	County-District Number or Vendor ID: 11902		Amendment number (for amendments only):		
**6669—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
**66XX—Computing Devices, capitalized**				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX—Software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX—Equipment, furniture, or vehicles**				
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
	**Grand total:**			$	$

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

			Schedule #15—Project Evaluation	
County-district number or vendor ID: 11902			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.	Survey Methods	1.	% of students believing the program has helped increase technical skill
		2.	% of teachers believing the program has increased student skill obtainment
		3.	% of parents who believe the program is beneficial
2.	Pre/Post Test with Control Group	1.	% change in student skill on simulated entry-level test with industry partner
		2.	% change in student offered internship opportunities in high school
		3.	% change in students enrolling in welding programs post-secondary
3.	Formative Assessment (Completed each term)	1.	Actual students earning articulated college credit
		2.	Actual students earning dual credit
		3.	Actual students completing an Associate's Degree in Welding
4.	Key Informant Interviews (Once a term)	1.	Campus leadership believe the program is effective
		2.	Industry partners believe that program is effective and responsive
		3.	Education partners believe that program is effective and responsive
5.	Focus Groups	1.	% of randomly selected students reporting positive connection to school
		2.	% of randomly selected teachers reporting program is effective
		3.	% of randomly selected parents reporting program is effective

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.

The Career and Technical Education Coordinator for Elgin ISD and/or Austin Community College Department Chair will collect data on a continuous basis from each course and section taught. Data will be collected in a manner so that specific data elements can be disaggregated by teacher, student, grade, and course. For example, the Evaluation Plan will allow CTE staff and partners to quickly and efficiently determine the following, including, but not limited to: (1) Percentage of students enrolled in the Welding Program by sub-population; (2) Percentage of students enrolled in articulated or dual credit courses; (3) Percentage of teachers qualified to grant industry certifications to students; (4) Percentage of students enrolled in dual credit courses, those that are welding specific as well as those that support obtaining an AAS degree as part of the Early College High School program; (5) Percentage of students working toward an industry certification; (6) Percentage of students on track to achieve or exceed their welding course performance goals; (7) Percentage of students on track to achieve or exceed their industry certification goals.

Teacher and student data will be collected and reviewed throughout the academic year. This includes, but is not limited to, student enrollment in high school courses, articulated courses, and dual credit courses; student internship and full-time positions offered in the February 2018 – June 2020 window; Memorandum of Understanding executed with Austin Community College for dual credit and workforce evening courses; Memorandum of Agreement executed with Dynamic Manufacturing Solutions; number of students successfully completing OSHA, AWS, and ACC certifications; and number of students exposed to industry facilities and career preparation via field trips and other age-appropriate work based learning.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 11902	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.

Any student may elect to participate in this program. Should more students elect to participate in the program than capacity allows, a blind lottery system will be utilized to select those students who will be enrolled in the program.

All students who are interested in the program or other Early College High School pathways are enrolled in the Path to College and Career course appropriate to their grade level. This course gives students the opportunity to prepare for the Texas Success Initiative Assessment.

The percentages of students provided below are for the Early College High School program as a whole. As we continue to build the P-TECH program, it is anticipated that students represented within the program will mirror the demographics of the Elgin High School campus as a whole, based on our recruiting system detailed here. Student and parent informational meetings are held regularly for 8th, 9th, and 10th graders. Additionally, ECHS staff and students visit the Middle School on a regular basis to recruit students. Counselor and teacher recommendations will be collected from middle school staff and individual conferences scheduled with target recruits and ECHS staff.

All 8th grade students complete four year high school plans. For those who show interest in ECHS/P-TECH, staff will review the plan that is in place for each pathway of ECHS/P-TECH and assist students in planning their courses for high school to maximize dual credit courses and earn an Associate's Degree.

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	70	59	1	1	1	63	33
10th	44	18	0	0	0	63	30
11th	30	23	0	0	0	63	21
12th	33	12	1	1	0	64	24

*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: 11902	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, Elgin High School offers a four year pathway to students in welding. The courses currently offered are Agricultural Mechanics and Metal Technology, Welding I, Welding II, and Practicum in Agriculture, Food, and Natural Resources. The sophomore level course leads to 3 hours of articulated credit with Austin Community College. In the 2017-2018 school year, 132 students are enrolled in the pathway, representing just under 10% of the total campus population. Of the students in the Welding Program, 58.6% are Economically Disadvantaged, 9% have Limited English Proficiency, and 40.6% are considered at risk of not graduating. The demographics of the Welding Program closely mirror those of the campus as a whole of 64%, 9.8%, and 61.39%, respectively. In partnership with the Workforce Solutions Board of the Rural Capital Area, we have identified the category of Pipefitters, Plumbers, and Welders within the field of Advanced Manufacturing and Technologies as a high skill, high wage, and high demand occupation. Locally, this career projects an annual salary of $49,136.00 and has projected annual openings of 1,425, which is a 24.71% increase in employment rate.

