Texas Education Agency
Standard Application System (SAS)

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	**FOR TEA USE ONLY** Write NOGA ID here
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 23 PM 2:12 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization Name	County-District #		Amendment #
New Caney ISD	170908		
Vendor ID #	ESC Region #		
1746019972	06		

Mailing address	City	State	ZIP Code
21580 Loop 494	New Caney	TX	77357-

Primary Contact

First name	M.I.	Last name	Title
Warren		Stripling	Director of CATE
Telephone #	Email address		FAX #
281-577-8600	wstripling@newcaneyisd.org		281-354-2639

Secondary Contact

First name	M.I.	Last name	Title
Brande		Bass	Director of Federal/State Programs
Telephone #	Email address		FAX #
281-577-8600	bbass@newcaneyisd.org		281-354-2639

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
Warren		Stripling	Director of CATE
Telephone #	Email address		FAX #
281-577-8600	wstripling@newcaneyisd.org		281-354-2639

Signature (blue ink preferred) — Date signed: 10.20.17

Only the legally responsible party may sign this application.

701-17-103-054

Schedule #1—General Information	
County-district number or vendor ID: 170908	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)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
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: 170908	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: 170908	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 assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170908	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 the Focus Area for which you are applying. ***Only one Focus Area may be selected per application, limit of two applications per LEA*** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

New Caney Independent School District (NCISD) is a member of the Fast Growth School Coalition in Texas. Since 2011, NCISD has been in the top four of the fastest growing districts in Texas and the fastest growing district in the Houston area. Our district has seen substantial growth over the past 10 years that has resulted in our student population almost doubling in size. In response to our overall student growth, our Career and Technical Education (CTE) programs have equally grown, with the exception of our Architecture and Construction pathway. The slow growth in the Architecture and Construction pathway has not resulted from a lack of interest, but lack of courses available. Construction skilled crafts in the Houston area are in high demand. New Caney is located in eastern Montgomery County approximately 30 miles north of Houston, Texas; which continues to be at the top of the list for both commercial and residential new construction. The current workforce in the Gulf Coast area has demands for entry level and advanced level workers to keep pace with construction demands of our area. Therefore, our goal is to add additional opportunities for our students to gain industry based certifications and prospective internships and careers in the construction industry, as well as a pathway to college degrees.

New Caney Independent School District is applying for the Perkins Reserve Grant to add and strengthen Project Based Learning curriculum sequences, to provide real-world/hands-on experiences in the Architecture and Construction pathway that will provide students with knowledge and skills, along with industry standard certifications that employers are seeking and to increase teacher quality with job-embedded professional development. Students will benefit from the funds that are provided in the grant by being able to work with industry grade equipment and software that is currently being used in today's construction world. In addition, students will gain knowledge from partnering with local industry leaders in construction through internships and practicums at real-world job sites. Finally, students will benefit from instruction and hands-on access to equipment that will lead to industry recognized certifications in the Architecture and Construction career pathway. The accomplishments of our students through the use of the grant funds will further increase the effectiveness of New Caney ISD as we strive to meet the needs of all students to understand the REALITY of their future.

The key budget development aspects of NCISD will be in Focus Area 3 (CTE Career Cluster) and centered upon strengthening our curriculum development and the initial needs of the district in order to fully implement programs beginning with the 2018-2019 school year. The 2017-2018 grant funds will be used to send key individuals to professional development and other workshops to assist in developing and strengthening the design of curriculum used to build stackable Project Based Research classes in civil construction and enhance the current classes in the Architecture and Construction pathway. In addition, funds will be used to purchase computers and applicable industry based software to prepare for the enhanced technology needs. Technology upgrades will be used during 2017-2018 to provide additional instruction in courses currently taught by NCISD staff and industry leaders that will provide additional instruction.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170908	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.

