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 1:26 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 #
Alief ISD	101-903		031861214
Vendor ID #	ESC Region #		
1-74-6000019-7	4		

Mailing address	City	State	ZIP Code
4250 Cook Rd.	Houston	TX	77072-1115

Primary Contact

First name	M.I.	Last name	Title
Zack		Ward	Grants Specialist
Telephone #	Email address		FAX #
(281) 498-8110	zachary.ward@aliefisd.net		(281) 498-4051

Secondary Contact

First name	M.I.	Last name	Title
Jennifer		Baker	Director of CTE
Telephone #	Email address		FAX #
(281) 498-8110	jennifer.baker@aliefisd.net		(281) 498-4051

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
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
(281) 498-8110	hd.chambers@aliefisd.net		(281) 498-4051

Signature (blue ink preferred) — Date signed

HD Chambers

Only the legally responsible party may sign this application.

701-17-103-118

Schedule #1—General Information	
County-district number or vendor ID: 101-903	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: 101-903	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: 101-903	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-903	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

Alief Independent School District is applying for the 2017-2018 Perkins Reserve Grant to add state-of-the-art equipment to our Health Science - Certified Nursing Assistant (CNA) program, thereby bolstering our ability to build a workforce-ready foundation for students entering the demanding and growing healthcare industry. Alief's student population is dominated by traditionally underrepresented subgroups, including minorities, low socioeconomic status, at-risk, and first generation college goers. Many of our students are either not financially equipped to pursue a postsecondary education, or are simply not interested in traditional four-year degree tracks, preferring to pursue practical interests that can prepare them for the workforce immediately following high school graduation. Providing pathways to a two-year or four-year degree, and/or workforce readiness is an imperative component of our mission to prepare kids for tomorrow by caring for them today. Furthermore, health care is one of the fastest growing industries in the United States, and the greater Houston area is a major hub for health care jobs.

- To support the growing CNA program of study and to better prepare students for the challenges and demands of the nursing field, Alief proposes to purchase three full body manikin nursing simulators. These life-like manikins are equipped with articulating arms and legs, simulated blood, blood pressure cuffs, Ostomy sets, and a trach tube training tool and fill syringe. Each manikin also includes SimPad and Learning APP software, allowing for remote control of features, automated and manual modes, an instructor panel, patient monitoring, and data analysis on student performance. Additionally, the vendor provides on-site training for teachers using the manikins. The leadership team, under the direction of the Director of Career & Technical Education (CTE), built the budget of $74,677. Two of the manikins have advanced features and cost $13,114 each. The third manikin costs $4,563. Each manikin is equipped with the most up-to-date, industry-standard technology. The SimPad and Learning APP software components, licensing fees, and instructor panels make up the rest of the supplies and materials cost. The vendor also provides a one day, on-site training course for teachers using the manikins. The training courses are $2,425 each and there is one course for each of the two types of manikins that we propose to purchase.
- Alief's student population is made up predominantly of subgroups that are traditionally underrepresented – 83% Economically Disadvantaged, 75% At-Risk, 43% English Language Learner, and 96% are an ethnic minority. Furthermore, while official data is not available, anecdotal evidence suggests that many of our students are also first generation college goers.
- The needs assessment process is part of the continuous improvement cycle. The Director of Career & Technical Education (CTE) works with the CTE Program Manager and other central staff, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including the required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Director of CTE determines the efficacy of the needs assessment, and works collaboratively with central instructional leaders to assess and change the process as needed.
- Alief has a strong history of implementing multiple dual credit and workforce ready certification programs with success and fidelity. The key players in the management plan for supplementing the existing Health Science program are the Director of CTE to provide programmatic expertise, the CTE Program Manager to provide career counseling, data collection and analysis, and program oversight, the Director of Federal Programs & Grants to provide fiscal and compliance guidance, the Director of Digital Learning to provide expertise with instructional technology that accompanies the simulators, and Health Science teachers to provide front line instruction in the CNA

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technology that accompanies the simulators, and Health Science teachers to provide front line instruction in the CNA courses using the simulators. A leadership team comprised of the Director of CTE, the CTE Program Manager, the CTE Student Development Specialists, and Health Science teachers will meet monthly to build and implement a strong instructional program that incorporates the simulators.

