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 26 PM 3:34 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 #
Goose Creek CISD	101911		
Vendor ID #	ESC Region #		
	4		

Mailing address	City	State	ZIP Code
P.O. BOX 30	Baytown	TX	77522

Primary Contact

First name	M.I.	Last name	Title
Renea		Dillon	Director, CTE
Telephone #	Email address		FAX #
281-420-3082	crdillon@gccisd.net		281-420-

Secondary Contact

First name	M.I.	Last name	Title
Melissa		Duarte	Depurty Superintendent, C&I
Telephone #	Email address		FAX #
281-707-3571	Melissa.macheskaduarte@gccisd.net		281-420-4447

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
Randal		O'Brien	Superintendent
Telephone #	Email address		FAX #
281-707-3571	Randal.obrien@gccisd.net		281-420-4815

Signature (blue ink preferred) — Date signed

Randal O'Brien — 9/22/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 101911	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101911	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: 101911	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: 101911	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	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.		Total costs:	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101911 | 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: 101911 | 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

This Manufacturing and Industrial Maintenance (MIM) Perkins Reserve Grant Project targets the high demand occupations on the Gulf Coast in the pathway of Pipefitting, Welding, Instrumentation & Electrical Technicians, and Chemical/Refinery Technicians through the district's Stuart Career Tech Early College High School (SCTHS) MIM Academy. It ties closely with the District Improvement Plan's Goal #1: which targets student achievement, and specifically Objective 4, which encourages and guides students to set goals for postsecondary education. It is the Project's goal to improve student academic achievement through the integration of academic and technical curriculum, to improve student attendance through greater student engagement; and to increase in the number of students graduating career-ready by earning NCCER Craft credentials along with Workforce Certificates of Completions or an Associate of Applied Science Degree from Lee College. These goals will be achieved through three objectives: first, to increase enrollment in the MIM pathway; second, to provide equipment that is required for students to learn the marketable skills required in local MIM occupations; and thirdly, to train counselors and teachers in the Career Academy on the academic and technical skills required for these high-demand occupatons in order to develop collaborative, integrated, project-based lessons.

Goose Creek CISD (GCCISD) has a very strong Career & Technical Education (CTE) Steering Committee with Subcommittees that serve as Advisory Committees for the Career Clusters. The Steering Committee members include members of the Economic Community, including representatives from Baytown-Gulf Coast Workforce Solutions, East Chambers-Harris County Manufacturing Association, local business and industry managers and owners, post-secondary education, and district teachers, staff, and administration. The Steering Committee and its Subcommittee Advisory Committees have collaborated to create the 10-year vision for CTE in GCCISD, which includes the expansion and modernizing of the MIM labs.

As a result of many meetings of the CTE Steering Committee, Advisory Committees, and GCCISD Adminstrators and Staff , when school began in Fall 2017, Stuart Career Tech Early College High School (SCTHS) opened its doors with a freshman class and will add a grade level each year. This campus has four Career Academies, one of which is a Manufacturing & Industrial Maintenance (MIM) Academy. This academy will focus on students who plan to enter into high-demand, high-wage occupations in this career pathway, and SCTHS anticipates graduating 70 students per year into the Specialty Construction and Manufacturing occupations on the "High-Skill, High-Growth Occupations Targeted by the Gulf Coast Workforce Development Board," including welding, pipefittering, process technician, and instrumentation/electrical technician. The goal for this Program of Study is to graduate students who are NCCER credentialed to enter high-demand occupations and who have completed the Lee College workforce certificate or Associate of Applied Science (AAS) degree. Having had the opportunity to earn either advanced technical credit, academic and/or dual credit toward their AAS, all students will be encouraged to continue their post-secondary education upon graduation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101911 | 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.

Until the SCTHS campus enrolls all grade levels in the fall of 2020, this campus will also continue being the GCCISD Career Center, serving students from all district high schools who are in the current industrial programs of study (welding, pipefitting, construction), among other specialty programs of study. Therefore, GCCISD's 2017-18 Program of Study Expansion Project will serve pipefitting and construction students from the three GCCISD traditional high schools: Goose Creek Memorial HS, Robert E. Lee HS, and Ross Sterling HS students who attend Stuart Career Center (SCC), along with Stuart Career Tech HS's first class of freshmen in its MIM Academy.

