Texas Education Agency
Standard Application System (SAS)

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

Program authority:	GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	**FOR TEA USE ONLY** Write NOGA ID here
Grant Period:	February 23, 2018, to June 15, 2020	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2018 JAN -9 PM 4: 28 RECEIVED TEXAS EDUCATION AGENCY
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 #
Richardson ISD	057916			
Vendor ID #	ESC Region #			
1756002311	10			

Mailing address			City	State	ZIP Code
701 W. Belt Line Rd.			Richardson	TX	75080-6015

Primary Contact

First name	M.I.	Last name	Title
Masud		Shamsid-Deen	Executive Director, CTE
Telephone #	Email address		FAX #
469-593-0808	Masud.shamsid-deen@risd.org		

Secondary Contact

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director, Entitlements
Telephone #	Email address		FAX #
469-593-7466	Kim.fuller@risd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jeannie		Stone	Superintendent
Telephone #	Email address		FAX #
469-593-0399	Jeannie.stone@risd.org		469-593-0402

Signature (blue ink preferred)   Date signed

1-4-18

(Only the legally responsible party may sign this application.

701-18-101-015

Schedule #1—General Information	
County-district number or vendor ID: 1756002311	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 1756002311	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: 1756002311	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: 1756002311	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: 1756002311	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: 1756002311	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

Purpose
The vision of Richardson ISD is to ensure that all students connect, learn, grow and succeed. Richardson ISD is applying for the ICIA Success Grant in order to strengthen and expand its existing Biotechnology and Life Sciences (Health Science) program. The program will benefit both Richardson and the Dallas-Ft. Worth Metroplex economy by preparing students to graduate ready for the local workforce. According to a recent study by JP Morgan Chase, the DFW economy is the sixth largest in the nation and the population is expected to grow to more than 10 million by 2040. The regional labor market has grown 7%, outpacing the U.S. job market, and the region is among the top three in U.S. metropolitan areas. Health care is second only to finance as the regions' largest employer, and has a projected job growth of over 20%. Despite an impressive economy, growing poverty and unemployment among minorities in the region are major barriers for their participation in the job market. Richardson ISD is more than 70% minority and more than half of its students are economically disadvantaged. Richardson ISD shares the goals of the industry cluster innovative academy. Richardson will set a roadmap out of poverty into the workforce for its students, especially minority groups traditionally underrepresented in high-wage career paths. RISD has already established relationships with local health care providers, including Methodist Richardson, to provide work-based experiences for students. Our relationship of higher education institutions such as El Centro College of the Dallas County Community College District allows us to develop pathways that lead to industry certifications and degrees. This grant opportunity will help ensure more students complete the program by strengthening leadership, refining practices in data driven decision-making, improving teacher quality, and expanding support structures for students.

Budget
The 28-month budget for this innovative academy (260K grant + 142K match) was developed by aligning finances to the specific goals, objectives and activities outlined in the program. The activities will supplement, not supplant existing funds. For example, currently there is not a program director for the health science program, nor a dedicated persistence counselor. Richardson ISD demonstrates its commitment to this effort by contributing 35%, which is beyond the 20% cost matching requirement towards funding a large portion of these positions. A dedicated program director and counselor will ensure students receive the proper support throughout their participation in the program from recruitment and enrollment to intervention, support and mentoring. Other program activities are related to using TEA and other supports to ensure effective Leadership Development Team oversight, adopting the ICIA blueprint as a foundation for improvement, professional development for teachers and expanded work-based learning for students.

Demographics
Richardson ISD has an enrollment of over 39,000 students. The demographic breakdown is 21% African American, 40% Hispanic and 29% White. 25% of its students have limited-English proficiency and more than half of its students are economically disadvantaged. Richardson has just over 10,000 high school students. Approximately 9% of high school students participate in the health science program. 22% of those students are African American, 39% are Hispanic, and 27% are White. 9% have limited English proficiency and 48% are economically disadvantaged.

