2018–2019 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Planning

		FOR TEA USE ONLY Write NOGA ID here:
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, 2019	
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
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 #
Brownsville ISD	031-901	Homer Hanna ECHS/001		
Vendor ID #	**ESC Region #**			
1746000418	One			

Mailing address		City	State	ZIP Code
1900 E. Price Rd., Suite 302		Brownsville	TX	78521

Primary Contact

First name	M.I.	Last name	Title
Roni Louise		Rentfro	DCSI
Telephone #	**Email address**		**FAX #**
956-547-3590	Roni.rentfro@bisd.us		956-714-6161

Secondary Contact

First name	M.I.	Last name	Title
Blanca	E.	Lambarri	Principal
Telephone #	**Email address**		**FAX #**
956-548-7600	lambarri@bisd.us		956-548-7602

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
Esperanza		Zendejas	Superintendent of Schools
Telephone #	**Email address**		**FAX #**
956-548-0014	drezendejas@bisd.us		956-548-8019

Signature (blue ink preferred)   Date signed

[signature]   01/09/18

Only the legally responsible party may sign this application.

701-18-102-019

Schedule #1—General Information	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – State Funds		☐
7	Payroll Costs (6100) – Federal Funds		☐
8	Professional and Contracted Services (6200) –State Funds		☐
8	Professional and Contracted Services (6200) – Federal Funds	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300) –State Funds		☐
9	Supplies and Materials (6300) –Federal Funds		☐
10	Other Operating Costs (6400) –State Funds		☐
10	Other Operating Costs (6400) – Federal Funds		☐
11	Capital Outlay (6600) –State Funds		☐
11	Capital Outlay (6600) –Federal Funds		☐
13	Needs Assessment	☒	☐
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: 031-901-001	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
No program-related attachments are required for this grant.		

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.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-901-001	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 #5—Program Executive Summary	
County-district number or vendor ID: 031-901-001	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

Architecture and Construction at Hanna Early College High School

Brownsville Independent School District (BISD), located at the southernmost point of the contiguous United States, serves over 45,500 students on 58 campuses. The district has six comprehensive early college high schools, a stand-alone early college high school (ECHS) and two alternative education high schools. District-wide demographics as of the latest PEIMS/TSDS data indicate we are 98.4% Hispanic and 95.6% low socio-economic. The district provides program support services for students with special needs. Currently 32.5% of district students receive services for second language learning (LEP), 66.8% receive At-Risk supports, and 11.2% of students are receiving Special Education services.

Brownsville ISD has implemented and sustained the ECHS designation for the last five years, with Hanna ECHS being one of the six comprehensive campuses to garner designation as an ECHS using the wall-to-wall model. Because of the well-established partnerships with Jobs for the Future, Educate Texas and several institutes of higher education, BISD is well prepared to support a P-TECH/ICIA implementation using the school-within-a-school model. With the success that BISD has had with the implementing the ECHS model, we intend to **expand the academic and technical partnerships to include CTE opportunities in STEM-related programs by establishing an Architecture and Construction "magnet" P-TECH/ICIA program at Hanna Early College High School.**

The Brownsville Independent School District (BISD) has a strong CTE department, which has established a CTE Certification Center at Cummings. This certification center serves all comprehensive high schools as well as alternative campuses. At the national and state levels, CTE has evolved from the traditional, vocational course offerings to our current coherent sequence of courses that includes everything from welding to aerospace engineering. BISD CTE department offers 14 out of the 16 national career clusters. Within these clusters, the district offers 29 programs of study. Students have the opportunity to earn industry certifications. Students also participate in paid and unpaid internships and work-based learning experiences. With the success BISD has had with the ECHS model, we intend to expand the academic partnerships to include greater CTE opportunities in Architecture and Construction and Advanced Technologies and Manufacturing. **The implementation of the P-TECH/ICIA model will support and enhance the opportunities available for BISD students. P-TECH/ICIA will allow the BISD CTE department to increase the number of partnerships with local IHEs and businesses. These partnerships will make students' education real with authentic workforce experiences.**

Hanna Early College High School currently serves 2,663 students in grades 9-12. The campus demographics indicate the student population is 98.12% Hispanic, 92.2% low socio-economic, 12.6% LEP, 46.4% At-Risk, and 10.48% Special Education. Hanna ECHS offers many of the national clusters and programs of study but currently does not offer all of classes that are key to pursuing the complete industry cluster of Architecture and Construction. BISD has worked with the Workforce Solutions Cameron staff to analyze the Cameron County Work Force Commission Labor Market Survey. **Review of the available information and in addition to the workforce needs and the updated facilities at the Hanna ECHS has resulted in the decision to pursue a planning grant to create a "magnet" program for Architecture and Construction at Hanna Early College High School.**