To recruit students, the district will institute several new strategies in partnership with our early college high school partner, Lee College, and business partners such as Turner Industries. Lee College will host a "Pipefitting Camp" for 45 7th–10th grade students in January. This day-long camp will introduce students to pipefitting and other manufacturing and industrial maintenance careers and the career academy's dual credit options. Lee College flyers with information on the related degrees and certificates will be distributed to all sophomores and juniors in related CTE classes and to 7th and 8th grade students in CTE classes. Demonstrations by industry representatives in the high school and junior schools will also be provided by business partners, along with field trips to work sites. Business partners and Lee College will also support recruitment by setting up a separate exhibit at the district Career Night with information on the dual credit pipefitting program.

SCTHS teachers and staff will participate in externships during the summer of 2018 to increase their knowledge and understanding of manufacturing and industrial maintenance careers. GCCISD will partner with Turner Industries and/or other business partners to provide a Summer Educator Externship for SCTHS academic and elective teachers and counselors focused in the area of Manufacturing and Industrial Maitenance. Participants will be expected to complete a one week externship in which they spend three days job shadowing at a work site and two days developing curriculum with lessons to be endorsed by the employer and utilized in the upcoming school year with GCCISD students to help towards increasing their knowledge and awareness of the expectations to succeed in the workforce.This externship will give local employers the opportunity to work with GCCISD educators in an effort to better develop their future workforce and will place educators in a real-world position to learn what the needs are from the local business sector.

The largest component of the grant funds will be used to purchase equipment for the MIM labs. Last year, CTE Funds were used to purchase basic pipefitting tools and equipment. This past summer, the district used bond funds to renovate and modernize the SCC building to add a manufacturing lab, to enlarge and update the welding lab, and to update the construction lab with new welding booths and a horizontal band saw. Manufacturng curriculum modules, purchased through a donation from Covestro, and construction craft modules, purchased with annual Perkins funds, will introduce SCTHS 9th graders to high-demand occupations. This projects funds will purchase pipefitting trainers and other equipment for the final lab in the MIM Academy. This will enable students to learn higher level pipefitting and welding skills strengthening our program for upper level students.

In addition to the experiences and activities that are part of this grant, all GCCISD Career Academy students will experience one postsecondary and one work-based field trip each semester. All MIM Academy and SCC MIM students have the opportunity to participate in Leadership and Skills Competitions through their Skills USA Chapter. Industry conducts safety audits annually in the industrial and construction labs and shares the results with both the teachers and the students to ensure that students learn industry expectations. The local Construction & Maintenance Education Foundation invites students to their annual Career Expo, and many industrial partners participate in the district's annual Career Exploration Fair. Seniors in these programs have the opportunity to compete for one of three 12 month-industrial internships with Covestro. Many other graduates are recruited by other GC industrial partners, including Fluor, Jacobs, and Turner Industries.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101911	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	$6,745	$0	$6,745	$3,624
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$0	$0	$	$7,300
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$68,255	$0	$68,255	$29,100
Grand total of budgeted costs (add all entries in each column):			**$75,000**	**$0**	**$75,000**	**$40,024**

Administrative Cost Calculation

Enter the total grant amount requested:	$75000
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:	$3750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101911

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			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
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			$	$
22	Title			$	$
23	Title			$	$
24	Subtotal employee costs:			$	$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			$	$
26	6119 Professional staff extra-duty pay			$6000	$3080
27	6121 Support staff extra-duty pay			$	$
28	6140 Employee benefits			$745	$544
29	61XX Tuition remission (IHEs only)			$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$6,745**	**$3,624**

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: 101911

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		$	$
2		$	$
3		$	$
4		$	$
5		$	$
6		$	$
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	**Subtotal of professional and contracted services:**	$0	$0
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$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: 101911		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:	$0	$7,300
	Grand total:	**$0**	**$7,300**

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: 101911		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Match**
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	**$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: | 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	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19	Piping/Pipefitters System Trainer	1	$18,000	$0	$18,000
20	Rigging Systems Trainer	1	$26,000	$26,155	$
21	TIG Welder with Cooling System	1	6,000	6,000	$
22	Control Valve and Actuator Trainer	1	$36,150	$36,150	$
23	Rod Ovens	2	$550	$0	$1,100
24	Pipe Threading Maching	2	$5,000	$	$10,000
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	**$68,255**	**$29,100**

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: 101911 | 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	308	68%	This # does not include all students given info flyers
Limited English proficient (LEP)	69	15.2%	This # does not include all students given info flyers
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
1-5 Years Exp.	4	50%	
6-10 Years Exp.	1	12.5%	
11-20 Years Exp.	1	12.5%	
20+ Years Exp.	2	25%	
No degree	3	37.5%	CTE-Welding & Pipefitting – 2 AAS + 1 Certificate
Bachelor's Degree	5	62.5%	
Master's Degree	4	50%	
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	22	23	100	119	113	76	453

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	8	3	3	3	8 (3 teachers teach all) grade levels

For TEA Use Only

Changes on this page have been confirmed with: _____

Via telephone/fax/email (circle as appropriate)

On this date: _____

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101911	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.