According to a National Clearinghouse demographic study, approximately 33% of Richardson graduates do not go on to postsecondary programs. Of those who do, approximately 60% do not complete their program. Approximately 80% of White students enroll in a postsecondary program after graduation, while less than 50% of African American and Hispanic students do. While 60% of White students completed a degree program within six years, only 20% of Hispanic and 24% of African American students completed a degree program in the same time span. Richardson will use this grant program to increase overall completion and close the achievement gap when it comes to enrolling and completing postsecondary programs between White and minority students.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 1756002311	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.

Needs Assessment Process
The needs assessment process districtwide is developed by the superintendent's cabinet and approved by the board of trustees. The superintendent and school board assesses needs and establishes yearly goals, performance objectives and evaluative measures. Each performance objective has strategies. Each department and campus develops strategies to meet the performance objectives. This process is documented in the district and campus improvement plans. Each plan is reviewed by an executive director and ultimately the superintendent cabinet and school board. Quarterly updates ensure alignment to goals and course revision and changes when necessary. Changes to plans can originate at the department, campus, or district level. Ultimately, the efficacy of this work is determined by the superintendent and school board, based on reports from the Executive Director of College and Career Readiness and Executive Director of Career and Technical Education. The CTE department coordinates the health science needs assessment by bringing together internal and external stakeholders that serve as the leadership for the health science program, reviewing data regarding the number of students and types of certifications and programs offered, and develops action plans. The CTE department organizes as a professional learning community so that student learning is the main focus of its work and support a continuous improvement cycle.

Management
Management of the program includes the Deputy Superintendent and Assistant Superintendent of Secondary Schools and other high level district officials who leverage human capital, time and financial resources as needed. The Executive Directors of College and Career Readiness and Career and Technical Education assist in establishing relationships with community, business, and higher education institutions, Richardson Methodist Hospital, and Dallas County Community Colleges, who also serve on the management team. The health sciences director will help manage the day to day operation of the health science program and work with the teachers and career counselor to ensure students are meeting assessment, academic, and workforce goals while directing time and resources as needed to support students. The management team will meet monthly to review goals and monitor progress through classroom site visits and reporting from the Accountability and Continuous Improvement department.

Evaluation
Evaluative measures will be aligned to critical success factors: improved academic performance; use of data to drive instruction; increase leadership effectiveness; increased learning time; increase family and community engagement; improve school climate and teacher quality.

Statutory Requirements/TEA Requirements
This program meets statutory and TEA requirements, specifically: Open enrollment; programs of study that combine high school and postsecondary courses and receive an associate's degree, certificate, or industry certification; complete work-based education through internship, apprenticeship or other job training program, all provided at no cost to participating students.

Conclusion
Richardson ISD will maintain an ongoing commitment to the goals of this grant and will ensure that funding from other sources will continue to support the program. This will include working with our local educational foundation, continuously seeking funding from public and private entities, and making this program a priority in the yearly district budget process. RISD believes this grant will help solidify policies and practices that ensure more of its students, particularly economically disadvantaged youth, have a path towards financial independence through middle-skilled health science careers.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 1756002311

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	$67,200	$	$67,200	$90,800	$	$90,800	$142,000
Schedule #8	Professional and Contracted Services (6200)	6200	$14,400	$	$14,400	$63,600	$	$63,600	$
Schedule #9	Supplies and Materials (6300)	6300	$3,600	$	$3,600	$4,000	$	$4,000	$
Schedule #10	Other Operating Costs (6400)	6400	$8,400	$	$8,400	$8,000	$	$8,000	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$	$	$	$	$
	Total direct costs:		$93,600	$	$93,600	$	$	$	$
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$	$
	Grand total of budgeted costs (add all entries in each column):		$93,600	$	$93,600	$166,400	$	$166,400	$

Administrative Cost Calculation

	State Funds	Federal Funds
Enter the total grant amount requested:	$	$
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:	$	$

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: 1756002311			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	$67,200	$62,800
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		$14,400	$
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):**			**$81,600**	**$62,800**

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

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

County-district number or vendor ID: 1756002311 | 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	$90,800	$79,200
2	Project coordinator			$	$
3	Support Staff directly working on the program			$	$
Other Employee Positions					
4	Title			$	$
5	Title			$	$
6	Title			$	$
7			**Grand total:**	**$90,800**	**$79,200**