- The program will participate in the same continuous improvement cycle utilized by all of our campuses and departments. The campus leaders, with the support of the project leadership team, will collect data on all required performance measures during the grant period. Data-driven decisions will ensure that our students are continually making sufficient progress toward their goals, and that staff are well-trained and equipped with strategies that effectively support all students.
- Alief ISD assures compliance with all Statutory Requirements as outlined in the 2017-218 Perkins Formula Grant.
- All TEA Program Requirements are completely and accurately addressed in Schedule 17 of this application.

TEA Program Requirement 1: Alief ISD, in partnership with the Gulfcoast Workforce Development Board, identified Nursing Assistant as a high-demand occupation, and Alief's Certified Nursing Assistant (CNA) track in the Health Science cluster is the program of study that leads to this occupation.

TEA Program Requirement 2: The Certified Nursing Assistant program in Alief's Health Science cluster provides opportunities for a rigorous pathway to graduation from high school with an industry-recognized certificate as a Nursing Assistant. This pathway allows students to pursue general education and advanced placement courses, as well dual credit courses. The CNA pathway concludes with a practicum course comprised of 60 hours of classroom instruction and 40 hours of clinical instruction, as students prepare for the CNA certification exam.

TEA Program Requirement 3: A sample crosswalk is included in Schedule 17 that exhibits a rigorous pathway to CNA certification and includes the opportunity to earn advanced placement credit, as well as up to 27 hours of college credit. The crosswalk demonstrates how a student will graduate from high school with a workforce ready certificate, and have the option to receive an Associate's of Applied Science Degree and a Bachelor's Degree in Nursing.

TEA Program Requirement 4: Alief has a longstanding partnership with the West Houston Medical Center, a prominent hospital in our district. Students perform clinical rotations at the hospital as part of the CNA track. The district has forged a new partnership with Eagles Trace, an Alief-based assisted living facility for seniors where students will complete practical learning experiences during their CNA program of study. Furthermore, Alief has partnered with UpSkill Houston to help close the skills gap for seven major industry sectors in the greater Houston area, and attract, train, and place students in middle-skill occupations in the region, with programs of study in place that lead directly to these high-demand occupations immediately after high school graduation.

TEA Program Requirement 5: Alief is partnering with Eagles Trace to develop curriculum that is directly based on the needs of their patients, and creates opportunities for hands-on, practical experience using skills developed in the classroom.

TEA Program Requirement 6: Alief has included a sustainability plan that demonstrates superintendent and Board of Trustee commitment to continue to meet the goals of the program after the grant ends. Key components of the sustainability plan are the ability to purchase add-ons to the equipment in subsequent years, and the opening of a brand new, 235,000 square foot Advanced Career & Academic Center that has space specifically designed for the proposed equipment.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-903	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	$	$	$	$
Schedule #8	Professional and Contracted Services (6200)	6200	$4,850	$	$4,850	$
Schedule #9	Supplies and Materials (6300)	6300	$43,600	$	$43,599	$
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$26,227	$	$26,228	$
Grand total of budgeted costs (add all entries in each column):			$	$	$	$

Administrative Cost Calculation

Enter the total grant amount requested:	$74,677
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:	$3,734

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-903 | 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			$	$
27	6121 Support staff extra-duty pay			$	$
28	6140 Employee benefits			$	$
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):**			**$0.00**	**$**

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: 101-903	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:	$	$
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	1 day on-site training session with vendor representative for Nursing Anne Simulator	$2,425	$
2	1 day on-site training session with vendor representative for Nursing Kelly Simulator	$2,425	$
3		$	$
4		$	$
5		$	$
6		$	$
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	**Subtotal of professional and contracted services:**	$4,850	$
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$	$
	(Sum of lines a, b, and c) Grand total	**$4,850**	**$**