1) VISIONING PROCESS: The Goose Creek CISD Needs Assessment process to determine the local workforce needs has been a lengthy process. In the 2010-11 school year, a District Career & Technical Education (CTE) Steering Committee met to begin the visioning process for CTE programs 2012-2022. This committee consisted of the local economic development groups, Workforce Solutions, and local employers. This vision included short-term, mid-term, and long-term goals which were presented to the Board of Trustees upon completion. The visioning document became the groundwork used by the District Facilities Planning Committee of 2012, which recommended the renovation of the industrial labs at Stuart Career Center; which were small, out-of-date, and only addressed one high-need industrial occupation.

2) BEST PRACTICES EVALUATION: After passing a bond in 2013, GCCISD Administrators and Board of Trustee Members visited multiple CTE Centers that represented different models: an early college high school, a Central Career Center run by Industry, and a new CTE High School. The purpose of these visits was to determine if the district's career center model was still the best practice to meet industry need. As a result of these visits, it was determined that a CTE high school with a career academy focused on industrial occupations would better meet the learning needs of GCCISD students and the labor market demands of employers. It was also recommended that the district consider an early college option since over 65% of the district's students qualify for free and reduced lunch.

3) ANNUAL UPDATES OF NEEDS: Since the passing of the bond in 2013, this District CTE Steering Committee and its Construction and Industrial Maintenance subcommittee has met regularly to apprise the district of any and all changes in the local workforce needs. The overwhelming consensus of these meetings, attended by the district's many industry partners, including the Construction and Maintenance Education Foundation, Turner Industries, Exxon-Mobil, Covestro, Enterprise, Jacobs, Fluor, and ChevronPhillips, has been that the Manufacturing and Industrial Maintenance (MIM) Occupations are still one of the greatest demands locally. The MIM Sector in the Baytown area is deep into the construction new facilities for the shale oil boom. Once the facilities are built, many new, permanent positions in these targeted occupations are needed: Pipefitters, Welders, Instrumentation & Electrical Technicians, and Chemical / Refinery Technicians.

4) LOCAL DATA REVIEW: In addition to the local community needs assessment, the CTE Leadership Team, consisting of district administrators, CTE staff and CTE teachers, meets at least six times per year to review CTE data, labor market data, and current enrollment trends. Part of the work of this team is to review annual workforce data from the Gulf Coast Workforce Devleopment Board and the Texas Workforce Commission to ensure that the entire Gulf Coast needs, not only the local needs, are being addressed. The same occupations being touted by the local committees are on the lists from each of these entities. This team also found that only 40-50 students were graduating with NCCER Core credentials, and only in one of the high demand occupations, Welding. The need for additional programs was evident.

5) FINAL REVIEW OF WORKFORCE DEVELOPMENT DATA:
Before designing this Perkins Reserve Grant Project, the Workforce Development Board's Labor Market Information was reviewed to ensure the most marketable occupations are being targeted.The following was found:

"Top 25 Occupations Making Above Texas Median Wage Ranked by Highest Projected Number of Jobs Added Due to Growth for the Period 2014-2024"

- Pipefitting: # 18 occupation in the Gulf Coast Region, #23 occupation in the State of Texas
- Welding: #25 occupation in the Gulf Coast Region

"High-Skill, High-Growth Occupations Targeted by the Gulf Coast Workforce Board"

- Welders: 26.3% growth; 870 annual openings
- Pipefitters: 24.4% growth; 385 annual openings
- Refinery Operators: 17% growth; 350 annual openings
- Chemical Operators: 14.5% growth; 180 annual openings
- Instrumentation & Electrical Technicians: 19.1% growth; 163 annual openings

