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 25 PM 3:55 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 #
Galena Park ISD	101-910		NA
Vendor ID #	ESC Region #		
746000895	4		

Mailing address	City	State	ZIP Code
14705 Woodforest Blvd.	Houston	TX	77015-3258

Primary Contact

First name	M.I.	Last name	Title
Laura	D	Mann	Career & Technical Education Director
Telephone #	Email address		FAX #
832-386-1042	lmann@galenaparkisd.com		832-386-1438

Secondary Contact

First name	M.I.	Last name	Title
Amy	B.	Cole	Executive Director of Federal Programs
Telephone #	Email address		FAX #
832-386-1024	acole@galenaparkisd.com		832-386-1433

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
Sonya	D	George	Deputy Superintendent/CFO
Telephone #	Email address		FAX #
832-386-1000	sgeorge@galenaparkisd.com		832-386-1430

Signature (blue ink preferred) Date signed

10/24/17

Only the legally responsible party may sign this application.

701-17-103-081

Schedule #1—General Information

County-district number or vendor ID: 101-910	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: 101-910	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: 101-910	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 #4—Request for Amendment

County-district number or vendor ID: 101-910	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$0	$0	$0	$0
2.	Schedule #8: Contracted Services	6200	$0	$0	$0	$0
3.	Schedule #9: Supplies and Materials	6300	$0	$0	$0	$0
4.	Schedule #10: Other Operating Costs	6400	$0	$0	$0	$0
5.	Schedule #11: Capital Outlay	6600	$0	$0	$0	$0
6.		Total costs:	$0	$0	$0	$0

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-910

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-910 | 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

North Shore Senior High School, a 10th through 12th campus in the Galena Park Independent School District, has been using the welding facility located on San Jacinto College North Campus for the past 18 years. In 2016, Galena Park ISD passed a $290 million bond; part of the bond included building North Shore Senior High School their own welding facility. The new welding facility at NSSH will begin serving students for 2018-2019 school year. Most of the current equipment is property of San Jacinto College, and therefore will remain at their facility, or equipment is not of the standard of local business industry and the bond proposal did not include equipment for the new welding shop. The District is applying for this grant funding to offset the cost of current industry-based welding equipment for students' instructional use. With the opening of the new welding facility, we are able to serve 90 students for the 2018-2019 school year. Currently, we are only able to serve 73 students. The 2017-2018 school year will be a planning year for purchases of this new facility. Our goal for the upcoming years is to be able to add an additional instructor to the program.

The budget for this funding request was developed based on the cost of the equipment needed for the new welding facility. The equipment list was developed collaboratively through the instructor, community college and local business industry partnership. The District's goal is to provide students with the latest industry-based welding equipment for students to use. The district wants to provide instruction on equipment that mirrors what students will see and use on the job site.

Galena Park ISD is located on the east side of Houston, along the Houston Ship Channel. One of the most requested skill sets that our manufacturing business partners need are students who can weld. Welders are listed in the top 25 Gulf Coast occupations, earning above the Texas median wage of $34,550. The median wage for welders in the Gulf Coast area is $47,881.00 per www.texascareercheck.com. The Galena Park ISD welding program is open to students from both of our high school campuses, and we are pleased to report student participation has doubled in the past two years.

The welding program is overseen by the Career and Technical Education Director, Program Advisory Committee and campus administrative teams. The Program Advisory Committee ensures the course is teaching what is needed to be successful on the job site; this includes but is not limited to curriculum, certifications, and equipment. The CTE Director ensures the instructor is teaching the state TEKS and including the items listed by the Program Advisory Committee. Campus administrative teams observe and evaluate teachers and students in the program.

The Evaluation Plan includes tracking the number of students who receive industry-based certifications, as well as the number of students who are employed in the field after graduation.

The continued goal of the Galena Park ISD Career and Technical Education Department is to offer students a learning environment which prepares them for life after high school graduation. In our program, students

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-910	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.

have the opportunity to earn college credit through dual credit classes with San Jacinto College and/or to earn a industry-based certification while attending high school. Students are encouraged to continue post-secondary education to obtain stackable credentials, which refers to earning additional industry-based certifications/certificates that greatly increase students' employability and earning potential.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-910	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	$0	$0	$0	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$6,550	$0	$6,550	$1,310
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$57,200	$0	$57,200	$11,440
Grand total of budgeted costs (add all entries in each column):			**$63,750**	**$0**	**$63,750**	**$12,750**

Administrative Cost Calculation

Enter the total grant amount requested:	$63,750
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:	$3,188