An advisory committee consisting of New Caney ISD administration, CTE teachers, counselors, industry leaders, along with students and parents has been established to assist in the development of the needs assessment of the program and will continue to evaluate and make necessary changes to the overall scope of the program. Each year, the advisory committee will review the program for any changes that should be implemented and also determine what committee members are needed to strengthen the advisory committee.

The entire program evaluation will be accomplished through multiple measures including a review of the numbers of students in the program from year to year. In addition, surveys will be taken from teachers, students and our program industry partner(s) to help determine areas of successes and areas for future growth and refocus. Certification numbers, job placement and college enrollment in related fields of study will also be reviewed to determine the effectiveness of the program with regards to the post-secondary actions of our students. In all cases, New Caney ISD has read the grant's general and program guidelines and affirms that we have accurately answered all statutory and TEA requirements.

New Caney ISD, along with its partner(s) is fully committed to the enhancement and sustainability of the Architecture and Construction pathway throughout the length of the grant and after the grant award has ended. Our focus is to provide the students of our district with the highest level of achievement of their goals by providing them with the training that will lead to certifications opportunities, industry based job skills, and/or post-secondary college opportunities. The district's overall vision, mission, and core values are centered upon providing students with understanding the "REALITY" of their future. This involves being Responsible citizens, Effective communicators, Academically prepared, Lifelong learners, Interpersonal collaborators, Thinking with innovation, and being "Yes" minded. The enhancement of the Architecture and Construction pathway and its ability to assist students to be successful in life clearly accomplishes the district's focus.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 170908	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	$1500	$0	$1500	$300
Schedule #8	Professional and Contracted Services (6200)	6200	$5,000	$0	$10000	2000
Schedule #9	Supplies and Materials (6300)	6300	$58500	$0	$58500	$11700
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$0	$5000	1000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$75,000**	**$0**	**$75,000**	**$15,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$3,750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			$0	$0
3	Tutor			$0	$0
Program Management and Administration					
4	Project director			$0	$0
5	Project coordinator			$0	$0
6	Teacher facilitator			$0	$0
7	Teacher supervisor			$0	$0
8	Secretary/administrative assistant			$0	$0
9	Data entry clerk			$0	$0
10	Grant accountant/bookkeeper			$0	$0
11	Evaluator/evaluation specialist			$0	$0
Auxiliary					
12	Counselor			$0	$0
13	Social worker			$0	$0
14	Community liaison/parent coordinator			$0	$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			$0	$0
22	Title			$0	$0
23	Title			$0	$0
24	Subtotal employee costs:			$0	$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			$0	$0
26	6119 Professional staff extra-duty pay			$1500	$300
27	6121 Support staff extra-duty pay			$0	$0
28	6140 Employee benefits			$0	$0
29	61XX Tuition remission (IHEs only)			$0	$0
30	Subtotal substitute, extra-duty, benefits costs			$1500	$300
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1500**	**$300**

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

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 170908		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**	**Match**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		**$0**	**$0**
Professional and Contracted Services			
#	**Description of Service and Purpose**	**Grant Amount Budgeted**	**Match**
1		$0	$0
2		$0	$0
3		$0	$0
4		$0	$0
5		$0	$0
6		$0	$0
7		$0	$0
8		$0	$0
9		$0	$0
10		$0	$0
11		$0	$0
12		$0	$0
13		$0	$0
14		$0	$0
b. Subtotal of professional and contracted services:		$0	$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$10000	$2000
(Sum of lines a, b, and c) Grand total		**$10000**	**2000**

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)			
County-District Number or Vendor ID: 170908		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	**Match**
6300	Total supplies and materials that do not require specific approval:	$58500	$11700
	Grand total:	**$58500**	**$11700**

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)			
County-District Number or Vendor ID: 170908		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	$0	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	$0
	Subtotal other operating costs requiring specific approval:	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$5000	1000
	Grand total:	**$5000**	**1000**

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)