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101911	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.	Increase in number of students graduating career ready for entry-level Pipefitting occupations	Purchasing pipefitting trainers and equipment will provide training equipment for students to learn the technical skills needed by those in this occupation will increase the number of students graduating high school career-ready, with NCCER Core and Pipefitting Level I credentials. Pipefitting camps will introduce the new program to incoming students and increase enrollment. Training academic teachers in the pipefitting occupation will assist in developing lessons to engage and excite students about this new Program of Study in the school district.
2.	Increase in number of students graduating career ready for entry-level welding occupations	Purchasing welders with which students will learn the skills necessary to weld exotic metals will increase the number of students graduating career-ready with the NCCER Core, Welding Level I & II Credentials.
3.	Increase in NCCER credentials and options for students	Pipefitting trainers and equipment will expose a new craft for GCCISD students to choose from.
4.	Additional needs in Chemical and Refinery Operators/Technicians & Instrumentation and Electicial Technician occupations	MIMA Academy will address these occupations with 9th grade students and students who meet TSIA requirements may complete these programs on the Lee College campus.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 101911 | 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	Masters Degree in Educational Administration; Experience in managing CTE programs; Principal and Teacher Certifications Required; Experience managing grant programs
2.	Principal of SCTHS	Masters Degree in Educational Administration; Experience in managing CTE programs; Principal and Teacher Certifications Required
3.	Coordinator of CTE	Masters Degree; Experience in managing CTE programs; Principal and Teacher Certifications Required; Experience in Curriculum Development and Postsecondary alignment
4.	Student Workforce Connection Liaison	Masters Degree; Experience in teaching/administering CTE programs; Ability to work with business partners and design training programs
5.	Teachers	Texas Teacher Certification; Education based upon State Board requirements, Preferably meeting SACS requirements for teaching dual credit courses.

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.	Equip Industrial Labs	1.	Orders equipment	11/13/2017	12/15/2017
		2.	Receive equipment	12/15/17	01/31/2018
		3.	Install equipment	1/15/2018	2/9/2018
		4.	Imbed equipment into lesson plans	02/01/2017	05/31/2018
		5.	Evaluate	05/31/2018	06/30/2018
2.	Increase enrollment	1.	Plan	11/13/2017	11/30/2017
		2.	Recruit	11/15/2017	03/092018
		3.	Evaluate Course Requests	03/19/2018	03/30/2018
		4.	Additional Recruitment if necessary	04/02/2018	05/31/2018
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Increase NCCER Certification	1.	Teach / Test NCCER Core Curriuclum	11/13/2017	12/15/2017
		2.	Teach/ Test NCCER Level I/ Level II Curriculum	XX/XX/XXXX	XX/XX/XXXX
		3.	Reteach NCCER Curriculum	XX/XX/XXXX	XX/XX/XXXX
		4.	Evaluate Data	XX/XX/XXXX	XX/XX/XXXX
		5.	Plan for continual improvement	XX/XX/XXXX	XX/XX/XXXX
4.	Develop integrated, collaborative, project-based lessons	1.	Plan professional development activity with industy	03/01/2018	04/27/2018
		2.	Design & Conduct Orientation	05/01/2018	05/31/2018
		3.	Provide teacher externships	06/04/2018	06/29/2018
		4.	Develop Lessons	06/07/2018	06/24/2018
		5.	Evaluate experience	6/11/2018	6/29/2018
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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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.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID:	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 district establishes goals that will benefit our students and challenges them to meet their fullest potential. The district has a model where they review the progress of goals quarterly. All staff who are a part of the work related to the goals will meet to review expectations and clarify where the district is in the process. As we host these meetings, we adjust as necessary to ensure compliance and completion. For example, if professional development is needed due to instructional needs, the district will ensure that the needs are met as quickly as possible. Refinement of goals and progress monitoring of students are common place across the district. We maintain a focus that is attainable, realistic and measurable.

As we review goals quarterly and adjustments are made, we have a platform to communicate any changes that will directly impact staff and all stakeholders. Principals are notified during monthly scheduled principal meetings. We incorporate our Instructional Leadership Council, which has members from all campuses to communicate to all campus staff. Additionaly, during CTE Steering Committee meetings, updates are provided on progress and needs as the district moves forward.

The partnerships that have been developed with community, higher education and business/industry provide an avenue for communication that is seemless. All teams are represented through meetings and communication is transparent. The district continues to make strides and programs of study continue to develop, which with this grant, will enhance the continuous improvement that the district endorses. Additionaly, the board has a commitment to the community to enhance career and technical education. One of the four board goals adopted for 2017-2018 include: GCCISD students will demonstrate college and career readiness by increasing career technical certification and or college credit.