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: 101-903		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:	$43,599	$
	Grand total:	**$43,600**	**$**

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

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-903		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:	**$0.00**	**$**

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: 101-903 | 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	Full body manikin nursing simulator	2	$13,114	$26,228	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	**$26,228**	**$**

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: 101-903 | 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	133	83%	
Limited English proficient (LEP)	69	43%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
1-5 Years Exp.		%	
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree	1	25%	
Master's Degree	3	75%	
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
												100	60	160

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												2	2	4

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-903	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.

The needs assessment is essentially the cornerstone of the continuous improvement cycle. The Career & Technical Education (CTE) department assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to needs. If the department did not achieve a goal, that becomes a need. New needs arise each year as education – and CTE in particular - is a constantly moving and changing field. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. Areas of need that are influenced by first line instruction always come first since our number one priority is student success and achievement. The team prioritizes other needs by considering feasibility, funding, staffing, and student and community impact.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The CTE team always considers our high need student populations - Economically Disadvantaged (83%), At-Risk population (75%), Limited English Proficient (43%) – when making decisions. The Alief community is also highly mobile, and has many first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering programs that meet the needs of a region as diverse as ours.

The Alief ISD Board of Trustees identified preparation for postsecondary opportunities - including two or four year colleges, technical institutions, and workforce readiness – as a priority. District instructional leaders identified several needs for the CTE program, including an increase in the number of coherent sequence students, and increased opportunities for students in high need clusters addressing the workforce needs for local, regional, and state.

As Alief's CTE program grows and expands, district leaders are continuously searching for ways to cater to our unique, traditionally underrepresented student population, while also meeting the evolving needs of the local, regional, and state workforce. Health Science is a major industry in the greater Houston area. The Houston Medical Center is the world's largest medical complex, the West Houston Medical Center in Alief is a well-established and growing hospital, and this area is in constant need of workforce ready, trained professionals to meet employment demands. Certified Nursing Assistants (CNA), in particular, are growing at a 30% rate over the next five years, according to the Gulfcoast Workforce Development Board. Per UpSkill Houston, Houston employs over 335,000 health care professionals, and 1 out of 8 new jobs in this region is in the health care field.

Alief has a need and a responsibility to help keep up with employment demands, and provide students with a viable postsecondary opportunity, by training students in a rigorous, high-tech, hands-on CNA program. Students who graduate from Alief schools in the CNA program are immediately workforce ready, and also have the options of forging a career path from nursing assistant to licensed vocational nurse to physician.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903 | 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.	Increased opportunities for hands-on, practical experiences	• Students learn to respond in real time using the manikin in simulated emergency situations. • Students must adapt to life-like emergency situations, including stressful and unexpected developments, which is a valuable and necessary extension of textbooks and lectures. • Clinical rotations at West Houston Medical Center and Eagles Trace
2.	Up-to-date technology that mirrors real-world applications	• Each manikin kit comes with a full body, life like manikin, SimPad software, multiple software licenses for various scenarios, interactive pad for the instructor, assessment tools, and a 1 day professional development course.
3.	An authentic environment that goes beyond the traditional classroom	• The manikins will be used in a simulated triage environment in Alief's brand new Advanced Career & Academic Center. • Students will be exposed to life-like situations in a simulated reality, far beyond the comfort of a classroom. • Clinical rotations at West Houston Medical Center and Eagles Trace
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 101-903 | 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	Master's Degree; at least 5 years of experience in education; extensive knowledge of K-12 instructional programs; experience in planning, implementing, and evaluating curriculum
2.	CTE Program Manager	CTE Certification and/or Counseling Certification; at least 3 years of experience in education; manage and supervise Perkins Grant, Tech Prep Grant, Life Skills grant, & Alief CTE program
3.	Health Science Teacher	Bachelor's Degree; Texas certification standards required for assignment as set by the State Board for Educator Certification; ESL certification; Highly Qualified status
4.	Director of Digital Learning	Master's Degree; at least 5 years of experience in education; technical knowledge of network designs and implementation; expertise and leadership experience in instructional technology
5.	Director of Federal Funds	Bachelor's Degree; aptitude for mathematics and accounting; knowledge of entitlement and competitive grant processes; skills in regulation interpretation and information dissemination