County-District Number or Vendor ID: 170908 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$0	0
2			$0	$0	$0
3			$0	$0	$0
4			$0	$0	$0
5			$0	$0	$0
6			$0	$0	$0
7			$0	$0	$0
8			$0	$0	$0
9			$0	$0	$0
10			$0	$0	$0
0			$0	$0	$0
66XX—Software, capitalized					
12			$0	$0	$0
13			$0	$0	$0
14			$0	$0	$0
15			$0	$0	$0
16			$0	$0	$0
17			$0	$0	$0
18			$0	$0	$0
66XX—Equipment, furniture, or vehicles					
19			$0	$0	$0
20			$0	$0	$0
21			$0	$0	$0
22			$0	$0	$0
23			$0	$0	$0
24			$0	$0	$0
25			$0	$0	$0
26			$0	$0	$0
27			$0	$0	$0
28			$0	$0	$0
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	$0
			Grand total:	**$0**	**$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 #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2229	58.71	Both high schools-16-17 Low Income Date on ESSA Consolidated Application-SC5000
Limited English proficient (LEP)	382	9.46	16-17 data is for both high schools to be served
Attendance rate	3766	94.9%	16-17 both schools / attendance # at least one day
Annual dropout rate (Gr 9-12)	22	3.9%	16-17 both schools counted in dropout # of students
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
-1-5 Years Exp.	106	37%	All teachers on both high schools to be served.
6-10 Years Exp.	66	24%	All teachers on both high schools to be served.
11-20 Years Exp.	71	26%	All teachers on both high schools to be served.
20+ Years Exp.	36	13%	All teachers on both high schools to be served.
No degree	14	5%	All teachers on both high schools to be served.
Bachelor's Degree	181	64%	All teachers on both high schools to be served.
Master's Degree	76	28%	All teachers on both high schools to be served.
Doctorate	8	3%	All teachers on both high schools to be served.

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	1033	824	899	667	3423 (Potential CTE Students on both high schools to be served by grant)

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	50	52	52	52	206 (CTE teacher duplicate count for courses taught at 9-12 grades on both high schools to be served. There are only 52 total CTE teachers on both high schools to be served by both grants)

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 170908	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.

New Caney ISD develops a needs assessments based on comprehensive needs of the entire school that takes into account information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Needs are prioritized for students based on research and effective programs for students. Activities with greatest potential to improve student outcomes and prioritize needs that show the greatest potential for student growth are selected to be funded.

New Caney ISD develops a comprehensive needs plan that is available to the district, parents, and the public, and the information contained in the plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. New Caney ISD follows the format of the following steps when working with district and campus leadership teams on needs assessments

1. Inventory LEA and school plans and planning resources.
2. Convene planning teams that adequately represent stakeholders.
3. Provide training, materials, and time for team preparation.
4. Collect and analyze student outcome data.
5. Draft problem statements and identify root causes.
6. Add qualitative to quantitative data to better understand campus needs.
7. Research and select effective programs and activities with greatest potential to improve student outcomes and prioritize needs that show the greatest potential for student growth.
8. School site-based improvement planning teams are documenting work done for 1–8 in the district and campus plans.
9. List all activities required to implement each program or activity in the plan.
10. Identify a specific person who will ensure/monitor each activity is completed.
11. Estimate timeframe for when each activity will be completed.
12. Draft SMART performance measures/strategies.
13. Identify all available—State, local, and federal— funding sources for each program or activity.
14. Establish a process for regularly monitoring progress throughout the year.
15. Annually evaluate how effective the implemented programs and activities were for improving your student outcomes.