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-910

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	$0	$0
3	Tutor	0	0	$0	$0
Program Management and Administration					
4	Project director	0	0	$0	$0
5	Project coordinator	0	0	$0	$0
6	Teacher facilitator	0	0	$0	$0
7	Teacher supervisor	0	0	$0	$0
8	Secretary/administrative assistant	0	0	$0	$0
9	Data entry clerk	0	0	$0	$0
10	Grant accountant/bookkeeper	0	0	$0	$0
11	Evaluator/evaluation specialist	0	0	$0	$0
Auxiliary					
12	Counselor	0	0	$0	$0
13	Social worker	0	0	$0	$0
14	Community liaison/parent coordinator	0	0	$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		0	0	$0	$0
22		0	0	$0	$0
23		0	0	$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			$0	$0
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			$0	$0
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$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 #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-910 | 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	$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	N/A	$0	$0
2	N/A	$0	$0
3	N/A	$0	$0
4	N/A	$0	$0
5	N/A	$0	$0
6	N/A	$0	$0
7	N/A	$0	$0
8	N/A	$0	$0
9	N/A	$0	$0
10	N/A	$0	$0
11	N/A	$0	$0
12	N/A	$0	$0
13	N/A	$0	$0
14	N/A	$0	$0
b.	**Subtotal of professional and contracted services:**	$0	$0
c.	**Remaining 6200—Professional and contracted services that do not require specific approval: Funding request for this grant is to purchase supplies for our new welding facility that was purchased local funding from district's 2016 bond. Building use is our 20% required match (in-kind).**	$0	$0
	(Sum of lines a, b, and c) 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 #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 101-910		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:	$6500	$1310
	Grand total:	**$6550**	**$1310**

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: 101-910		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:	$0	$0
	Grand total:	**$0**	**$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)

County-District Number or Vendor ID: 101-910 | 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	N/A	$0	$0
66XX—Computing Devices, capitalized					
2	N/A	N/A	$ N/A	$ N/A	$ N/A
3	N/A	N/A	$ N/A	$ N/A	$ N/A
4	N/A	N/A	$ N/A	$ N/A	$ N/A
5	N/A	N/A	$ N/A	$ N/A	$ N/A
6	N/A	N/A	$ N/A	$ N/A	$ N/A
7	N/A	N/A	$ N/A	$ N/A	$ N/A
8	N/A	N/A	$ N/A	$ N/A	$ N/A
9	N/A	N/A	$ N/A	$ N/A	$ N/A
10	N/A	N/A	$ N/A	$ N/A	$ N/A
11	N/A	N/A	$ N/A	$ N/A	$ N/A
66XX—Software, capitalized					
12	N/A	N/A	$ N/A	$ N/A	$ N/A
13	N/A	N/A	$ N/A	$ N/A	$ N/A
14	N/A	N/A	$ N/A	$ N/A	$ N/A
15	N/A	N/A	$ N/A	$ N/A	$ N/A
16	N/A	N/A	$ N/A	$ N/A	$ N/A
17	N/A	N/A	$ N/A	$ N/A	$ N/A
18	N/A	N/A	$ N/A	$ N/A	$ N/A
66XX—Equipment, furniture, or vehicles					
19	Machinery Pipe Cutting System	1	$27,500	$27,500	$5,500
20	4 x 8 CNC Plasma Cutting Machine	1	$20,802	$20,802	$4,160
21	Idealarc MIG Welder	1	$8,898	$8,898	$1,780
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	$0
			Grand total:	**$57,200**	**$11,440**

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: 101-910 | 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	65	89%	
Limited English proficient (LEP)	32	44%	
Attendance rate	NA	95%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
1-5 Years Exp.	0	0%	
6-10 Years Exp.	0	0%	
11-20 Years Exp.	0	0%	
20+ Years Exp.	1	100%	The one welding teacher at this campus has 28 years of teaching experience and teaches students in grades 10-12.
No degree	0	0%	
Bachelor's Degree	0	0%	
Master's Degree	1	100%	
Doctorate	0	0%	

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	0	20	35	18	73

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	0	1	1	1	1

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-910 | 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.