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.	Develop curriculum to accompany equipment.	1.	Integrate use of manikins into existing curriculum.	12/13/2017	07/27/2018
		2.	Curriculum needs meetings with Eagles Trace	12/13/2017	08/31/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Train teachers with new equipment.	1.	Create PD course with refreshers, as needed	12/13/2017	05/25/2018
		2.	1 day training course with vendor representative	12/13/2017	05/25/2018
		3.	Allow teachers time to practice with manikins	12/13/2017	08/31/2018
		4.	Monthly and biannual teacher observations	08/13/2018	08/31/2018
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Implement manikins in CNA courses	1.	Begin student use of manikins with instruction	08/13/2018	08/31/2018
		2.	Classroom walkthroughs by central CTE leaders	08/31/2018	08/31/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Industry experiences for students	1.	Clinical rotations at West Houston Medical Center	08/13/2018	08/31/2018
		2.	Weekly internship rotations at Eagles Trace	08/13/2018	08/31/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Student progress	1.	Open house at the new Career Center	08/13/2018	08/31/2018
		2.	Data analysis using SimPad and teacher data	08/13/2018	08/31/2018
		3.	60 CNA classroom hours completed senior year	08/13/2018	08/31/2018
		4.	40 clinical hours completed senior year	08/13/2018	08/31/2018
		5.		XX/XX/XXXX	XX/XX/XXXX

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: 101-903	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.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website.

District CTE instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The CTE team formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department. The CTE Directors meet with the central CTE instructional leadership team four times monthly – two in a group setting and two one-on-one to discuss individual projects and needs. Central leaders disseminate information to campuses. These meetings serve to analyze data and performance, discuss strategies for achieving goals, adjust strategies as needed, and share successful lesson ideas. Parents of CNA students attend a parent night where program expectations and requirements are detailed, and they also receive email updates during the year. Community members and business partners are invited to participate in CTE advisory meetings and share feedback about all programs, and Alief hosts an annual career night to showcase CTE programs to the district, parents, and community.

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.

Career & Technical Education is one of the Alief Board of Trustee's five priorities. Seeing a substantial shift in routes to postsecondary success, the Board is investing heavily in CTE, dual credit programs, and programs that lead to workforce-ready certificates for our diverse student population. Their inclusion of and focus on CTE in the annual priorities demonstrates strong support and commitment to the CTE program.

As a result of a 2016 bond referendum, Alief will open a state-of-the-art 235,000 square foot Advanced Career & Academic Center in the fall of 2018. The center will cater to all aspects of Alief's extensive CTE program, and includes space specifically designed as a triage unit for the CNA program to use the manikins. The center is a long-term investment in the CTE program and will act as an incentive for qualified teachers looking to work in a contemporary, high-tech environment.

Alief's central CTE department will organize a leadership team for this grant program that includes the CTE Director, the Student Development Specialists, the CTE Program Manager, and health science instructors. The leadership team will meet regularly to evaluate data, explore ways to improve the program through varied use of the manikins, and ensure ongoing progress and commitment to the project.

Alief has extensive experience in operating dual credit and workforce-ready programs, and has a strong multi-layered central leadership infrastructure in place to ensure the quality of all programs. Utilizing the statewide Achieve Texas program, the district currently offers more than 65 CTE courses representing 14 of the 16 national career clusters.