New Caney ISD will serve two high school campuses, Porter High and New Caney High, with the CTE Reserve Grant. Our needs assessment concludes that enhancing existing classes in 17-18 will strengthen the Architecture and Construction pathway in 18-19 when the first new Project Based Learing cours will begin. This shows the greatest potential for success in both establishing a partnership with a local a Industry Partner to include work-based learning opportunites and preparing our high school students high-skill, high-wage and high-demand occupations in current and emerging fields. The needs assessment also shows that students in CTE classes who follow the Architecture and Construction pathway may take more dual credit courses with the encouragement of an industry partner for them to get a certification or associates degree.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to 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.	Purchase industry grade equipment: (computers with graphic cards and more memory, software, and printers to enhance learning for students and give them real world experiences and applied skills for job opportunities upon graduation)	The award of the grant would allow the district the ability to purchase the same type of computers, printers and software that is currently being used by Joslin Construction. The district would also purchase other equipment as funds allow that will enhance the Architecture and Construction pathway.
2.	Specific curriculum within the Architecture and Construction pathway strengthened and enhanced. This curriculum directly relates to the the goals of the program and the district's partnership with Joslin Construction.	The award of the grant would allow the district to meet with New Caney ISD teachers and Joslin Construction employees to develop the scope, objectives, and timeline for course curriculum. The district will also visit other districts with similar programs to assist with curriculum enhancement/development and work with ESC 6 for assistance to enhance/develop curriculum.
3.	Professional development and teacher online tutorials for student software are needed for the district's current teachers within the Architecture and Construction pathway that will redirect the current processes of teaching the TEKS and the Project Based Learning courses.	Through the award of the grant the district will contract with industry based professionals from Joslin Construction to provide knowledge of skills and crafts that are in demand to be taught to students. Teachers will attend Professional Development trainings related to Architecture and Construction pathway and train in online courses to enhance skills in the software that the students will use in the courses.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE	Certified CTE Teacher, Masters in Education Administration. 23 Years in Education
2.	Josling Construction	Vice President of Field Operations with 28 years experience in construction.
3.	Porter High School CTE Department Head	Certified CTE Teacher - 12 years experience
4.	New Caney High School CTE Dept. Head	Certified CTE Teacher - 27 years experience
5.	CTE Advisory Council	CTE Teachers of courses in pathway, Counselors, Director of Secondary Instruction, Director of CTE, NCISD Administrators, Industry Leaders, Parents and Student

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Work with Industry Partner on Project Based Learning Course	1.	Begin working with Joslin Construction and department leads on first year PBL course content	01/15/2018	03/20/2018
		2.	PBL course work sequence completed for 18-19 school year implementation	03/20/2018	08/18/2018
		3.	Begin implementation of first PBL course at start of 18-19 school year.	08/21/2017	
2.	Purchase of equipment, printers, software, etc.	1.	Inventory of current equipment	11/30/2017	12/09/2017
		2.	Consultation with Joslin Contruction on equipment purchases for the Project Based Learning Courses	12/09/2017	01/30/2018
		3.	Seek outside donations of equipment	12/01/2017	06/02/2018
		4.	Purchase equipment	02/28/2018	07/14/2018
3.	Professional development: Teachers & Industry Partner	1.	Survey of teachers/ industry partners and others for professional development required for instruction in PBL course	12/05/2017	02/15/2018
		2.	Contracting with outside professionals to deliver Professional development	03/1/2018	08/18/2018
		3.	Deliver professional development/ Teacher online course training	04/03/2018	08/18/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Director of CTE will monitor the process of each goal and objective in the time line to insure its completion is on time. Procedures are in place for the Director of CTE to monitor quarterly during the first grant cycle goals and objectives with the industry partner, lead teachers and stake holders. The Director of CTE will monitor the time line that was in the grant to see if goals and objectives will meet their designated deadlines of completion. Director of CTE will ask the industry partner and teachers for feedback on goals and objectives for monitoring effectiveness and to see that the process that was established can be implemented or if adjustments are necessary.

If adjustments are needed, the Director will meet with the advisory team to determine what adjustments are recommended by the industry partner and lead teachers and necessary in the time line. The Director of CTE and Advisory team will also determine what affect the change has on the immediate and long term goals and objectives of the program. The decisions made my the team will be communicated by email to all stakeholders involved in implementing the CTE Reserve Grant.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NCISD CTE Department is also involved in Project Lead The Way (PLTW). One of the PLTW courses taught at both high schools is Civil Engineering. The enhancement of the Architecture and Construction pathway and our partnership with Joslin Construction will include the involvement of the students and teachers from the PLTW Civil Engineering class.