The Early College High School program offers students the opportunity to complete an Associate's Degree within their four years at Elgin High School.

Beginning in the fall semester of 2018, Austin Community College will be offering Dual Credit welding courses on the Elgin High School campus, allowing for further crossover in these two areas as we build the P-TECH program in Advanced Manufacturing and Technologies. Students will be able to complete an Associate's of Applied Science in Code Welding as well as earn Level I Certification and an Occupational Skills Award from Austin Community College through the P-TECH program.

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.

All College Credit courses will be matched with the appropriate High School Credit course to grant Dual Credit for students, as detailed in the attached course crosswalk. This fulfills the requirements of both the Associate of Applied Science and Foundation High School Plan degree requirements.

Within the required course work with Austin Community College to complete an Associate's of Applied Science in Code Welding, students will complete the requirements for and earn both an Occupational Skills Award and Level I Certificate.

Students will attend College Credit courses Monday through Thursday. During dual credit class times on Friday, they will participate in their work-based education experiences based upon activities appropriate for their grade level. Work-based education experiences include, but are not limited to, on-site training with our industry partner, mentorship from an industry professional, tours of industry work sites, and tours of institutions of higher education where four year degrees can be obtained in Advanced Manufacturing and Technologies.

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

County-district number or vendor ID: 11902	Amendment # (for amendments only):

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

The Elgin High School bell schedule is aligned as closely as possible with class times of Austin Community College. The college has a campus located close in proximity to the high school campus, and Early College High School students are bussed to their college credit courses. Students will attend two or more courses per semester, one being taught Monday/Wednesday and one being taught Tuesday/Thursday. On Friday, students participate in college and career readiness instruction and work-based education experiences. Additionally during this time, students are able to work with Austin Community College tutors on the college campus. Additionally, there are Elgin High School staff tutors available for each subject area. Through a partnership with the United Methodist Foundation, Elgin High School has developed a robust mentorship program. Upper grade level students mentor incoming students to provide an additional layer of support.

The welding program specific college credit courses will be held on the Elgin High School campus. As the welding courses require more class time than traditional Dual Credit, the welding courses begin at 1:30 and extend to 4:30, which is thirty minutes past the last bell for Elgin High School. To accommodate for this time difference and eliminate barriers, students using district provided transportation will be provided with a late bus Monday - Thursday. On Friday, students will be back on campus in time to take regular transportation home. Students who will be seniors participating in the program and wish to have a release period may be granted late start rather than the traditional early release option.

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.

Potential economic barriers for students are transportation after the regular school day, tuition and fees for college courses, textbooks costs, access to computing devices, and materials for the welding classes such as personal protective equipment. In order to alleviate financial strain to the student and ensure that there is an equitable opportunity for all students to participate, the program is funded by District and State Allotment monies and the program is executed with no cost to the students. All transportation to and from the college campus, course tuition and fees, textbooks, computing devices, and materials are covered on behalf of the student.

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

County-district number or vendor ID: 11902	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.

Elgin Early College High School partners with Austin Community College. For the Advanced Manufacturing and Technologies P-TECH program, we have developed an even deeper partnership specifically with the Design, Manufacturing, Construction, and Advanced Technologies department. The Dean of the college and Manufacturing Department Chair have visited our facilities and assisted in designing a plan that brought the area and equipment to the specifications needed to offer college credit courses. Additionally, Austin Community College controls the curriculum and instructor training, per the Memorandum of Understanding between ACC and Elgin Early College High School. Austin Community College has a group of individuals from each school district participating in their Early College High School and Tech Prep programs which advise them on needs of the curriculum that will ensure fidelity of the Texas Essential Knowledge and Skills for the high school credit courses that are aligned with the college credit courses.

The instructional calendar is reviewed each year by the District Advisory Council. As the program is currently operating, we have the ability to allow for three Elgin ISD holidays/school closures within a semester and still maintain appropriate dual credit class time for students.

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.

The primary industry partner for the Advanced Manufacturing and Technologies program is Dynamic Manufacturing Solutions of Austin, Texas. In addition to curriculum guidance, Dynamic Manufacturing Solutions is committed to providing work-based education opportunities. They hope to hire students as paid interns during their 12th grade year and will offer our students interviews for full-time positions upon graduation from high school.