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 district initiative includes the development of Stuart Career Tech High School. This ECHS provides our students an opportunity to enter the workforce after high school in a high skills/high demand career. The community, which consists of 65% low socio economic status, needs a platform for students to have an option that will provide them a future of success. This project enhances what the district is currently attempting to provide. Our students have an opportunity to transform their lives and the future of their families and community. As we provide an appropriate "track" for these students, they find their niche and have a fighting chance to end poverty.

The grant will provide state of the art equipment to fully prepare our students for certification and workforce opportunities. The momentum has begun with our first cohort entering the campus. This will culminate the work and decisions that our students have begun. What is great about this campus is these students have applied and are commited on a high interest level to complete the MIM program.

We believe that this will positively impact a population that struggles daily and gives them a fighting chance at a bright future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: | 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.	Data Collection of Students Earning certification/	1.	75% of Pipefitting students complete NCCER Pipefitting Level I
		2.	90% of 9th Grade Students will earn the NCCER Core Credential
		3.	NCCER Welding Level I certifications will increase 10%
2.	Data collection of course requests for Manufacturing & Industrial Maintenance courses	1.	9th grade student enrollment will increase 75% (from 40 to 70 students)
		2.	Number of students enrolled in pipefitting classes will double from 9 to 18
		3.	
3.	Collection of student achievement and attendance data	1.	85% passing STAAR Algebra 1
		2.	80% passing STAAR ELA
		3.	
4.	Review of Teacher Lesson Plans and collection of Walk-Through Data	1.	All Teachers will teach at least 1 integrated, academic/technical lesson
		2.	
		3.	
5.	Survey of effectiveness of teacher externships; pipefitting camp	1.	100% of teachers will score the experience "4"or higher.
		2.	90% of students will score the experience "4" or higher
		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.

GCCISD uses TEAMS as its Student Management System. Attendance data is reported daily by teachers each class period. Grades in classes are also recorded in TEAMS, with three week progress reports and six week grading periods. The campus principal monitors student attendance with the assistance of additional software, A2A. Any student shortcomings in attendance identified by the principal will be addressed through the various support systems provided by the district.

Course requests for each year are also recorded in TEAMS. Based upon the 4-year plan chosen by the student, course requests are pre-populated, reviewed by the the counselor and students, and eventually rolled into the master schedule.

Applications for Stuart Career Tech HS are submitted through a Google Document, which maintains student demographic data also.

The district uses Eduphoria to collect data on Walk-throughs. Specific fields will be added in the walk-through form for the reporting of the integration of academic and technical curriculum. Student achievement can also be monitored through Eduphoria with the establishment of monitoring groups containing the students targeted by this grant.

Finally, teachers report student certifications/credentials and CTSO participation with Eduthings, a CTE-specific software system. Programs of Study and other data can be monitored by the campus principal and the CTE staff to check progress towards grant goals.

With frequent monitoring and monthly analysis of data by the principal and CTE Director, as well as monitoring of the timelines of strategies, any problems with program delivery will be quickly identified and addressed appropriately based upon the root cause of the shortcomings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101911	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.

Goose Creek CISD has a very active CTE Steering Committee, which includes representatives from Baytown Workforce Solutions, an extention of our Workforce Development Board (WDB). Other economic development organizations, such as the East Chambers-Harris County Manufacturing Association and and the Baytown, East Chambers County Economic Development Association are also involved. This committee identifies the largest areas of local need, and subcommittees are established as advisory boards for high-need areas. Through these committees, the projects for this grant project were identified verbally as high need.

The district frequently reviews labor market data for the Gulf Coast and the State of Texas. The primary document referenced is "High-Skill, High-Growth Occupations Targeted by the Gulf Coast Workforce Board." One-third of the occupations on the list are tied to the local Manufacturing and Industrial Maintenance (MIM) pathway, which is a primary reason this became a priority career academy to be targeted in the district.

"Top 25 Occupations Making Above Texas Median Wage Ranked by Highest Projected Number of Jobs Added Due to Growth for the Period 2014-2024."