While few students district-wide currently express interest in this program area, the district has successfully expanded, other program areas which initially had low student interest (such as engineering) but strong local need. **The district will capitalize on prior efforts to encourage students from around the district to apply for the area identified as a need for Cameron County and South Texas based on current and projected job openings. Students will be recruited district-wide in 2018-2019 to enroll in this innovative initiative beginning the 2019-2020 school year.**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The enrollment process will be to take all applicants up to the projected capacity of 125 students. **If more students apply than this number, the program will use a weighted lottery where students who are classified as At-Risk, low socio-economic, and/or minority will receive additional chances in the drawing for participation in the cohort.** This plan should support more of the traditionally under-represented students (especially At-Risk) to be given the opportunity and encouragement to experience this type of rigorous academic and technical coursework with flexible schedules and additional supports.

CTE in BISD has evolved from the traditional, vocational course offerings to our current coherent sequence of courses that includes everything from welding to aerospace engineering. The implementation of the P-TECH/ICIA model will support and enhance the opportunities available for BISD students. P-TECH/ICIA will allow BISD CTE department to increase the number of partnerships with local IHEs and business partners. BISD currently offers statewide-articulated coursework for our students. We are working to identify possible courses for dual enrollment and curricula to support preparation for industry certifications and licenses. This partnership will increase opportunities to provide more pathways within this industry certification focus. All students will move through the same core sequence of courses, but depending on their strengths and needs, they may move through them at different rates or require some preparatory courses before enrolling in a more advanced course. Some students may accelerate through the program in as few as four years while others may take the entire five or six years to complete their degree, diploma and certifications.

Student schedules will be clearly outlined in a Personal Graduation Plan (PGP). All PGPs will be reviewed and updated to reflect the unique needs of the individual, allowing for greater flexibility in student scheduling. **Students will graduate with a high school diploma, licensure/certification, and a no-cost, two-year associate academic or technical degree.**   The program will follow the TEA Student Attendance requirements and course completion. This will allow students to benefit from the Foundation School Program in proportion to the time spent in high school while still fulfilling the work-based program requirements.

In addition to extending college-level coursework into what has conventionally been the high school years, the school day and year will also be extended beyond the traditional schedule to include more individual support for students. BISD will collaborate with institutes of higher education and business partners including the Rio Grande Valley General Contractors and their members along with Texas Southmost College to ensure the program includes up-to-date curricula that is academically rigorous and aligned to current workforce trends and needs. The program of study will include academic mentoring, workplace visits, apprenticeships, and skills instruction. We will develop summer internships (2-4 weeks duration) and ensure students have the opportunity for priority for interviews for appropriate job openings with the program's industry partners.

Key areas for consideration during the planning year will be: 1) any additional staffing to implement the P-TECH/ICIA curriculum; 2) instructional support services ranging from teacher and leadership professional development through curricular planning and coordination; 3) establishing extended day/week/year support programs and course offerings; 4) general and specific student support services, such as counseling, tutoring, and career exploration; 5) reviewing and revising MOUs for academic and technical courses with TSC and other higher education partners; and 6) revising current business and industry partnerships as well as expanding partnerships to include the new businesses coming to our region.

During the planning year for P-TECH/ICIA, the Leadership Team will outline a comprehensive implementation plan, solidify partnerships, begin marketing/promoting the **Architecture and Construction** program to students, parents and the community, and physically prepare for the Hanna ECHS to transition to either the P-TECH or ICIA model. In addition, the district and campus will be collecting appropriate baseline data to be used to monitor program progress and include all required data related to the program performance measures. **We look forward to using the technical assistance and funding from this grant to support our endeavors.**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901-001

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)

Amendment # (for amendments only):

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$18600	$-0-	$18600	$-0-	$-0-	$-0-
Schedule #8	Professional and Contracted Services (6200)	6200	$-0-	$-0-	$-0-	$3600	$-0-	$3600
Schedule #9	Supplies and Materials (6300)	6300	$-0-	$-0-	$-0-	$1600	$-0-	$1600
Schedule #10	Other Operating Costs (6400)	6400	$-0-	$-0-	$-0-	$-0-	$-0-	$-0-
Schedule #11	Capital Outlay (6600)	6600	$6400	$-0-	$6400	$19800	$-0-	$19800
	Total direct costs:		$25000	$-0-	$25000	$25000	$-0-	$25000
	Percentage% indirect costs (see note):		N/A	$-0-	N/A	N/A	$-0-	N/A
	Grand total of budgeted costs (add all entries in each column):		$25000	$-0-	$25000	$25000	$-0-	$25000

Administrative Cost Calculation

	State	Federal
Enter the total grant amount requested:	$25000	$25000
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$2500	$2500

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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RFA #701-18-102; SAS #273-18
2018–2019 P-TECH and ICIA Planning