Although the Perkins Reserve Grant funds are focused on the enhancement of the Architeture and Construction pathway, our PLTW students wil also have opportunities to use equipment and processes developed through the grant process. New Caney ISD will ensure that project participants remain committed to the project's success by the encouragement gained from the advisory committee, industry partners, and more importantly the students that move through the program, graduate and receive employment opportunities from the mentorship and practicum experiences and certifications gained in the program.

During the Project Based Learning (PBL) courses the industry partner, teachers and students will be monitored by the Director of CTE. When performing walk-thrus of the PBL classes the Director of CTE will ask questions of all parties of their enjoyment of the partnerships, their take away from what they are gaining being involved, what could work better on-site and in the classroom, and other valuable informative questions that can gather data in a non-intrusive manner. Informal meetings of industry partner, teachers and students will take place periodically to gather data the first year implementing the first PBL course. A survery for effectiveness will be done at the end of the first PBL course for each semester when implemented in 2018-2019, and so on.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170908 | 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 Survey	1.	85% of students will continue with the next Project Based Learning course sequence
		2.	85% of students see themselves working in a field related to the Industry partner
		3.	70% of the students in the third PBL course are "considering" attending college due to the experience of working with the industry partner
2.	Industry Partner Survey	1.	Year one PBL students were 80% successful in meeting hireable standards
		2.	Year two PBL students were 85% successful in meeting hireable standards
		3.	Year three PBL students were 90% successful in meeting hireable standards due to extended time with industry partner
3.	Teacher Survey	1.	70% of students who took academic dual credit courses are more likely to seek an Associates degree or Certification (48 hours)
		2.	85% of students who completed the three PBL courses will be career ready for a high-demand job after graduation
		3.	Working with industry partners is rewarding for the student and the district
4.	Curriculum Evaluation	1.	Student success rate in passing courses in Architecture and Construction Pathway
		2.	Evaluation of curriculum with industry partner(s) annually to review equipment needs, project availability, professional development and trainings
5.	Certification Evaluation	1.	Number of certification students annually receive through through the Architecture and Construction Pathway
		2.	Evaluate additional certifications available through National Center for Construction Education and Research (NCCER) and industry partner(s)

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 process for the collection of data will include the analysis of course requests and student surveys. Student surveys will include information that will assist the district to determine the level of future interest in higher level courses in the pathway. Course request data will provide additional information with regards to program success and the number of participants served. Attendance data and student grades will be monitored as an indicator of student interest and also used to further develop the programs. The district along with Joslin Construction continues to be attentive to the growth of the construction industry in our area. Through our monitoring of the construction industry in our area we will make necessary changes to insure the further development of the pathway. Our development of the Architecture and Construction pathway for this progam and partnership will need 3.5 years before it is completely developed. The first grant cycle (spring 2018) will be used to acquire the necessary equipment and to put the curriculum in place to begin the classroom phase in the fall of 2018. We will also use the spring of 2018 to enhance our current courses by supplementing the current curriculum with additional industry/project based opportunities that Joslin Construction currently has under construction.

Beginning with the fall semester in 2018, we will begin phasing in our new curriculum through the use of the first Project Based Research class. Students in the 2018/2019 class cohort will be moving into their second year of the Project Based Research class and in 2019/2020 ultimately proceed into their third year Project Based Research class during the 2020/2021 school year. Each year, another cohort will begin by first taking a "Prinicples" class in either Architecture or Construction and then moving into the Project Based Research class each of their following years.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908	Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Gulf Coast Workforce Board and its operating affiliate Workforce Solutions, are the public workforce system in the 13-county Houston-Galveston region of Texas. They assist employers in meeting their human resource needs and individuals build careers, so both can compete in the global economy. During 2016, they served more than 400,000 people. With 24 career offices and 10 information centers across the region, the staff at these locations help people find jobs, keep jobs or get better jobs. They offer job search and job matching assistance, career counseling and financial aid for education/training or work support.