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: 1756002311 | 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:	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Professional Development-Leadership Team, Teachers and Admin.	$14,400	$
2		$	$
3		$	$
4		$	$
5		$	$
6		$	$
b.	Subtotal of professional and contracted services:	$14,400	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$
	(Sum of lines a, b, and c) Grand total	$14,400	$

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	Professional Development-Leadership Team, Teachers and Admin.	$50,000	$
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:	$13,600	$
	(Sum of lines a, b, and c) Grand total	$63,600	$

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: 1756002311	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:	$3,600	$
	Grand total:	$3,600	$

Schedule #9—Supplies and Materials (6300) –Federal Funds			
Supplies and Materials Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**	**Match**
63XX	Technology not capitalized	$	$
	Specify purpose:		
	Subtotal supplies and materials requiring specific approval:	$	$
6300	Total **non-consumable** supplies and materials that do not require specific approval:	$4,000	$
	Grand total:	$4,000	$

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

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Schedule #10—Other Operating Costs (6400) – State Funds

County-District Number or Vendor ID: 1756002311	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.	$7,000	$
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$
Subtotal other operating costs requiring specific approval:	$7,000	$
Remaining 6400—Other operating costs that do not require specific approval:	$1,400	$
Grand total:	$8,400	$

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:	$8,000	$
Grand total:	$8,000	$

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: 1756002311			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	$	$

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

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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: 1756002311		Amendment number (for amendments only):

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

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

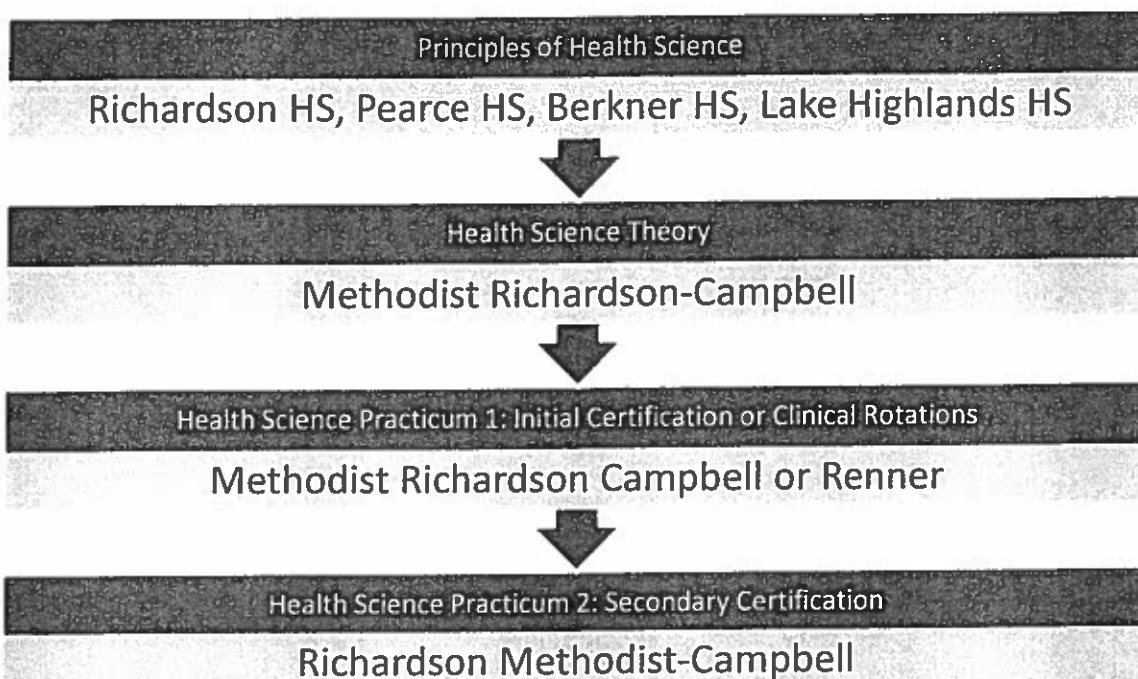| For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation	
County-district number or vendor ID: 1756002311	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.	Improved academic performance and data to drive instruction.	1.	% of graduates with a certification or degree
		2.	% of students TSIA exempt or complete
		3.	% of students who complete program of study within six years
2.	Increased leadership effectiveness.	1.	% of indicators met on ICIA blueprint
		2.	Above satisfactory peer review from similar ICIA
		3.	# of meetings and quality evidence from agendas and minutes
3.	Increased learning time.	1.	Walkthroughs and lesson plans will show instructional times maximized.
		2.	Extended day and year schedules adopted.
		3.	10% increase on baseline attendance rate
4.	Increased family and community engagement.	1.	# of family/community recruitment, enrollment and retention activities
		2.	# of students participating in health science program
		3.	# of first generation college students
5.	Improved teacher quality.	1.	% of staff with medical degrees, certifications, and dual certification credentials
		2.	% of teachers rated distinguished by supervisor
		3.	% of students rated distinguished by students