	Schedule #7—Payroll Costs (6100) – State Funds			
County-district number or vendor ID: 031-901-001		Amendment # (for amendments only):		
**Employee Position Title**		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (State Funds)**
Academic/Instructional				
1	Teacher	$-0-	$-0-	$-0-
2	Educational aide	$-0-	$-0-	$-0-
3	Tutor	$-0-	$-0-	$-0-
Program Management and Administration				
4	Project director	$-0-	$-0-	$-0-
5	Project coordinator	$-0-	$-0-	$-0-
6	Teacher facilitator	$-0-	$-0-	$-0-
7	Teacher supervisor	$-0-	$-0-	$-0-
8	Secretary/administrative assistant	$-0-	$-0-	$-0-
9	Data entry clerk	$-0-	$-0-	$-0-
10	Grant accountant/bookkeeper	$-0-	$-0-	$-0-
11	Evaluator/evaluation specialist	$-0-	$-0-	$-0-
Auxiliary				
12	Counselor	$-0-	$-0-	$-0-
13	Social worker	$-0-	$-0-	$-0-
14	Community liaison/parent coordinator	$-0-	$-0-	$-0-
Other Employee Positions				
15	Title	$-0-	$-0-	$-0-
16	Title	$-0-	$-0-	$-0-
17	Title	$-0-	$-0-	$-0-
18			Subtotal employee costs:	$-0-
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$3200
20	6119	Professional staff extra-duty pay		$13000
21	6121	Support staff extra-duty pay		$-0-
22	6140	Employee benefits		$2400
23	61XX	Tuition remission (IHEs only)		$-0-
24	Subtotal substitute, extra-duty, benefits costs			$18600
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$18600

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: 031-901-001		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (Federal Funds)**
Program Management and Administration			
1 Project director	$-0-	$-0-	$-0-
2 Project coordinator	$-0-	$-0-	$-0-
3 Support Staff directly working on the program	$-0-	$-0-	$-0-
Other Employee Positions			
4 Title	$-0-	$-0-	$-0-
5 Title	$-0-	$-0-	$-0-
6 Title	$-0-	$-0-	$-0-
7		**Grand total:**	$-0-

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

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Schedule #8—Professional and Contracted Services (6200) – State Funds	
County-district number or vendor ID: 031-901-001	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)
6269	Rental or lease of buildings, space in buildings, or land	$-0-
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		$-0-
2		$-0-
3		$-0-
4		$-0-
5		$-0-
6		$-0-
b.	Subtotal of professional and contracted services:	$-0-
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$-0-
	(Sum of lines a, b, and c) Grand total	$-0-

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

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	$-0-
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$-0-

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional development/training on safety and equipment	$3600
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:	$-0-
	(Sum of lines a, b, and c) Grand total	$3600

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: 031-901-001	Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval	
Expense Item Description	**Grant Amount Budgeted (State Funds)**
6300	Total supplies and materials that do not require specific approval:	$-0-
Grand total:	$-0-

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**
63XX	Technology not capitalized	$1600
	Specify purpose: Band saws	
Subtotal supplies and materials requiring specific approval:		$1600
6300	Total **non-consumable** supplies and materials that do not require specific approval:	$-0-
Grand total:		$1600

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: 031-901-001	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted (State Funds)**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$-0-
6413	Stipends for non-employees other than those included in 6419	$-0-
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$-0-
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$-0-
	Grand total:	S-0-

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**
6413	Stipends for non-employees other than those included in 6419	$-0-
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$-0-
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$-0-
	Grand total:	S-0-

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: 031-901-001		Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
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	Band saws	8	$800	$6400
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				$-0-
			Grand total:	$6400

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

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Schedule #11—Capital Outlay (6600) – Federal Funds				
County-District Number or Vendor ID: 031-901-001			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12				
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19	Laser cutter for construction projects	1	$19800	$19800
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
			Grand total:	$19800

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 #13—Needs Assessment	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Why the focus on Architecture and Construction for Hanna ECHS?

The following data sources were reviewed to identify and prioritize needs: district and campus demographics; campus facilities and equipment; campus and district faculty and leadership capacity and competencies; Work Force Commission Labor Market Survey for Cameron County and Rio Grande Valley; 2017 Kudor campus surveys for 8th grade showed 18 interested in manufacturing, 595 for health-related careers, 609 for education careers, 506 for human services 506, and 106 for law-related careers; CTE Pathway enrollment reports for this Fall indicated the following student counts: 768 in health science courses, 875 in law enforcement, 492 in business and 216 in engineering); Texas Southmost College facilities, associate degree programs of study, and dual/articulated course agreements; and information from business and industry partners.