Our Needs Assessment process was driven by an analysis of existing District and partnership facilities and the District's access to the facilities at our partnership location, San Jacinto College. The District currently has two comprehensive high schools, but only one has a fully equipped and operational Welding facililty, which is located at Galena Park High School. Since Galena Park High School already has two fully-equipped welding shops, the need for a fully-equipped welding shop at North Shore Senior High School is of paramount importance. North Shore Senior High School's welding students have used the facility at San Jacinto College to date, but as of the 2016-17 school year, San Jacinto College has opened a new welding facility, to which our students have not been given access. We are unsure of the future possibility of our students being given access to the older welding facility and its corresponding equipment, whose quality and condition are not controlled by the school district.

Since we prioritize providing our students with the finest educational opportunities available, the District included in our recent Bond proposal the building of a new welding facility at North Shore Senior High School, to be equipped with state-of-the-art welding equipment that is currently used in industry, so as to prepare our students for not only industry-based certification exams, but also for immediate employment in the lucrative welding field.

Another identified need in our Career and Technical Education program is to increase the number of female students who participate in non-traditional manufacturing programs. At this time, there are two female students enrolled in our welding program; it is a priority for us to increase the number of females in the program, as welders are listed in the top 25 occupations in the Gulf Coast area for income earning potential. We believe that this program is capable of breaking the poverty cycle of our students' famililes, and that this opportunity should not be limited to male students, but rather open and actively promoted to female students, as well.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-910 | 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.	Need for welding equipment at the new welding facility located at North Shore Senior High School.	Provide funding to purchase needed equipment for new facility.
2.	Student requests to participate in welding program exceed our current facilities' capacity, resulting in a waiting list of students to enroll in the program.	Would allow school district to serve an additional 17 students in our welding program, thus eliminating the waiting list for students to enroll in the welding program.
3.	To create potentially lucrative employment opportunities for female as well as male students.	This grant will allow our students to become certified AWS welders upon their completion of the GPISD Welding program and its corresponding national certification. We will actively recruit female students to participate in the welding program.
4.	To provide industry with better-trained employees	The GPISD-San Jacinto College partnership would create additional avenues to allow students to earn stackable credentials, increasing their employability and skill levels in the workforce.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 101-910 | 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.	Teacher	28 years teaching experience; 18 years of industry experience in the manufacturing field; related certifications including CWB Welder Qualification; American Welding Society Certification; Texas Teacher Certificate in Industrial Technology; Visual Welding Inspector; Nondestructive Testing Certification; NCCER Welding Certification; and OSHA 502 Certification.
2.	CTE Director	Teaching and administrative experience: 26 years of experience in education; BS in Occupational Education; Texas Teacher Certificate in Vocational Office Education; MS in Information Technology; Texas School Administrator Certificate.
3.		
4.		
5.		

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.	Identify needed equipment.	1.	Met with stakeholders (San Jacinto College, business and industry partners) to determine necessary equipment for state-of-the-art instructional welding facility.	02/01/2017	07/30/2017
		2.	Inventory existing welding equipment and supplies.	03/01/2017	05/30/2017
		3.			
2.	Bid the needed equipment, award the bid.	1.	Met with contractor to discuss specifications for needed equipment and to plan the bidding process.	06/01/2017	08/30/2017
		2.	Bid to be made public.	10/16/2017	12/30/2017
		3.	Award bid for welding equipment.	02/12/2018	02/12/2018
3.	Select and purchase equipment for NSSH welding facililty.	1.	Review awarded bid.	02/13/2018	02/15/2018
		2.	Select equipment to be purchased with grant funding.	02/13/2018	02/15/2018
		3.	Prepare Board Agenda Item for Board of Trustees' approval of purchase.	02/16/2018	02/16/2018
		4.	Order welding equipment for NSSH welding facility.	03/06/2018	03/30/2018
		5.			
4..	Have equipment installed.	1.	Installation Dates dependent on building completion date. Dates shown here are approximates.	06/01/2018	08/31/2018
		2.			
		3.			
5.		1.			
		2.			
		3.			

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: 101-910 | 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.