Dynamic Manufacturing Solutions will provide their staff to serve as mentors for the students. They will be exposed to the workplace and industry climate. Students will be able to work with their mentor to create relevant application of skills and knowledge gained in their course work. Additionally, Dynamic Manufacturing Solutions will open their facility to students for field trips to learn about the manufacturing industry and physical demands of the career field. Students will be allowed preferential interviews for employment beginning in their 12th grade year, which will ideally extend beyond the program and serve as post-graduation employment. Additionally, Dynamic Manufacturing Solutions will send staff to Elgin High School with specialty equipment to demonstrate its use in Advanced Manufacturing and Technologies and to guide student learning in this area.

Dynamic Manufacturing Solutions will be a partner in the program evaluation and formative assessment to ensure learning experiences are providing necessary career skills.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 11902	Amendment # (for amendments only):

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

Elgin ISD along with Capital Rural Area Workforce Solutions Board, Elgin Chamber of Commerce, and the Elgin ISD Career and Technical Education Advisory Committee reviewed current programs of study in concert with the Top 25 Occupation Trends list from Texas Career Check. We reviewed advisory board data and community input from the previous three years, and all pointed to welding as a main priority. In conversation with the Rural Capital Workforce Board, it was confirmed that Plumbers, Pipefitters and Welder skills are set to be high demand, high wage careers in our area currently and well into the future. Our work with industry partners, Austin Community College, and the Plumbers and Pipefitters Union Local 286 allowed us to confirm that this is a high need area in which our students can successfully secure and maintain skilled positions.

Robb Miso, CEO of Dynamic Manufacturing Solutions has said the single most limiting resource for his company is skilled employees. Welders are the largest shortage for their operation. As the majority of welders hired by this company and many others in the area are Austin Community College welding graduates, it will be of benefit to Dynamic Manufacturing Solutions and Elgin students to participate in creating a pipeline of talent that is trained specifically to industry needs.

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 established by the Institution of Higher Education Memorandum of Understanding, students may enroll in Dual Credit, Dual Credit Plus, Career Academy, Credit-in-Escrow, or Co-enrollment courses. To fulfill the Foundation High School Plan, students will utilize a mixture of Dual Credit, Credit-in-Escrow, and Co-enrollment courses, all of which grant high school credit as well as college credit in addition to their high school credit only courses.

A cross-walk of courses has been established to ensure that students selecting this pathway will have the opportunity to graduate with both a Foundations High School Plan diploma with Endorsement in Business and Industry and Associate of Applied Science in Code Welding.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 11902	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.

Currently, we have welding-specific and general CTE program advisory boards in place. These committees meet twice yearly and are comprised of teachers, administrators, students, parents, and industry members. They are charged with annual review of the program, including curriculum, skills taught, and ensuring equipment and facility adequacy. In the spring meeting, the committee reviews the suggestions that have been made, goals that were set, and their progress. When adjustments to the goals and objectives are necessary, it is discussed by the CTE teachers and administrator. Information is sent out to the advisory board members as needed.

Elgin ISD undergoes a continual needs assessment process to inform our district and campus improvement plan. We use data (surveys, formative and summative assessments, parent feedback, and teacher/student input) to make adjustments to the improvement plans through our site based decision team meetings. From these decisions, we determine what products or services we need to purchase to improve student performance. Aside from the campus and district processes for needs assessment, we hold district meetings to support campus level personnel in making informed decisions for student programming. District personnel help inform the master scheduling process, train and support campus instructional specialists and interventionists, and train and support campus administrators so they can better support their teachers and students. These meetings are ongoing and are tailored around the needs of the campuses we serve. This may include lesson planning with teachers, model teaching in their classrooms, or sharing hands-on activities and formative assessments that will help support the deficient skill. Overall, there is a high level of discourse and dialogue related to progress and performance of our teachers and learners to yield positive student academic outcomes.

As outlined in the draft Memorandum of Agreement, the Governing Council and Steering Committee consists of representatives of Elgin ISD, Austin Community College, and Dynamic Manufacturing Solutions. A Steering Committee consisting of representatives from all the Parties shall oversee the development and ongoing support of the School. Additional staff and faculty members, students and parents may be added as appropriate. In matters to be decided by the Steering Committee, Elgin Independent School District, Austin Community College, Dynamic Manufacturing Solutions, and Elgin High School Advanced Technologies & Manufacturing Academy shall each have a single vote, and Dynamic Manufacturing Solutions' vote shall be limited to those matters where it has specific responsibilities. The Steering Committee shall meet at least four times a year and as often as needed to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Steering Committee shall address the School's Scope & Sequence plan, the overall quality and outcomes from the college courses and other aspects of the School, the School's budget, and other issues related to relationship between the Parties. The Steering Committee is empowered to suggest revisions to this Agreement on matters of the School's program focus.