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 Accountability and Continuous Improvement (ACI) Department is a service oriented organization that takes a vast amount of complex data and transforms it into useful, objective information for decision-making to provide perspective and depth of understanding for the improvement of student achievement and success.

The ACI
- coordinates local, state, and federal assessment programs
- monitors state and federal accountability issues
- provides ongoing student program evaluations
- facilitates district planning and decision making
- manages surveys - design, development, and data analysis
- supports research and assessment analyses
- develops reports and reporting tools that help teachers, principals and administrators set educational goals for students and the district

The ACI department will be mobilized to collect and report data in the evaluation design on a quarterly basis so problems with project delivery can be identified and corrected by the leadership team. For example, if reporting data shows a large number of students are not successful on beginning course assessments, the teachers and leadership team will develop an action plan to address how to remediate students so they can remain on track to receive proper credit for the course. The quality of Richardson ISD's ACI department allows it to monitor and track progress of students in the program as a cohort across their four comprehensive high schools. While not currently a part of reported data, the ACI department will assist in collecting data on first time college goers. (See statutory requirement 1 on next page).

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

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1756002311	Amendment # (for amendments only):

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

The Richardson Health Science Academy operates as a district-wide program by which students begin their work with a trained professional who provides them with a foundation in a principles of health science course as well as an overview of the various types of health careers. Students who enter the program do so by choosing health sciences as their career paths as part of the Foundation with Endorsements high school program. In the past, student admission was selective across the district. There was a health science magnet at Richardson High School, with GPA and other requirements for admission. Richardson ISD, recognizing the need to feed the demand for health care professionals in the area, established an open enrollment policy. After the principles course, students who move on in the program are provided with a 100% work-based environment at one of two Richardson Methodist Hospital sites.

Principles of Health Science

Richardson HS, Pearce HS, Berkner HS, Lake Highlands HS

⬇

Health Science Theory

Methodist Richardson-Campbell

⬇

Health Science Practicum 1: Initial Certification or Clinical Rotations

Methodist Richardson Campbell or Renner

⬇

Health Science Practicum 2: Secondary Certification

Richardson Methodist-Campbell

As the graphic below indicates, the demographics of the health science academy meet the program goals of attracting at-risk and economically disadvantaged students. There are no barriers to equitable access and participation in the program.

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	311	43%	15%	7%	6%	57%	n/a
10th	191	43%	10%	13%	8%	58%	n/a
11th	162	38%	6%	0%	10%	41%	n/a
12th	334	27%	4%	4%	1%	50%	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: 1756002311	Amendment # (for amendments only):

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

The following program leads to certification in medical assisting, patient care technician, or pharmacy technician:

Principles of Health Science: This course is designed to give an overview of the therapeutic, diagnostic, environmental, and informational systems of the health care industry. Principles of Health Science focuses on health careers, exploration, leadership development, ethical and legal responsibilities, the history of health care, and economics of health care as well as in specific areas as client care, safety, first aid, and CPR.

Health Science Theory: This course is designed to develop health care specific knowledge and skills utilizing the following components; effective communications leadership, ethical and legal responsibilities, disease prevention, client care, safety, career opportunities, first aid, and CPR. Health Science prepares the student for the transition to advanced courses.