As a state of Texas public school district, our teachers are evaluated annually using the T-TESS appraisal system. The welding program at North Shore Senior High School is taught by a teacher who has 28 years of teaching experience, along with 18 years of manufacturing industry experience. He has been highly successful in preparing our students to succeed on their certification exams, enabling them to enter the workforce upon high school graduation, and in many cases, before graduation. As a teacher, he has been evaluated under many teacher evaluation systems, and his classroom performance has always been of a very high caliber, as reflected on his evaluation reports.
Occassionally, at least two times per year, our business partners conduct site visits at career and technical educational facilities to observe, evaluate, and provide feedback on our programming and facilities. These visits are in addition to the guest speakers and mentors who visit our students while they are in class, to provide professional advice and guidance based on their real-life experiences.
Galena Park ISD is committed to a cycle of continuous improvement. We conduct a comprehensive, annual, district-wide Needs Assessment to identify and address areas that require improvement, as well as to provide feedback on programs and processes that work well. We continue to use programs and processes that work well, and work to improve those areas that require attention, so that we are in a constant state of improving the programs and instruction offered to our students.
Students and teachers in our Career and Technical Education program complete an annual End of Year Program Evaluation. Their feedback is used to address any programmatic deficiencies, and to craft corrective action plans, if necessary. The information learned from these evaluations is critical to the ongoing success of our program, and end-user participation is encouraged throughout the survey period. Results from surveys and the subsequent changes are reported to the public and our Board of Trustees at annual presentations to the Galena Park ISD Board of Trustees, and via our CTE Advisory Committee.

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.

A corresponding welding facility exists at our other high school campus, Galena Park High School. There are two welding shops at that location: one is currently in its second year of use, with newer equipment; the other is very old and outdated. We will use our knowledge of welding equipment needs that was gained by the use of that equipment to inform the purchasing decisions of new equipment for the new facility.
We will purchase equipment that is known to be currently used in the field, and that has positive teaching/learning value for our students.

When the equipment for the North Shore Senior High welding facility was chosen, we consulted with our business partner (Turner Industries) and San Jacinto College to ensure that we selected the appropriate equipment to teach and train our students in this valuable technical program.

We will ensure that project participants will remain committed to the project's success through annual reporting of student progress and outcomes to our Manufacturing Cluster Advisory Committee, made up of local industry representatives, such as Turner Industries, LyondellBasell, Austin Industrial, Dow Chemical, and Fluor as well as other appropriate groups of interest, such as the Galena Park ISD Board of Trustees.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-910 | 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.	Analyze data: student certifications earned	1.	Increased number of students testing for certifications
		2.	Increased number of student certifications earned
		3.	
2.	Analyze data: number of students who participate in work-based learning opportunities	1.	Increase number of students participating in work-based internships
		2.	Increase number of students participating in work-based job shadowing
		3.	Increase number of students participating in work-based apprenticeships
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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.

Data is collected through various avenues within the District and CTE department. Each year teachers and students complete a End-of-Year program evaluation, which teachers complete and submit with documention on industry-based certifications and program activites to the CTE department.

The number of program participants and student academic and attendance data is collected through the district student management sytem. After data is collected, it is analyzed by the staff of the CTE department to see where challenges will arise and what corrective action needs to be taken for the following years.

When challenges are identified, a meeting is called of the various stakeholders to determine what corrective action can be taken without changing the goals. All stakeholders work together to ensure student success remains the main focus.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-910 | 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 Galena Park Independent School District (GPISD) is located on the east side of Houston, along the Houston Ship Channel. Our major, local industry consists of the petrochemical field of oil and gas. The Manufacturing Cluster staff works very closely with local industry partners to help create an employment pool for these companies. GPISD currently works with LyondellBasell, Turner Industries, DOW Chemical, Fluor, Austin Industrial and Advanced Welding Solutions for professional guidance and the employment of our students in the field of Manufacturing. One of the most requested skillsets from our industry partners is students who can weld. Welding is in the Top 25 Gulf Coast occupations, earning above the Texas median wage of $34,550.00. The median wage for welding in the Gulf Coast area is $47,881.00 per www.texascareercheck.com, markedly higher than the median wage. Galena Park ISD is a Title I school district, as 84 percent of our students are considered low socioeconomic, as determined by their participation in the national Free and Reduced School Lunch program. It is our goal to help GPISD students break the cycle of poverty by providing them with the education and skills necessary to secure the most lucrative employment opportunities possible.

The Galena Park ISD welding program is open to all students enrolled in Galena Park High School and North Shore Senior High School. Over the past year, the number of students interested in the welding program has doubled in number. According to the Petrochem Works website, www.petrochecmicalworks.com, it is projected by 2027 there will be additional 19,968 welding jobs needed in the Gulf Coast area.

The North Shore Senior High School Welding Instructor encourages students to continue their education with San Jacinto College to lead to either a Certificate of Technology in one of their many areas of technical certification to an Associate of Applied Science in Welding Technology. Along with additional post-secondary coursework, students are encouraged to continue to earn stackable credentials to increase their employability.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-910 | 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.**

The program of study outlined below was designed with the goal of providing students with a coherent sequence of courses that will result in the certfications outlined in the Manufacturing Cluster:
American Welding Society – D1.1. Structural Steel, D1.2 Structural Aluminum , D1.5 Bridge Welding
NCCER – Welding Level I and II, as well as a seamless transition to post-secondary industrial certification programs.