Based on information from the Workforce Solutions Cameron (WSC) reports and feedback from local area businesses, there is a small but growing need for students prepared to enter jobs related to Architecture and Construction, but only a small percentage of students are opting to pursue construction job opportunities for positions in this pathway. The district and campus recognize the need to conduct strong career awareness presentations and recruiting efforts to target students (including at-risk, minority, low SES, and/or other under-represented populations) to be interested in pursuing this pathway as it was successful method to generate interest in engineering and other pathways in the past. County and Regional data is a driving force behind this because a majority of district students remain in the area after graduation from high school and local higher education institutions.

The P-TECH/ICIA Leadership Planning Team consulted various key individuals in the district and higher education programs in the area as well as currently available business and industry partners. **The team next analyzed the current capacity of the campuses and programs to offer or expand programs of study to meet projected labor market needs over the next five years and the capacity for the district and higher education partners to meet the needs in that time frame.** The district has significant programs supporting STEM areas for medical, human services, and law enforcement at all comprehensive early college high schools; however, due to the smaller but high demand for students in the area of Architecture and Construction, the team determined, unlike other programs offered in the district, there is not a need to offer a P-TECH/ICIA Architecture and Construction at every comprehensive high school. The district could prepare to meet the growing demand by establishing a program at one high school, which could draw interested students from around the district—especially in the area of Construction where the local community (and the state) has the demand for employees.

The district will use the planning year, supported by this grant and the technical services provider, to ensure a strong and effective startup. The district realizes part of the planning year must include a strong marketing and recruitment plan to inform the students, parents and community of the need for enrollment and successful completion of this program. **The BISD Board of Trustees has included the establishment of P-TECH campuses as a priority under the district curriculum goal and voted to approve the pursuit of the P-TECH/ICIA programs at the December 12, 2017 meeting.** TSC and the district have the capacity and some of the staffing needed to establish this program; however, several areas will need to be addressed to completely offer the full pathway through graduation within the five or six-year timeline. As part of the planning year, the partnership will need to modify some course offerings and sequences to better support student success. Because the district is an Early College district with all high schools currently designated as such, the current MOUs will only need minor modifications to fully support the students' ability to earn their high school diploma, an associate degree, and a certificate/license. In reviewing campus and facilities information, **Hanna ECHS has the basic infrastructure in place, and space is available to expand into a full program in the areas of Architecture and Construction.**

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Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	BISD needs additional opportunities and program flexibility for our students who need additional time and support (especially the LEP, At-Risk, and Special Education students) to be able to graduate in up to six years with a diploma, associate degree, and licensure/certification and workforce experience.	P-TECH/ICIA programs are designed to allow students more time with more supports to attain not only a high school diploma and licenses or certifications but to also attain an associate degree (not just college coursework) while also being able to participate in work-based experiences not possible in a four-year program. (Program goal 2)
2.	BISD needs to address the current gap between academic and technical college course opportunities for students to attain an associate degree (AA or AAS) and certifications/ licenses that the current district ECHS program does not readily facilitate.	This program will support students not only attaining a high school diploma but also licenses/certifications and associate degrees that will enable students to pursue careers and higher paying jobs in this program area. (Program goal 1)
3.	Architecture and Construction-related businesses in South Texas have a growing need for employees at the local, regional and state levels. Area expanding industries include Liquefied Natural Gas (LNG), SpaceX, and SATA, as well as established businesses including Noble Construction, Ballenger Construction, Spawglass, Gomez Mendez Architects, and the Port of Brownsville.	This grant program would provide a pipeline of highly able students to be able to fill the positions needed for Texas employers. (Program goals 2 and 5)
4.	High poverty levels determine a need for better wages for our families and community. BISD's students are 96% low socio-economic. Brownsville is one of the poorest cities in one of the poorest counties in the United States. Over 90% of this border region population is Hispanic and other minorities.	This population matches the goal and is slowly progressing in family incomes but too many are still living below the poverty levels. (Program goal 4)
5.	South Texas /Brownsville has the lowest percentage of advanced degrees for the 25-30 year olds and a very low percentage of industry certifications.	Supporting students to not only attain a high school diploma but also associate degrees will enable students to pursue careers as well as advanced college degrees. (Program goal 3)

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901-001	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.	Student Performance /Campus and District collect, analyze and report	1.	Increased in STAAR EOC data and TSI passing rates
		2.	Increased in CTE students in pathways and licensures earned
		3.	Increased in college courses and credits earned for an AA/AAS
2.	Marketing, recruitment, enrollment, retention and completion of students	1.	Increased community/parental awareness of the P-TECH/ICIA benefits
		2.	Increased enrollment and retention of underrepresented populations
		3.	Increased student graduation rates with all program components
3.	Audit campus facilities and equipment / Campus and District depts. Assess	1.	CTE and other dual enrollment labs maintained/certified
		2.	Equipment tested/updated/replaced as needed to meet standards
		3.	Teachers/Adjuncts curriculum and classroom audits
4.	Leadership team meeting documentation of sessions and resolution of challenges	1.	Maintained documentation of open and on-going communication
		2.	Meet/updated/increased courses and programs of study
		3.	Revised MOUs and agreements to address any challenges
5.	Monitor Business Partner agreements and activities for work-based opportunities	1.	Expanded business partnership agreements and activity opportunities
		2.	Expanded work-based experiences for students at all grade levels
		3.	Expanded number of students receiving job interviews and/or jobs