- Pipefitting: # 18/Gulf Coast .... #23/Texas
- Welding: #25/Gulf Coast

"High-Skill, High-Growth Occupations Targeted by the Gulf Coast Workforce Board"

- Welders: 26.3% growth; 870 annual openings
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- Instrumentation & Electrical Technicians: 19.1% growth; 163 annual openings

The district also takes advantage of labor-market presentations conducted by representatives from the WDB and the Labor Market and Career Information (LMCI) division of the Texas Workforce Commission. The WDB provided speakers for sessions during the district's Back-to-School CTE Teacher Academy this past August and LMCI team members have presented multiple times at district CTE professional development days.

The Student Workforce Connection (SWC) Liaison also has a relationship with the local Workforce Solutions office. The district's new SWC has already begun to build a relationship for collaborative projects to support each other.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101911	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 Manufacturing and Industrial Maintenance (MIM) Academy will primarily target Programs of Study in Welding and in Pipefitting, but will also . During the freshman year, students will complete Priniciples of Manufacturing in order to learn the more degree-oriented occupations (process technician, instrumentation and electrical technician, Computer Numerical Control (CNC) Machining and other occupations requiring an understanding of high-level math and science. The 9th grade students in the academy will also take Principles of Construction to be introduced to the various industrial maintenance crafts that are in high-demand in the manufacturing sector, which will also articulate credit at Lee College for the introductory course in the Pipefitting/Welding Certificate of Completion because of the industry certification earned. The students are expected to earn their NCCER Core credential during this class to prepare them to begin their sophomore year of specific technical skills. Because Stuart Career Tech HS is an early college, 9th grade students are also in an Advancement Via Individual Determination (AVID) class their first to prepare them for their first college class the second semester, Learning Pathways (EDUC 1200). Beginning the sophpmore year, students will choose the college pathway they want to pursue, partially be based upon their Texas Success Initiative Assessment (TSIA) scores. Those who choose an occupation requiring an associate of applied science degree (Process Technology, Instrumentation & Electrical Technician), must score higher on the TSIA. Those who meet these scores will begin the classes on the Lee College campus. Those who choose Welding or Pipefitting, and those who do not meet TSIA requirements, will move into dual credit courses in Welding and Pipefitting. The junior year, students will move into the next level of their college program of study, and those qualifying for college academic courses will begin the academic component of their associate's degree. Students in the welding and pipefitting courses will increase the rigor of the skills being taught with the goal of the students' earning the NCCER Level I credential by the end of their year, having completed their second craft-specific courses for dual credit. Finally, as students move into their senior year, those who qualify will complete the 15 hours required for their associate degree. Those who do not qualify for college academic courses will complete the jointly developed academic courses that will prepare them to qualify for the college-level courses by graduation. Seniors will continue in their technical program of study dual credit courses, earning both the NCCER Level II credential in their craft and the Workforce Certificate of Completion. Upon graduation, the SCTHS counselor and program specific teacher will ensure that students are enrolled for Lee College classes in the fall to continue their degree and/or are employed in the area of the certification.

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Schedule #17—Responses to TEA Program Requirements

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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.

College Course	Course Number	College Semester Credit Hrs	High School Course	High School Credit	PEIMS Service ID#
Academic Courses					
English Composition I	ENGL 1301/ 1302	3/3	Engish IV	0.5 / 0.5	03220400
Technical Math/ Technical Algebra	TECM 1349/ 13411	3/3	Independent Studies in Math	0.5/0.5	03102500
Business & Prof. Speech	SPCH 1321	3	Professional Communications	0.5	13009900
Integrated Software Applications	ITSC 1309	3	Business Information Management	1.0	13011400
History of U.S. to 1877	HIST 1301	3	U.S. History	0.5	03340100
History of U.S. since 1877	HIST 1302	3	U.S. History	0.5	03340100
English Lit. Part I	ENGL 2322	3	English IV	0.5	03220400
English Lit. Part I	ENGL 2323	3	English IV	0.5	03220400
Welding Technology – Certificate of Completion					
Welding Safety, Tools, and Equipment	WLDG 1323	3	Welding I	0.5	13032300
Introduction to Shielded Metal Arc Welding (SMAW)	WLDG 1428	4	Welding I	0.5	13032300
Welding Codes	WLDG 1327	3	Welding I	0.5	13032300
Advanced Shielded Metal Arc Welding (SMAW)	WLDG 2443	4	Welding I	0.5	13032300
Introduction to Pipe Welding	WLDG 1435	4	Welding II	0.5	13032400
Advanced Pipe Welding	WLDG 2453	4	Welding II	0.5	13032400
Introduction to Gas Tungsten Arc Welding (GTAW)	WLDG 1434	4	Welding II	0.5	13032400
Introduction to Welding Metallurgy	WLDG 1337	3	Welding II	0.5	13032400
Pipefitting Technology – Certificate of Completion					
Plumbimg and Pipefitting Equipment & Safety	PFPB 1350	3	Principles of Construction	0.5	13004220
Basic Pipefitting Skills	PFPB 1408	4	Principles of Construction	0.5	13004220
Basic Blueprint Reading for Pipefitters	PFPB 1305	3	Pipefitting I	0.5	N1300425
Pipe Fabrication & Installation	PFPB 2407	4	Pipefitting I	0.5	N1300425
Piping Standards and Materials	PFPB 2408	4	Pipefitting II	0.5	N1300426
Intermediate Blueprint Reading for Pipefitters	PFPB 2310	3	Pipefitting II	0.5	N1300426
Pipe Fabrication and Installation II	PFPB 2441	4	Practicum in Construction	1.0	13005250
Advanced Pipe Practices	PFPB 2343	3	Practicum in Construction	1.0	13005250