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

County-district number or vendor ID: 11902	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 current leadership team is the Career and Technical Education Coordinator, the Director of Early College High School, the Elgin High School Principal, and the Deputy Superintendent. The leadership team meets regularly for program updates from the Career and Technical Education Coordinator. Agreements, progress monitoring, and data review are collaborative meetings. As problems arise, they are brought to these meetings and worked through as a team.

Non-ISD employees serving on the leadership team are the CEO and Manufacturing Manager of Dynamic Manufacturing Solutions, Welding Department Chair, Dean of Construction, Manufacturing, and Advanced Technologies and Dual Credit Director of Austin Community College. These parties, along with an intermediary to be determined, will work through issues as they arise to create innovative solutions that are beneficial to all parties, specifically keeping the student in mind.

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.

With the goal of identifying and preparing at-risk students for college courses, Elgin Early College High School Staff have created wrap-around supports for those students in pursuit of an Associate's Degree while enrolled in high school. All students are provided with academic and social-emotional support they and their families need to be successful. To ensure success, all ECHS students will be enrolled in an ECHS support class, where academic progress will be monitored and supported appropriately. Students will also spend at least two hours per week at the IHE campus to take advantage of the library, computer lab, learning lab, tutors and study rooms. Students advancing from 8th to 9th grade interested in ECHS that have not become TSI complete will participate in a Summer Bridge program. This is a week long day camp where students rotate between classrooms: (1) reading, (2) Writing (3) Math (4) Skills to be successful in college/teambuilding. Students are TSI tested on the last day of the program. In 2017, 44 students participated. Of these students, 17% became TSI complete as a result, with an additional 30% passing in one or more areas of the test.

To ensure students are successful in work-based education, they are matched with a mentor within the industry. This mentor serves to expose students to work demands, industry culture and climate, and guide them in their studies toward a career in Advanced Manufacturing and Technologies.

Students have access to a Social Worker and Crisis Counselor in addition to their ECHS dedicated Academic Counselor. Elgin ISD has a school based health partnership which provides a clinic on school property for access by the community, including students and their families.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 11902	Amendment # (for amendments only):

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

Elgin ISD will complete an initial self-assessment comparing our current program to the P-TECH blueprint in Spring 2018. Based on the self-assessment, we will create a needs assessment and checkpoints for achieving these action items. We will implement the action plan in Fall 2018 and Spring 2019, with an additional review cycle beginning in Spring 2019. The leadership team will consist of the Career and Technical Education Coordinator, Director of Early College High School, Deputy Superintendent, Elgin High School Principal, industry partner's Manufacturing Manager, and IHE's Welding Department Chair. This team has representation of stakeholders in the program who will regularly meet to review agreements, monitor progress with Blueprint implementation, and problem solve issues that arise within the program and implementation.

Wrap-around services in place for students include academic tutoring, social worker and crisis counselor, and family health center. Elgin High School is a TSI testing site. Students are tested as 8th graders and continue to participate in tailored interventions through summer bridge and Path to College and Career courses. Students are offered multiple opportunities for TSI retesting and begin college courses based on their TSI performance.

The P-TECH program will serve students in 9-12 grade, and ECHS has students enrolled in all four grades. In Fall 2018, 11th grade students will being Dual Credit welding classes. Students are able to earn an Occupational Skills Award, Level I certificate, and Associate's Degree from Austin Community College. Students are also able to earn designation as a Certified Welder through the American Welding Society. Elgin High School P-TECH has a Memorandum of Understanding with Austin Community College and a Memorandum of Agreement with Dynamic Manufacturing Solutions which outline courses and work-based education experiences for students. Elgin ISD has not previously received an Industry Cluster Innovative Academy grant.

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

Elgin High School is currently a TSI testing site.

All 8th graders will be invited to take the reading and writing portions of the TSI assessment at the end of the course. Students interested in the ECHS program (regardless if they have passed the TSI) will attend our summer bridge program. There they will continue to be exposed to rigors and expectations of ECHS. At the end of the summer bridge program, interested students and families will attend an enrollment meeting and begin the ECHS program.

Once at the 9th grade level, all freshmen that did not meet the TSI cut scores and who are still interested will be enrolled in a TSI preparatory class. This class will prepare students for the TSI reading and writing assessment. In this classroom, ECHS staff will highly encourage and recruit at-risk students. Students interested in the program will begin the application and interview process. The students will retake the assessment at the end of the semester course. Students who pass the assessment will be invited to an informational meeting with ECHS staff. This meeting will give students and families information about the program and address enrollment procedures. Students deciding to enroll in our program will be advised by the IHE liaison and begin registering for college courses. Students who did not pass the assessment will be given the opportunity to retake the TSI prep course and the TSI assessment.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 11902	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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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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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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