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 Texas Success Initiative (TSI) testing data will be collected by the BISD Assessment Department and provided to the P-TECH/ICIA Leadership Team for analysis to use in identifying any challenges that need to be addressed. All middle and high schools are TSI testing centers. BISD will also use the STAAR/EOC reports for the middle and high schools to monitor progress and to analyze trends in student achievement. Business and IHE partners, campus and district administration, teachers, and curriculum specialists will disaggregate data to adjust or amend the curriculum and activities to ensure meeting the program's performance measure milestones and goals.

BISD and TSC will work collaboratively to establish a process to ensure continued alignment of the needed courses for the P-TECH/ICIA programs of study. TSC and BISD will monitor recruitment and retention activities for highly effective and certified instructors so both institutions continue to increase capacity in course offerings leading to an Associate of Arts (AA) or an Associate of Applied Science (AAS) degree. In addition, the district will begin an aggressive campaign to educate and make students, parents and the community aware of the benefits and long range goals of the P-TECH/ICIA programs that allow students to earn the four critical components: a certificate/licensure, work-based learning experiences, high school diploma, and an AA or AAS degree.

BISD and its partners will collect and analyze data to ensure the targeted student population is being reached with recruitment activities through marketing including bilingual parent/community meetings and conferences. Enrollment and retention data will be monitored to ensure the targeted populations match district demographics The district and partners will monitor the graduation rates of students attaining all four program indicators through CPOs and counselors.

The district CTE Department will conduct initial and periodic audits to monitor the availability of appropriate settings/labs, equipment, and materials. The district will monitor the Kudor assessment data and the pathway enrollment reports to monitor the specific pathways. The district and partnering organizations will commit the needed funds, equipment, and personnel to ensure the P-TECH/ICIA program will be effectively implemented. Much of this monitoring will occur during the Leadership Team meetings including the review of programs of study, MOUs and related agreements.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning in 2019-2020, the school structure for the Hanna ECHS is expected to be a school-within-a-school offering the opportunity for students from all of the Brownsville ISD service area to apply to the P-TECH/ICIA program. Using the current ECHS staffing and structure as a basis, the campus will have a dedicated Director that is an assistant principal specifically in charge of the cohort program teachers and students.

The district level P-TECH/ICIA Leadership Planning Team, described in TEA Program Requirement 1, will be a critical component in supporting the implementation of this program at Hanna ECHS. Much of what has been learned in the implementation of the ECHS model will be transferred to this oversight group as well. The Area Assistant Superintendent for the campus, the program area administrators needed for funding and programmatic supports, and the BISD Curriculum Department staff will all work closely with the campus to provide guidance and support for the planning and implementation of this program.

The campus P-TECH/ICIA Leadership Team (CLT) will also be expected to meet monthly to review progress and monitor the implementation. The expected composition of the campus leadership team is to include at least one representative from key membership categories of the district team, the campus principal, the campus program director, the CTE Career Placement Officer, Dean of Instruction, campus testing coordinator, and CTE department chairs in the program area. This P-TECH/ICIA CLT will be deeply involved in the defining of the scope and sequence of students' coursework, scheduling, academic and social/emotional supports, defining needed professional development, creating budget proposals, and recruiting students for the program.

The district will begin recruitment in 7th grade using the middle school College and Career Readiness course, so students can begin high school courses in 8th grade. The district will administer the Kudor Interest Inventory in grade seven to help identify a pool of students who are already interested in the P-TECH/ICIA pathways that will be offered by district ECHS campuses. During the 7/8th grade years, students in the Concepts of Engineering Technology course will be given the opportunity to visit the high schools to see the course offerings and learn about the programs from students pursuing the pathways. High school students, along with staff (Career Placement Officers and pathway instructors) in these pathways, will visit each middle school to help recruit students for the program in the Fall semester of 2018, so students will be ready to enter the programs in Fall 2019.

The campus and district will target all under-represented populations through presentations at all middle schools as well as presentations and promotions in English and Spanish for parents and community members. The district plans on using TV spots, newspaper ads, and other media resources to help share the information with historically under-represented students and their families, especially At-Risk students. Students and parents will need to understand the opportunities provided for students to not only graduate with a high school diploma but also earn a full associate degree even if it may take them six years instead of four years of high school.