The Gulf Coast Workforce Region listed Engineers (including Civil Engineers) in their High-Skills, High-Growth Occupations targeted by the Gulf Coast Workforce Board.

The Gulf Coast Workforce Region Construction area list the following information for Civil Engineers:

Civil engineers plan, design, and oversee construction and maintenance of building structures, and facilities.
Median Annual Salary: $106,000/Year
Employment Growth: 26.5%
Minimum Education: Bachelor's degree
Annual Average Job Openings: 620

Furthermore, NCISD students who are career ready when they graduate in the Architecture and Construction Pathway and seek to be employeed immediately after graduation will be highly-skilled to enter the construction trade industry. The Texas Workforce In-Demand Occupation List shows construction laborers with a 28.1% increase in occupation demand from 2014 to 2024. That is an annual opening growth in our area of 1,175 jobs. (Labor Market and Career Information Data Source: TWC Tracer)

Critical Success Factor #5 Increase Family and Community Engagement.....community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Overview from high school to college – Civil Engineering Associates Degree:
Students will begin their course of study in the Architecture and Construction pathway by first taking a "Principles" class in either Architecture or Construction. As students progress from year to year they will continue to build upon the concepts learned in previous courses. The expectations and responsibilities placed upon students will grow from year to year. These responsibilities will mimic similar responsibilities given to Joslin Construction employees, crew leaders, and supervisors; each year a student having a higher level of accountability. Depending upon the individual student's desire and abilities, students will have the opportunity to progress into postsecondary education in either architecture of construction management or an entry level (or higher) position in Joslin Construction or other related companies.

Program of Study Design at both high schools:
The Architecture and Construction pathway would begin freshman year with a "Principles" class in the Architecture and Construction Pathway. The next three years would include the sequence of the three Performance Based Learning courses. PBL1, PBL2 and PBL3 that will build in rigor working with the Industry Partner on site over a three year span.

For math college credits (if a student takes Algebra 2 their sophomore year) a student could take DC College Alg MATH 1314 and DC Trig Math 1316 their Junior year (along with Geometry) and DC PreCal MATH 2412 and DC CalculusI MATH 2413 their senior year. Calculus I MATH 2413 is the math course that would count toward the Civil Engineering Associates Degree.

The following dual credit courses can be taken for credit at both high schools: ENG 1301 – ENG 1302 – HIST 1301 – HIST 1302 – GOVT 2305

Chemistry CHEM 1411 can be taken as a college credit only and transferred to Lone Star College. This would be a possible additional 3 hours of college credit to transfer.

During high school a student could take 15 -21 hours of academic dual credit courses to transfer to Lone Star College towards the Civil Engineering Associates Degree. ENG 1301 – ENG 1302 – HIST 1301 – HIST 1302 – GOVT 2305 = 15 Hours. Plus MATH 2413 (if MATH 1314 & Math 1316 & MATH 2412 are taken) =18 hours. Plus CHEM 1411 (if taken as a college credit only) =21 hours.

Students can also take the following exams and receive a score high enough to place out of CalculusI MATH 2413:
ACT 27 and B or higher in HS Pre-CaL or Trig
SAT 670+ and B or higher in HS Pre-CaL or Trig
ACCUPLACER CLM 103+ and B or higher in HS Pre-CaL or Trig
COMPASS TSI – 99 and B or higher in HS Pre-CaL or Trig

This would leave 39 or 45 hours for the student to take to obtain an Associates Degree in Civil Engineering.

Critical Success Factor #1 Improve Academic Performance.....academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 170908	Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Areas 1, 2, or 3 must address this question.

An NCISD graduate enrolled in the Architecture and Construction pathway could enroll at Lone Star College for a two year program in the Civil Engineering Associate of Applied Science degree program that could lead to a four year degree. The five course with **** below are dual credit courses that a student could enroll in at NCHS and PHS and then possibly transfer 15-18 hours of credit to Lone Star College. Completing the project based learning three years of course work at NCISD the graduate would also have working knowledge and deeper understaning of the course work in civil engineering. Partnering with Joslin construction, the student would be participating in work related mentorship and practicum experiences that correlate to the civil engineering degree program.