Clinical Rotations: This course is designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. In this course students will go through clinical rotations at an area hospital or health care facility. The rotation areas will include such departments as; radiology, emergency, physical therapy, surgery, and many others. In these rotations, students observe and obtain hands-on trainings from health professionals in real-life experiences.

Practicum in Health Science: An occupationally specific course (medical assisting, patient care technician, or pharmacy technician) designed to provide knowledge and skill for certification or licensure in an allied health career. Students develop advanced clinical skills necessary for employment in the health care industry. The course may be taught by different methodologies such as pre-employment lab, cooperative education or an occupationally specific course with clinical training at area hospitals or other health care facilities.

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.

As part of House Bill 5, students choose an endorsement and pathway by their 9th grade year. Each pathway outlines a course of study which explains the types of certifications and experiences students will have for each course while at the same time completing graduation requirements. As noted in statutory requirement 2, students who select the health science pathway have the same initial courses (principles/theory), but training becomes more specialized as students move through the program. Concurrently a typical student's corresponding courses are outlined in schedule 17 and crosswalk/program of study (attached).

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1756002311	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.

Flexible class scheduling: Second through fourth year courses are a minimum of 90 minutes daily, while many state programs and courses do not extend beyond an average of 45 minutes per day or 90 minutes every other day. Through this grant opportunity, Richardson ISD will explore models that extend learning for students so that a higher percentage of students complete the program. Students in the advanced health science courses that are off site can either drive their own vehicle or take a shuttle service to participating hospitals.

Academic mentoring: College career counselors work with all students to help identify needed academic supports, register for college assessments, complete applications and submit financial aid. All high schools are part of the AVID system. Often students in the AVID system will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors, Pre-AP and Advanced Placement. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams a reality.

Through this grant opportunity, a health-science director and persistence counselor will work closely with the AVID coordinator to leverage the AVID system to develop specific, targeted support structure for the health science program including training for health science staff. Furthermore, the leadership team will advertise and actively recruit mentors to support students through the health science program and hold formal mentoring activities each semester.

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.

Students will not be charged tuition nor testing fees related to participation in the P-TECH program. Richardson ISD currently has dual credit agreements that allow for students to enroll in dual credit courses without incurring fees for tuition or course materials. (See attached MOU "Third Amendment to Agreement Between Dallas County Community College District and Richardson Independent School District Concerning Dual Credit")

- Students receive a tuition scholarship for dual credit course.
- Neither the high school nor college charge any expenses associated with use of college facilities.
- Richardson ISD covers the cost for textbooks, access codes, equipment, and course instructional supplies.
- Students may take the TSIA at no cost and initial retest with no cost. Richardson ISD pays for additional retesting.

Furthermore, Richardson ISD covers the cost of insurance for students who take courses and participate in work-based education at Methodist Richardson Medical Center and other health care facilities in the area.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1756002311	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.

Richardson ISD's primary institution of higher education partner is the Dallas County Community College District (DCCCD). Richardson ISD and DCCCD agree to the following. (See attached MOU for more information).

Curriculum Alignment: Courses offered are college level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Education Course Guide Manual approved by THECB. Dual credit classes are equal in quality and rigor to the classes on the college campus.

Instructional Materials: Textbooks, access codes, required supplies and other materials will be those normally used or approved by full-time faculty.

Instructional Calendar and program/courses of study: The syllabus will contain all elements common to the syllabi for the same course as taught at the college. Approved courses are in the appendix of the MOU.

Student enrollment and attendance: The student must be in high school and may enroll in more than one dual credit course, and must meet the college's regular prerequisite requirements for the course.

Grading periods and policies: Regular academic polices applicable to courses taught at the main campus apply to dual credit, including the appeal process for disputed grades, drop policy and communication of grading policy to students. Actual attendance is based on the college's 12th day of state reporting.

Administration of statewide assessments: The MOU establishes minimum requirements on statewide assessments that allow a student to be exempt on TSIA.

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.

In 2016, Richardson ISD entered a partnership with Methodist Richardson Hospital to provide a real-space hospital environment for students. Students complete health science theory, clinical rotations and practicum courses (see statutory requirement 2 for course descriptions) at these locations.