Enrollment in the P-TECH school within a school will be open to any students in the BISD service area. If the campus receives more than 125 applicants for the cohort, students will be selected via a weighted lottery. The proposed weighting would give students an additional lottery "ticket" for each of the following criteria they meet: minority, low socio-economic, and/or At-risk using state criteria. The district will support curriculum transfers for students who are not zoned for this high school and all students district-wide will be eligible to apply to become a member of the cohort.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD is an Early College High School (ECHS) district that partners with Texas Southmost College (TSC), The University of Texas Rio Grande Valley (UTRGV), and Texas A & M Kingsville (TAMUK) to offer students the opportunity to earn up to 60 college credit hours or Associate degrees (AA/AAS). This ECHS foundation and established course alignment will provide a template to transition to the P-TECH/ICIA model.

In the 8th grade, students are able to earn high school credit for Algebra I and meet their Language other than English (LOTE) high school requirements that allows for additional flexibility in scheduling and completing more post-secondary credits during high school. In addition, students in grade eight participate in TSI tutorial (APEX software) in preparation for taking the TSI Reading, Writing and Math tests. Each ECHS already offers TSI tutorials during the school year and summer bridge programs during the summer prior to entering grade nine. All middle school and ECHS campuses are TSI testing centers that provide multiple opportunities for students to take and retake the TSI at no cost to the student.

In collaboration with our IHE P-TECH/ICIA partner, TSC, a crosswalk will be developed to meet both the high school graduation requirements and the IHE's program of study for the Architecture and Construction program. BISD and the IHE will provide summer IHE opportunities for college course requirement completion. Students have the option to complete all course requirements, certifications and associate degree by selecting the flexible personal graduation plan designed to meet the academic needs of the student to graduate before their sixth anniversary. Students will be scheduled for at least a half-day at the high school to allow attendance at the IHE campus to enroll and complete program of study courses specific to the Associate degree requirements and Foundation School Program requirements.

Statutory Requirement 3: Describe how you will 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.

BISD course listings will allow students to follow a specific coherent sequence of courses that lead to licensure and/or an industry standard certification, high school diploma and an Associate degree (AA/AAS). Upon entry to high school, students will select a graduation plan which will allow them to graduate within 4 to 6 years with all of the P-TECH/ICIA program requirements. Student graduation plans will show an alignment between high school and college coursework. Industry certifications and/or licensure requirements will be embedded within their Architecture and Construction program coursework.

Business and workforce partnerships will provide the work-based education experiences at every grade level. These experiences include but are not limited to guest speakers, lecture series, panelist presentations, field trips, job shadowing, paid/unpaid internships, mentorships, mock job interviews, soft skills training, and other industry relevant training. For example, 9th grade students will take an introductory course in their CTE program of study, participate in field trips, guest speakers/lecture series presentations, and participate in career and technology student organization (CTSO) competitions/ leadership events. In 10th grade, students will enroll in the second level CTE program of study course, partake in multiple on-site industry visits, continue to attend guest speaker/lecture series and participate in CTSOs. In the third year of the program, students will begin the job shadowing and industry rotations to explore work-based visits at different sites within the associate degree program of study while refining interview skills and soft skills. Students in their fourth to sixth years will enroll in the practicum course(s) that include internship and continued job shadowing experiences. Students will continue to take their high school required coursework for at least a half-day and report to the job sites for remainder of the school day. Students, who do not complete the P-TECH/ICIA graduation requirements within the four years, will continue their coursework, industry certification training and associate degree requirements as a 5th or 6th year high school student.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will 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.

Students will have access to multiple human capital resources to guide them in their journey toward meeting the requirements dictated by the P-TECH/ICIA model. Beginning in middle school, students will work with their 8th grade counselor in conjunction with the high school transitional counselor for TSI testing, the Apply Texas Application, and in scheduling their initial academic, dual, and CTE courses.

Utilizing the high school Career Placement Officers (CPO) who specialize in CTE areas, another layer of help is available to monitor student progress as they complete these initial activities. Once at the P-TECH/ICIA high school, the transitional counselor, the CPO, and the appropriate academic counselor will all work together to ensure student progress. In addition, each P-TECH/ICIA high school will have an At-Risk counselor, who specializes in working with students who fall into one of these areas. Academic advisors from the district's higher education partner will augment all of the previously mentioned aid for an additional tier of student support.

The district working with its higher education partners will design flexible scheduling that will meet the needs of the program as well as provide students with multiple options. This will include courses taken during the school day, after regular school hours, and on Saturdays. Summer classes will also be available. As students move into career cluster specific courses that may require even more flexibility, the offering will include the locale of the classes, length of the courses, and number of times a week the course meets. Finally, the district will work with its business partners to develop and offer internships and mentoring opportunities for all participating students which meet the time demands for the program as well as the needs of the student.