Below is North Shore Senior High School Welding Coherent Sequence of Courses:

Secondary:

10th – Principles of Manufacturing – 13032200 – 1 credit – NCCER Core Certfication
11th – Metal Fabrication and Machining I – 13032700 – 2 credits – NCCER Welding I and II Certfications
12th – Metal Fabrication and Machining II – 13032800 – 2 credits – Amercian Welding Soceity Certfications
Or
12th – Practicum in Manufacturing – 13033000 – 2 credits – American Welding Society Certifcations

Students are able to take the courses below while attending high school. Students are given the opportunity to take these courses at a greatly reduced cost ($25 per class, currently) while in high school.

Post-Secondary Welding Technology Combo Certificate of Technology:

WLDG 1428 Introduction to Shielded Metal ARC Welding
WLDG 2443 Advanced Shielded Metal ARC Welding
WLDG 1434 Introduction to Gas Tungsten ARC Welding
WLDG 2406 Intermediate Pipe Welding
WLDG 2453 Advanced Pipe Welding
WLDG 2451 Advanced Gas Tungsten ARC Welding

This program of study is aligned to the certification requirements for the high-demand welding occupation in the Gulf Coast region, and designed to produce the maximum level of student success in industry-based certification in the welding profession.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-910 | 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.

First Term

WLDG 1428 Introduction to Shielded Metal Arc Welding (SMAW)	4 credit(s)
WLDG 1204 Fundamentals of Oxy-Fuel Welding and Cutting	2 credit(s)
WLDG 1413 Introduction to Blueprint Reading for Welders	4 credit(s)
MATH 1332 Contemporary Mathematics (Quantitative Reasoning) or MATH 1314 College Algebra or Higher	3 credit(s)
*Humanities or Fine Arts	3 credit(s)

Second Term

WLDG 1434 Introduction to Gas Tungsten Arc Welding (GTAW)	4 credit(s)
WLDG 2443 Advanced Shielded Metal Arc Welding (SMAW)	4 credit(s)
WLDG 2406 Intermediate Pipe Welding	4 credit(s)
ENGL 1301 Composition I	3 credit(s)

Third Term

WLDG 1430 Introduction to Gas Metal Arc Welding (GMAW)	4 credit(s)
WLDG 2451 Advanced Gas Tungsten Arc Welding (GTAW)	4 credit(s)
WLDG 2453 Advanced Pipe Welding	4 credit(s)
Speech	3 credit(s)

Fourth Term

WLDG 1305 Art Metals or WLDG 1337 Introduction to Welding Metallurgy	3 credit(s)
WLDG 1412 Introduction to Flux Cored Arc Welding (FCAW)	4 credit(s)
WLDG 2480 Cooperative Education Welding or WLDG 2413 Intermediate Welding Using Multiple Processes	4 credit(s)
*Social and Behavioral Sciences	3 credit(s)

Associate of Applied Science Degree Total 60 Capstone Experience: WLDG 2480 or WLDG 2413 * Courses which satisfy this requirement are listed in the Humanities and Fine Arts, and Social and Behavioral Sciences sections of the Transfer Core curriculum.

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

County-district number or vendor ID: 101-910	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.**

The North Shore Senior High School Welding program currently has business partnerships with LyondellBasell, Turner Industries, DOW Chemical, Fluor, and Austin Industrial. These companies work closely with our students to ensure the curriculum is commensurate with local industry standards. Representatives from these companies visit our sites at least two times per year to inspect the shops and speak with the instructors, and also to provide mentors and guest speakers to work with our students.

Currently, students from our program are employed as part of LyondellBasell and Turner Industries' Adopt-a-School program or hired once they have received their high school diplomas.

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.**

Galena Park ISD has worked with LyondellBasell and Austin Industrial for the past eight years as part of their Adopt-a-School program. With this program, LyondellBasell provides the high school welding shops with consumable materials, personal protection equipment (PPE), and some small electric equipment (grinders). Both companies participate in the Manufacturing Advisory Committee, which informs our curriculum development and certification standards for the program.

Students who meet the employment qualifications of Austin Industial have an opportunity to work at the LyondellBasell Houston Refining Complex as interns during their senior year under the guidance of a mentor. During this time, students rotate throughout the facility to experience different trades areas. After graduation, students may be offered the opportunity to remain employed with Austin Industrial as full-time employees.