A Strategic Plan for RISD CTE was established Sept. 8, 2014 by CTE Task Force of 37 local and community partners which identified the four priority clusters of our district. Health Science was listed as one of these Priority Clusters. The Health Science Task Force leadership team identified the needs of our program and the primary need of space, square footage, and upgrade of equipment. Two members were from Methodist and suggested the possibility of usage space at the hospital, if RISD could upgrade new equipment, which was added to the CTE 2015 Bond proposal. Additional elements were added by community partner Dallas County Community College District representatives who pledged their support with curriculum, as well as dual credit opportunities for our students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1756002311	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.

The health science leadership team, including teachers and district administrators, met with El Centro College Director of Allied Health and Dual Credit Director to review the health science program in light of area health science trends from the Greater Dallas Workforce Solutions. High-demand, high-wage occupations included the following:

- Registered Nursing
- Respiratory Therapist
- Radiologic Technician
- Surgical Technician
- Licensed Practical Nurse
- Medical Coding Specialist
- Pharmacy Technician

Of these occupations, Richardson provides a direct path to the Pharmacy Technician career. Currently 29 students are enrolled and all will sit for the pharmacy technician exam in the spring. Richardson ISD's patient care technician program will prepared students for immediate entry-level jobs, but is also a stackable program that leads to employment in each of the six remaining career pathways. Through this grant program, Richardson ISD will work with El Centro to provide additional supports so that more students progress further in the health careers ladder within six years. For example, a persistence counselor would provide direct assistance to health science students. The counselor would examine their academic history and develop a structured pathway allowing students to reach proficiency in patient care technician certification earlier in their high school career. This would enable students to continue their coursework towards completion of the nursing and allied health career paths above within six years.

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.

DCCCD CTE courses have minimal contact hour requirements for credit as do high school courses. When there are differences, student courses will be provided and structured in a way such that Richardson ISD will receive appropriate funding (V1, V2) based on the number of instructional minutes of student seat time. These requirements will be met while completing the program of study outlined with Dallas County Community Colleges and work based experiences with Methodist Richardson and other health care providers.

Richardson ISD will ensure that it leverages the financial support of the various components of the foundation school program, including allotments for high schools, bilingual education, career and technical education, facilities and transportation. The time and attendance of students in the P-TECH/ICIA program currently meets TEA requirements in the attendance accounting handbook and the Texas Education Data System guidelines.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 1756002311	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.

By organizing as professional learning communities, the district CTE department models and facilitates the needs assessment process, action planning and continuous improvement. The district hosts evening meetings and three full-day professional development sessions where teachers review and reflect on student achievement, including progress towards certification and dual credit. Teachers are provided time at the beginning of the year to review student progress and perform a needs assessment. Health science teachers reviewed the number of students receiving dual credit or taking certification exams in their individual courses and set personal goals regarding student progress in these areas. Each term teachers update student progress in an electronic database that is readily accessible to the leadership team to review and provide support. Teachers also meet weekly to develop lesson plans, review progress and make adjustments in instruction and share best practices. One product of this work was an action plan for developing a scope and sequence that ensures all students of the same health science course receive the same instruction and development of common assessments.

Recently, stakeholders met to review the current state of the health science program and make suggestions going forward. They also reviewed students in courses which offer dual credit and certifications and saw gaps between the number of students enrolled, and those who took dual credit or sat for a test. The group recommended talking with currently enrolled students to get an idea of the perceptions of dual credit or concerns about certification so they can be addressed for the current and future participants in the program (wrap-around strategies). Also, work based experiences were sufficiently evident in advanced courses, but a recommendation was made to explore ways of providing more work-based experiences in first year principles courses. The group also audited the program offerings in light of local workforce trends (discussed in statutory requirement 8).

This grant will help accelerate the next steps in action planning, which include helping students complete more college general education requirements and auditing the hospital setting and equipment in order to maximize the types of courses that could be provided in Richardson ISD. For example, lack of success in anatomy and physiology in college often prevents students from completing requirements for several health science credentials and degrees, including success on the HESI exam. Reviewing the TSIA scores of students currently in the program will allow Richardson to determine when students would be able to take college level anatomy and physiology courses, and review credentials of science teachers to make a plan such that those courses can be taught by Richardson ISD staff. El Centro has limited space and many of its allied health programs have a competitive enrollment. We will explore dual credit clinical courses that could be offered at Methodist Richardson Hospital and taught by Richardson ISD staff. If Richardson can accomplish this goal, Richardson ISD may expand to programs such as Surgical Technician and Radiologic Technician.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1756002311	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.