Statutory Requirement 5: Describe how you will 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.

Brownsville Independent School District (BISD) already has the early college high school model in place at each of its 6 comprehensive high schools. As part of the district's MOU with TSC, these dual enrollment academic courses and all costs associated with being a part of the program are free to students. This includes free tuition, free textbooks, and free transportation if needed.

In addition, TSI testing is available for all BISD students beginning in the 8th grade (all district middle and high schools are TSI testing sites) and is free. In order to ensure student TSI success, the district has purchased a preparation program, APEX. Since the program is diagnostic in nature, when students take a pretest, it customizes reviews and practice based on individual needs. Again, this program is available to all BISD students beginning in 8th grade. The district will continue to work with its IHE partners to guarantee these costs remain free to participating students.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has in place Board approved on-going MOU's with Texas Southmost College (TSC), the University of Texas Rio Grande Valley (UTRGV), and Texas A & M Kingsville (TAMUK) for academic dual courses. These partnerships will remain in place. The MOU with TSC will expand as the district moves forward in implementing the requirements for the P-TECH/ICIA program for Architecture and Construction.

TSC and BISD's working relationship has been forged through the implementation of the ECHS through the Cabinet meetings. These are monthly meetings involving all stakeholders who work together to provide access to dual courses needed and oversee the implementation of the model. Similarly, a P-TECH/ICIA Leadership Team at the district level and campus steering committees will guide the P-TECH/ICIA program. As the Leadership Team and the campus steering committees recognize areas of need, smaller subcommittees composed of partner experts will be formed to address each issue, devise a resolution, and report to the P-TECH/ICIA Leadership Team for revising plans and agreements to improve the implementation.

The combined oversight of the Leadership Team, Campus Steering Committee and needed subcommittees along with other stakeholders will help guarantee the execution of a viable, flexible, and sustainable P-TECH/ICIA program.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Career and Technical Education (CTE) in the Brownsville Independent School District has long-standing business relationships and partnerships with businesses and industries in our community. As per federal guidelines, the CTE department must have active advisory board meetings a minimum of twice yearly. These advisory board members currently assist with curriculum review, program recommendations and provide onsite experiential learning for our students.

Existing relationships with our industry partners will continue to be developed, and new ones will be explored, so the areas of advanced technologies and construction may offer their expertise to our CTE programs in these areas. Businesses and organizations, including Workforce Solutions Cameron, and RGV LEAD are already part of our manufacturing advisory board. This board will need to expand to include partners such as Liquefied Natural Gas (LNG), SpaceX, SATA, Noble Construction, Ballenger Construction, Spawglass, Gomez Mendez Architects and the Port of Brownsville, who will be important partners in this industry cluster. The district and campus will need to expand partnerships with more organizations who are able to assist students with earning certificates in soft skills, interview readiness, and in finding placement for student internships. Although much of the ECHS structure is in place, Hanna ECHS needs the time and supports provided by this grant to establish a strong implementation plan to completely provide a program in Architecture and Construction beginning in 2019-2020.

All existing partnerships will continue to be invited to our meetings, so we may continue to utilize their valuable feedback. An invitation to become part of our advisory board will be extended to Spawglass Construction and Liquefied Natural Gas (LNG), so work based learning opportunities may be available for the students participating in our P-TECH/ICIA high school. Brownsville ISD and CTE are firm believers in connecting with our business and industry stakeholders so our students receive the best education including the latest information from the workforce.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brownsville Independent School District (BISD) Career and Technical Education Department (CTE) has a continuous working relationship with Workforce Solutions Cameron (WSC). Both organizations have entered into a Memorandum of Understanding (MOU) to meet local labor market demands. Workforce Solutions Cameron provides career exploration, leadership development, job readiness, occupational training and support to BISD students and staff. Topics for presentations and workshops will include but are not limited to job interviews, job matching, job referrals, and mobile work registration. These topics are covered in addition to the curriculum included in CTE courses. BISD staff receives an annual orientation on the different WSC programs available. BISD and WSC also meet periodically to review local labor market data such as jobs in demand, unemployment rate, and skills needed by local industry.

BISD and WSC also continue to collaborate on an annual EXPLOFair for middle school students. This fair includes representatives from various private and government industries. Students also have the opportunity to visit the WFS mobile units and become exposed to the services offered by WSC. In addition, during the Fair, a motivational guest speaker presents to middle school students. Listed above are several examples of the successful working relationship that has developed over the years between BISD and WSC and continues to grow in strength and opportunities for BISD students and staff.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be scheduled into appropriate academic and technical coursework. Students will be enrolled in high school foundational courses, work-based education/pathway course of studies, and/or dual enrollment/articulated courses in BISD as aligned with PEIMS/TSDS high school credit courses throughout all years of enrollment in the program.