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

County-district number or vendor ID: 101911	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.**

Goose Creek CISD Manufacturing and Industrial Maintenance (MIM) Programs of Study for the Perkins Reserve Grant Project are partnering with the following organizations to carry out this grant:

Lee College (early college high school partner)

Construction & Maintenance Education Foundation (certifies MIM labs for the Accredited NCCER Training Facilities, provides NCCER Instructor Training for MIM teachers at no cost, cooridnates donations from industry members, serves on Steering Committees and Advisory Sub-committees)

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.**

Goose Creek CISD'c Manufacturing and Industrial Maintenance (MIM) Programs of Study currently partners with the following Industry partners:

- Covestro, formerly Bayer
- ExxonMobil
- ChevronPhillips
- Enterprise Products
- Austin Industrial
- Jacobs
- Turner Industries

The level of involvement of each corporation varies, but their involvement includes, but isn't limited to the following:

- Monetary donations
- Materials, equipment, and PPE donations
- Industry Demonstrations
- Field Trips for Students
- Steering and Advisory Committee Attendance
- Classroom speakers

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101911	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 district has graduated three cohorts from the existing IMPACT Early College High School. The partnership that has been built with Lee College has been sustainable for many years. Lee College has co-authored our ECHS application and are fully aware of the requirements and expectations for the campus. Due to historical data as well as the level of commitment they have, there is no option but to have this campus succeed and fulfill the expectations of our students. We will see each cohort graduate students who are certified or have completed their Associate in Applied Sciences. Staff have visited the programs of study provided at Lee College to strengthen the partnership of the program and to meet SACS accreditation. SCTHS teachers, along with Lee College teachers, have already built a relationship that has embedded strong 2-way communication.

The grant program will not only allow the purchase of necessary equipment to meet campus expectations, but will provide educational opportunities that will strengthen the skill set of our teaching staff. The program development will be seemless and the potential for the program to grow and develop could be endless.

The ability to run a small campus provides a family atmosphere that does not allow students to fall through the cracks. There is no option but success for these cohorts of students. The model is exemplary and can be demonstrated through the success we have achieved at IMPACT ECHS. We currently have 67% of our students graduating with an Associates Degree prior to high school. Additionally, 70% of the students served are first generation potential college graduates. The staff chooses to be on the campus, and they choose to develop strong relationships with the students.

SCTHS is following the same model. With the freshman cohort, the students are already attending AVID classes as well as freshmen college transition courses in preparation for their dual credit work. Systems and safety nets are already in place instructionally to maintain a standard of excellence and student success.

Additionally, the district has assigned mentors for the campus to ensure that programs are in place to prepare staff and students. The principal works closely with the other ECHS principal to ensure programs of study are in place as well as course cross walks. Students will have the platform to graduate college and career ready.

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Schedule #17—Responses to TEA Program Requirements

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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.