Civil Engineering deals with design, construction, and maintenance of roads, bridges, canals, dams, buildings, and other physically and naturally built structures. The Associate of Science (AS) in Civil Engineering is designed for students wishing to transfer to a 4-year institution. The curriculum also prepares students to work professionally in areas centered around civil engineering.

Calculus I MATH 2413****
General Chemistry I CHEM 1411 ****(can be taken for college credit only in high school)
Introduction to Engineering ENGR 1201
Composition & Rhetoric I ENGL 1301****
United States History to 1877 HIST 1301****
Calculus II MATH 2414
Mechanics & Heat Math 2414
Engineering Graphics I ENGR 1304
Composition & Rhetoric II ENGL 1302****
United States History Since 1877 HIST 1302****
Calculus III MATH 2415
Introduction to Physical Fitness & Wellness PHED 1164
Engineering Mechanics: Statics ENGR 2301
Programming for Engineers ENGR 2304
Federal Government GOVT 2305****
Differential Equations MATH 2320
Electrical Circuits I ENGR 2405
Engineering Mechanics: Dynamics ENGR 2302
Texas Government GOVT 2306

Lone Star College (LSC) has transfer agreements with dozens of colleges and universities across Texas. Credits earned at Lone Star College transfer to any public college or university in the state. Students who meet with an advisor and complet the "StartSmart" program with 2+2 agreements (2 years at LSC and 2 years at the University of your choice) benefit from receiving the first two years of their bachelor's degree without the high-cost. These transfer guides, 2 + 2 agreements, and equivalency guides show students the LSC courses that fulfill bachelor degree requirements at the institutions that the courses will transfer into.

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

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Joslin Construction Company
2218 Northpark Drive – Suite 200
Kingwood, TX 77339
281-354-5840

AND

Lone Star College
20000 Kingwood Drive
Kingwood, TX 77339
281-312-1600

Critical Success Factor #5 Increase Family and Community Engagement.....community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Joslin Construction was founded in 1973 with the goal of delivering exceptional site construction services to the construction industry. By doing business the old fashioned way - with hard work, responsibility, and above all else, integrity - Joslin Construction has grown to become a respected leader in the site construction market for Texas. Their portfolio includes education, athletic, retail, commercial, healthcare, civic, government, energy and industrial projects. Joslin Construction proudly supports a number of local organization including FFA groups, sports teams, ministries, and many others.

Joslin Construction approached NCISD on building a partnership and offering work-based learning opportunities for students. The construction field is a fast growing employment field and Joslin saw the opportunity to work cooperatively with the CTE program to prepare students for high-skill, high-wage, and high-demand occupations in current and emerging fields.

By opening his business to allow students to learn about the construction trade through project based learning and partnering with the two high schools with his employees to bring expert knowledge into the classroom; Joslin brings a partnership that will foster innovation of CTE programs, practices and strategies. This partnership will also strengthen future partnerships in our area with businesses and other industries. To learn more about NCISD's partner visit: http://www.joslinconstruction.com/

Critical Success Factor #5 Increase Family and Community Engagement.....community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908	Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The proposed sustainability plan for the enhancement of the Architecture and Construction pathway in order to continue to meet the goals of the grant program will include efforts from both our partner Joslin Construction and New Caney ISD.

1. The CTE Reserve grant would allow New Caney ISD to purchase the equipment now that is necessary for the growth of the Architecture and Construction pathway. With this funding resource for our fast growing district, the focus for sustainability would not be on finding funding for equipment and technology but on growing course pathways for students to be college and career ready. New Caney ISD foresees building a new high school in the next 4-6 years. By building the Architecture and Construction Pathway now we will be better suited to build a facility that is designed for a state of the art CTE program to begin running multiple programs immediately.