Students will be enrolled in the appropriate pathway and will be placed in course sequences to support high school graduation requirements as per their personal graduation plan, which will also include an associate degree plan, licensure/certification as well as work-based experiences. The students will be placed in courses that qualify under the Foundation School Program as a prerequisite for high school graduation. The district will conduct semester audits to ensure their continued enrollment in coursework which qualifies them to the benefits of the Foundation School Program.

The campus will adhere to requirements as outlined in the TEA Student Attendance Accounting Handbook for students enrolled in full day or half-day as well as the age requirements for attendance. The program will follow the Texas Education Data Standards for courses. All courses will meet description-coding standards.

Many of these students may need the full five or six years to ensure they are able to complete their high school graduation requirements, achieve an academic or technical associate degree, AND pass at least one certification/licensures in the supported pathway. While students will all begin in a freshman cohort, their personal graduation plan will be adjusted based on individual needs to allow for flexible scheduling to support graduation before the sixth anniversary of the entry into ninth grade.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BISD P-TECH/ICIA Leadership Team that will continue to work on the implementation plan will include:
Superintendent of Schools,
Assistant Superintendent for Curriculum and Instruction,
Assistant Superintendent for High Schools,
Administrator for Career and Technical Education,
Administrator for Guidance and Counseling,
Administrator for Advanced Academics (and/or ECHS and Dual Enrollment Coordinator),
Administrator for Assessment, Research and Evaluation,
Executive Director of Workforce Solutions Cameron,
Texas Southmost College Vice-President of Instruction,
Campus Principal and/or P-TECH Director, and
Business partner representatives.

Meetings will continue monthly through the entire planning period with additional meetings scheduled as needed to ensure completion by the deadlines. The district has a significant history with grant implementation and has the capacity and expertise to ensure the plan is completed with the inclusion of campus administration (including the individual designated to initially work as the P-TECH/ICIA Director) and teachers. The team will also make use of the current ECHS Cabinet meetings and CTE Advisory groups as appropriate to bring in their expertise in the development of a strong implementation plan which will guide the campus implementation to early and sustained success in meeting all of the performance measures. The P-TECH/ICIA Leadership Team is keenly interested in working with the TEA technical assistance provider to design and prepare to implement a successful P-TECH/ICIA program and use the model to expand similar programs throughout the district.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Design Team will meet monthly to continue developing and refining the plan for implementation. The decision-making for the implementation plan will be based on recommendations from the team to the Superintendent of Schools and finally to the BISD Board of Trustees and appropriate higher education and business partners. Memorandums of Understanding (MOUs) will be re-designed from the current Early College High School MOUs to include the additional requirements for P-TECH/ICIA.

Current agreements with business partners will be revised and approved by the BISD Board of Trustees to formalize the partnership services and supported activities. MOUs and agreements with partners will be reviewed annually and will be designed to cover multiple years of implementation. Regular communication will not only occur through the monthly Leadership Design Team meetings, but will also utilize the BISD website to post agendas, minutes and progress reports on the plan for implementation.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901-001	Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be 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.

Social and emotional skills will be supported by academic counselors, the high school transitional counselor, Career Placement Officer (CPO), and the campus Dropout Prevention (At-Risk) Team as well as campus faculty and outside resources. The campus has integrated many college-going support strategies and academic supports throughout the campus over the past decade. The CPO guides students to choose an individualized career pathway and inform students about the available CTE programs of study. The CPO coordinates travel for students' competition and field trips to colleges and venues where students practice using learned social skills to interact successfully with people. The CPO helps foster relationships with various IHEs and community business partners and follows up with individual students as needed.

The campus Dropout Prevention Team includes campus administration, Attendance Liaisons, the At-Risk Counselor, a Dropout Prevention Specialist and a Probation Officer to help students address the myriad of at-risk factors many students encounter on a daily basis in our community. Another individual available to work with highly at-risk students is the Community in Schools representative (CIS), who responds to the needs of homeless, pregnant, poor and/or needy families for obtaining basic living requirements.

The district will continue to make available appropriate computer assisted instruction software, such as APEX (Texas Success Initiative assessment and academic supports) and SureScore (student six year graduation plans, student portfolios, AP/Dual courses credits earned, TSI assessment results, and interest/career searches). The campus has both academic counselors and a transitional counselor, who work to ensure students are staying on course for graduation not only from high school, but also to be successful in their college coursework while earning a certification(s) or licensure.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD already established the campus as a Texas Success Initiative assessment site since the 2015-2016 school year to support the campus as a designated Early College High School. In addition, all BISD middle school campuses are also Texas Success Initiative assessment sites, so students may begin taking the TSI assessments before even entering high school and increase the number of college courses they may be able to complete during high school beginning in the ninth grade.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901-001	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-901-001		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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