Representatives from LyondellBasell and Austin Industrial attend several of our Career Days, CTE Elective Fairs and Job Fairs through out the year at Galena Park High School and North Shore Senior High School. GPISD's partnerships with LyondellBasell and Austin Industrial with the Adopt-a-School program are of great benefit to studens and should be followed by all who are interested in improving the skills of the workforce of tomorrow.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-910	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.

Galena Park Independent School District's Mission Statement is "To prepare students to become productive citizens and lifelong learners." Our goal is to ensure students are well-equipped to be successful in life after high school, whether that be in higher education or entering the workforce. To support GPISD's mission, the District is committed to provide the CTE Manufacturing cluster with all necessary equipment and supply purchases in the future, from any funding sources available and consistent with all relevant rules, procedures, policies, and laws. We are committed to maintain the program to the highest standards for our students , while also meeting the needs of our local business and industry.

Collaborating with local stakeholders partners will help in identifying new funding streams or other resources to continue the same or better quality program. Some examples of new funding streams might be corporate sponsorships or additional grant funding. GPISD has the expectation of the CTE department to continue the goals of this grant and to continue to monitor and improve upon expected outcomes of the grant program. We will always work to continually improve our instructional offerings and employability skillsets for our students so that they can become productive citizens and lifelong learners, benefiting themselves, their families, and their community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-910 | 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.

The Capstone Industry certifications in Manufacturing Cluster:
American Welding Society – D1.1. Structural Steel, D1.2 Structural Aluminum , D1.5 Bridge Welding
NCCER – Welding Level I and II were identified in partnership with Galena Park Independent School District's Manufacturing Advisory Committee, which includes parents of students, former students, current students, school district staff, and business and industry representatives.

Below is North Shore Senior High School Welding Coherent Sequence of Courses:

Secondary
10th – Principles of Manufacturing – 13032200 – 1 credit – NCCER Core Certfication
11th – Metal Fabrication and Machining I – 13032700 – 2 credits – NCCER Welding I and II Certfications
12th – Metal Fabrication and Machining II – 13032800 – 2 credits – Amercian Welding Soceity Certfications
Or
12th – Practicum in Manufacturing – 13033000 – 2 credits – American Welding Society Certifcations

Students are able to take the courses below while attending high school. Students are able to take these courses at a reduced cost of $25 per course (current rate) while in high school.

Post-Secondary Welding Technology Combo Certificate of Technology
WLDG 1428 Introduction to Shielded Metal ARC Welding
WLDG 2443 Advanced Shielded Metal ARC Welding
WLDG 1434 Introduction to Gas Tungsten ARC Welding
WLDG 2406 Intermediate Pipe Welding
WLDG 2453 Advanced Pipe Welding
WLDG 2451 Advanced Gas Tungsten ARC Welding

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-910	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.

Receiving the Perkins Reserve Grant will offset the cost of current industry-based welding equipment for student instructional use. For the past eighteen years, students from North Shore Senior High School used the welding facility located at the San Jacinto College North Campus. Due to the opening of San Jacinto College's new facility in January 2017, North Shore Senior High School student access to the instructional welding facility located at the College was in jeopardy. The Galena Park ISD Board of Trustees included in their 2016 Bond proposal a new welding facility to be located on the campus of North Shore Senior High School in anticipation of reduced access to the college facility and increased student interest in the welding program. The funding requested in this proposal is to fund instructional welding equipment for the new welding shop at North Shore Senior High School. Galena Park ISD will continue to provide welding instruction at the two existing instructional welding shops located at Galena Park High School, in addition to the current construction project of the new instructional welding facility at North Shore Senior High School. With the addition of the facility at North Shore Senior High School, Galena Park ISD will no longer need to send students to San Jacinto College to use their welding facilities for instruction, since the use of that facility is increasingly becoming obsolete, and Galena Park ISD students having limited access to it. In addition, North Shore Senior High's new welding instructional facility will allow us to serve a greater number of students beginning in the 2018-19 school year, eliminating our current waiting list of students who wish to pursue careers in the Manufacturing Cluster. Being located along the Houston Ship Channel, Galena Park ISD is uniquely positioned to provide local industry with a workforce who is certified to meet their needs, and to provide our students with lucrative employment opportunities. Galena Park ISD takes pleasure in serving our students with the most valuable instruction possible to improve their futures, and to serve local industry with a well-prepared workforce.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-910 | 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: 101-910 | 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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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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