2. The district has researched the needs of our area and recognizes the skills gaps in the construction fields is huge. Our students are equally interested in the construction sciences as a career possibility. Through the district's continued growth there are plans for a future high school and programs are being considered for the campus. The construction sciences are a center of attention to be a lead program for the new high school. The program development and its visibility to the students and the community will provide additional power for the program to be self-sustaining after the grant award has passed.

3. Memorandum of Understanding (MOU) with Joslin Construction and other future industry partners in other construction sciences will be used to aid in the longevity of the program. Joslin Construction has and will continue to commit time and effort to insure the success of the program. Joslin has strong ties to the community and district that reach back for many years and their successes in our community as a leader in construction is well grounded. They are fully committed to the program's success and its existence after the grant period. New Caney ISD is equally committed to the enhancement of the Architecture and Construction pathway.

4. Memorandum of Understanding (MOU) with Lone Star College for academic dual credit courses. The success of the Architecture and Construction pathway may lead to future dual credit courses on both high school campuses with Lone Star College in the Civil Engineering Associates degree program they offer. A possible dual credit course to add to the academic dual credit courses for the Architecture and Construction pathway from Lone Star College could be Introduction to Engineering ENGR 1201. This will be a course that NCISD may pursue for the next MOU in either 2018-2019 or 2019-2020.

5. To expand the CTE department the district is evaluating and considering hiring additional staff to broaden pathways and course sequences to become available to students.

Critical Success Factor #1 Improve Academic Performance.....academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

Critical Success Factor # 4 Increased Learning Time .... necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is "higher academic achievement, especially for disadvantaged students." To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, ... and develop teachers in ways that continuously strengthen their instructional practices.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

Josling Construction:

OSHA 30 Hour Course for Construction – Provides advanced information for monitoring workplace safety and implementing health and safety regulations

Equipment Operator Certification

OSHA Silica Training – Training to protect workers form exposure to respirable crystalline silica

OSHA 3071 Jobsite Hazard Analysis Training

Daily Equipment Safety Checks – Train employees on daily equipment checks before beginning work

New Caney ISD – New Caney High School and Porter High School:

Autodesk AutoCAD User Certification

Construction Safety Certification

Construction Ethics Certification

Construction Interview Skills Certification

Substance Abuse Awareness Certification

Bullying in the Work Environment Certification

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170908 | Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

Perkins Reserve Grant will complement the existing CTE program by providing additional funds that will enhance the opportunities for CTE students to gain industry based certifications and real world mentorship and practicum experiences in a high-demand, high-skilled, thriving career path. The Perkins Reserve Grant will also give teachers additional skills working with students with highly effective professional development for the new Performance Based Learning courses. Teachers will learn new skills that may be used in other courses.

Our industry partner, Joslin Construction, will also be able to provide opportunities for students in the Business Management & Administration, Finance, Information Technology, Manufacturing, Marketing, STEM, Transportation, and Distribution & Logistics pathways to take part in shadowing and internships at thier corporate headquarters. Employees from Joslin Construction will also take part in guest lecture opportunities at New Caney ISD schools. The substantial opportunities that are available with one industry partner can increase the Performance Based Learning courses for other pathways in the future.

Through these efforts, student performance will increase throughout the CTE program. Along with student performance increases, New Caney ISD also strives to increase its number of community partners and industry partners in building the growth of CTE pathways and Performance Based Learning courses for all students. Multiple industry partners that join the growth of the CTE program will have an impact on the many opportunities that students may have in careers rights out of high school and college readiness for associate degrees and/or bachelor degrees.

Critical Success Factor #1 Improve Academic Performance.....academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

Critical Success Factor #5 Increase Family and Community Engagement.....community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education

Critical Success Factor #7 Increase Teacher Quality.....teacher quality focuses on .....enhancing the knowledge and skills of current staff with job-embedded professional development...evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers. Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers....

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 170908 | 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: 170908 | Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 170908 | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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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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