CAPSTONE INUDSTURY CERTIFICATIONS AND COLLEGE CERTIFICATES OF COMPLETION/DEGREES:

- **NCCER WELDING LEVEL I / II; Lee College Welding Technology Associate of Applied Science / Certification of Completion,**
- **NCCER PIPEFITTING LEVEL I / II; Lee College Pipefitting Technology Associate of Applied Science / Certificate of Completion**

Academy & Pathway: Manufacturing & Industrial Maintenance/Pipefitting

Courses	9th Grade	10th Grade	11th Grade	12th Grade	Postsecondary
English	Eng 1/PAP English 1 (1.0)	Eng 2/PAP English 2 (1.0)	Eng 3/AP English 3/English 1301/1302 (1.0)	Eng 4/AP English 4/DC 2322/2223 (1.0) (or approved adv. ELA)	
Math	Algebra 1/PAP Algebra 1 (1.0)	Algebra 2 (1.0)	Geometry/PAP Geometry (1.0)	DC Algebra/DC Tech Algebra (TECM 1349/1341)(1.0)	
Science	Biology/PAP Biology (1.0)	IPC/Chemistry/ PAP Chem (1.0) (or approved adv. Science)	Chemistry/Physics (1.0) (or approved adv. Science)	DC/Adv Science (1.0)	
Social Studies	World Geo/AP Human Geo (1.0)	World History/Elective (1.0)	US History or DC US History 1301/1302 (1.0)	Govt./DC Govt (0.5) & Econ (1.0)	
CTE Academy	*Principles of Construction(1.0) Lee College PFPB 1350 & 1408 or WLDG 1313	*Pipefitting 1 (1.0) Lee College PFPB 1305 & 2407 or Welding I (WLDG 1323/1428/1327/2443)	*Pipefitting II w/lab (1.0) PFPB 2408 & 2310 (Pipefitter Helper-PH1 Certificate) OR Welding II (WLDG1435/2453/1434/1337)	*Practicum in Construction Tech (2.0) Lee College PFPB 2441 & 2343 **(Pipefitting Tech-PF1 Certificate) or** Prac in Mfg-WLDG (WLDG 1291/1312)	Lee College PFPB 2449**(Associate of Applied Science Pipefitting Technology-PF2) OR** WLDG 2453 & 2451 (Welding Tch-WE1 Cert Or Degree)
CTE Academy	Principles of Manufactur. (1.0)				
LOTE	Spanish 1/Spanish 2/Elective (1.0)	Spanish 2/Elective (1.0)	Elective (1.0) or DC Psychology/DC Sociology (1.0)		
Electives Fine Arts (1.0) PE (1.0) Heath (0.5) Technology(1.0)	DC EDUC 1200 (0.5) / Health (0.5) or DC Kinesiology (0.5)	DC BCIS 1405(1 semester = 1.0)/DC Speech 0.5) SPCH 1321	PE Foundations (1.0)	Floral Design (1.0)	

*Endorsement Elective Articulated with Lee College for Certifications in Pipefitting.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101911	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.

Stuart Career Center is moving to the Early College, Career Academy model with curriculum integrated by academic and technical teachers teamed by career academy. This Perkins Reserve Grant Project will improve the current equipment available for teaching Manufacturing and Industrial Maintenance (MIM) curriculum, increase the number of students enrolled in the current MIM courses and the new MIM Career Academy, and improve the integrated instruction that is the core of a true Career Academy.

Last year, CTE Funds were used to purchase basic pipefitting tools and equipment. This past summer, the district used bond funds to renovate and modernize the SCC building to add a manufacturing lab, to enlarge and update the welding lab, and to update the construction lab with new welding booths and a horizontal band saw. Manufacturng curriculum modules, purchased through donation from Covestro, and construction craft modules, purchased with annual Perkins funds, will introduce SCTHS 9th graders to high-demand occupations. This project funds the purchase of pipefitting trainers and other equipment for the lab in the MIM Academy for which funds were not available. This will enable students to learn higher level pipefitting and welding skills to students upper level students.

Career Academy teachers have been trained in project-based learning (PBL). The professional development component of this Perkins Reserve Grant Project will complement that training by providing industrial training for the academic teachers. This training will allow them more confidence in designing and implementing the PBL lessons. It will also help academic teachers incorporate contextual learning into their coursework. The technical teachers will have time to learn more about the related academic TEKS and develop a common vocabulary on their grade levels.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101911 | 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: 101911 | 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: 101911 | 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101911 | Amendment number (for amendments only):

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

County-District Number or Vendor ID: 101911 | Amendment number (for amendments only):

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

County-District Number or Vendor ID: 101911 | Amendment number (for amendments only):

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

County-District Number or Vendor ID: 101911 | Amendment number (for amendments only):

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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