Health Science Academy Leadership Team	
Deputy Superintendent	CTE Director
Assistant Superintendent of Secondary Instruction	CTE Coordinator
Executive Director of College and Career Readiness	Allied Health Director, DCCCD
Executive Director of Career and Technical Education	Dual Credit Director, DCCCD
	Education Coordinator, Methodist Richardson

Agreements:
All agreements with supporting entities are vetted by the school district legal staff and the deputy superintendent's office.

Progress Monitoring and Data:
The CTE department meets regularly to review progress of teachers and students towards outcomes. This includes campus walkthroughs and meetings with campus administrators. Campus walkthroughs measure the level of teacher and student engagement in the classroom and results are shared with teachers immediately. Meetings with campus administrators are used to share recent walkthrough information and to review teacher and student progress. Health science teachers organize as professional learning communities and meet weekly to plan, monitor student progress and share practices. This information is shared with the health science leadership team. The leadership team reviews assessment, certification and dual-credit enrollment of students in the health science program and uses qualitative data from teachers as well as quantitative data to problem solve and course correct.

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.

TEA Program Requirement 3 is similar to Statutory Requirement 4:

College career counselors work with all students to help identify needed academic supports, register for college assessments, complete applications and submit financial aid. All high schools are part of the AVID system. Often students in the AVID system will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors, Pre-AP and Advanced Placement. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams a reality.

Through this grant opportunity a health science director and persistence counselor will work closely with the AVID coordinator to leverage the AVID system to develop specific, targeted support structure for the health science program including training for health science staff. Furthermore, the leadership team will advertise and actively recruit mentors to support students through the health science program and hold formal mentoring activities each semester.

Within the health science program, average class sizes are approximately 15:1. This small size allows health science teachers to establish a rapport with students, provide more individual attention and support work-based experiences.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1756002311	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.

Richardson ISD is excited about the process outlined in the program requirements, as it will provide a means for solidifying the health science program and expanding its reach and outcomes. The leadership team will meet with a technical assistance provider upon receiving this grant to review the ICIA blueprint and do a self-assessment of the program compared to the blueprint and a program needs assessment. This information will be used to develop an action plan that will be implemented in 2018-2019. Richardson is committed to adopting this process yearly with semi-annual updates on student success indicators such as TSI assessment scores, certifications, degree progress and work based experience data and other information is gathered as early as fall of 2018 in time for six-month reporting to TEA.

We look forward to further developing wrap-around strategies and services to strengthen student's social, emotional and academic well-being. This will help students persist through rigorous coursework and develop knowledge of various medical workplace environments. These tools will ensure that Richardson ISD health academy graduates are confident contributors to the local economy. We will review and revise our current TSIA testing and calendar to use the assessment as a formative tool with the goal of making sure all students, at a minimum, graduate without the need for remediation in college. In addition, we will explore ways of helping students pass the TSIA earlier in their academic career so they can take advantage of more dual credit courses prior to graduation.

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.

Each Richardson ISD high school is a Texas Success Initiative assessment site. Currently, students take the TSI assessment during their sophomore year at their home campus. The data is used to determine dual credit eligibility. During the grant period, Richardson ISD will develop a plan of support for students who do not meet TSI requirements and consider additional testing opportunities before or after a student's sophomore year. Richardson ISD would like to develop multiple dual credit entry points based on when students demonstrate proficiency in reading and/or math TSIA, and use average scores over time to determine where to provide supports and acceleration starting with junior high school through graduation. For example, students who complete algebra in junior high may be ready to perform well on the TSI math assessment in ninth grade with supports in a summer bridge program. He or she may be able to take core dual credit courses sooner. For the student who struggles meeting dual credit math or reading requirements, his or her plan may include developmental courses in high school such that by the time the student graduates there is no need for remediation in college.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 1756002311		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.)			
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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	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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