Further efforts that support sustainability and commitment to this project are existing partnerships with the West Houston Medical Center and Eagles Trace, a senior assisted living facility. Alief students engage in clinical rotations at the hospital and internship opportunities at the assisted living facility. These practical experiences directly support classroom learning. Alief also struck a multi-year partnership with UpSkill Houston to support research-based career awareness.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-903 | 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.	SimPad and Learning APP software	1.	Measurable student growth as determined by software components
		2.	Comparison of At-Risk students to general population
		3.	
2.	Industry Experiences for Students	1.	Clinical rotations at West Houston Medical Center
		2.	Internships at Eagles Trace
		3.	Transfer of skills learned on manikins to rotations/internships
3.	Industry Certifications or Licenses	1.	Students earn credits toward a workforce-ready industry certification
		2.	
		3.	
4.	College Credit Hours Earned	1.	Students make progress toward graduation and remain on graduation track
		2.	Texas Common Core dual credit offerings for all students
		3.	
5.	Professional Learning and Development	1.	Professional development summer courses for teachers using manikins
		2.	Monthly leadership team meetings
		3.	Monthly observations of health science teachers; biannual evaluations

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.

Health Science teachers in the CNA program will use the SimPad and Learning APP software in lesson delivery, and the project leadership team will perform progress monitoring throughout the grant period, and beyond. The SimPad Plus is an operating device used to control the manikins. It is a mobile device with a touch screen interface that allows the instructor to control the manikin's vital signs and physiological parameters and provides a quick and easy way to change the patient's condition with a single tap. The SimPad Plus utilizes pre-programmed scenarios for a simple and effective way to run a simulation and increase standardization of learning among students. The Learning APP software allows students the opportunity to conduct peer-to-peer training independently, without the support of additional teaching staff. A student's performance can be tracked by their peers and logged for debriefing. Alief anticipates 160 students in the CNA Health Science courses during the first year. Health Science teachers will track student enrollment, attendace, as well as academic progress through progress reports and report cards, formal and informal assessments, and skills refinement leveraging the software that accompanies the manikins. The CTE Program Manager collects enrollment and attendance data, and guides students into and through the program.

Industry experiences for students will be tracked by the CTE Program Manager and the CTE Student Development Specialists. They will ensure enrollment in, and completion of, weekly internships at Eagles Trace and weekly (at minimum) clinical rotations at West Houston Medical Center.

The CTE Program Manager, in collaboration with campus guidance counselors and the project leadership team, will track student progress toward graduation and industry certification. During their senior year, students will complete 60 classroom hours and 40 clinical hours to complete their workforce ready certification. The CTE Program Manager will help students register for the proper courses and ensure all necessary guidance and assistance in remaining on track. All students will be offered dual credit courses in the Texas Common Core subjects, with the CTE Program manager providing guidance on scheduling.

The leadership team will work with the district Professional Growth & Development Department to design and implement a compulsory summer training course for health science teachers who will incorporate the manikins in their classes. The vendor also provides on-site, hands-on training with a company representative that gives participants fundamental knowledge of the simulator and software components. Problems with project delivery will be identified and corrected collaboratively by the project leadership team.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903 | 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 Gulfcoast Workforce Development Area projections for 2012-2022 list the following occupations in the area of Health Care Assistants and Aides.

Occupational Title	Annual Average Employment 2012	Annual Average Employment 2022	Number Change 2012-2022	Percent Growth 2012-2022
Home Health Aides	9,480	13,160	3,680	38.8%
Psychiatric Aides	2,910	3,350	440	15.1%
Nursing Assistants	18,210	23,670	5,460	30.0%
Orderlies	1,070	1,370	300	28.0%
Occupational Therapy & Physical Therapist Assistants & Aides	*2,940*	*4,030*	*1,090*	*37.1%*
Occupational Therapy Assistants	610	880	270	44.3%
Occupational Therapy Aides	130	180	50	38.5%
Physical Therapist Assistants	1,190	1,630	440	37.0%
Physical Therapist Aides	1,010	1,340	330	32.7%
Other Healthcare Support Occupations	*27,070*	*34,790*	*7,720*	*28.5%*
Massage Therapists	2,250	2,930	680	30.2%
Dental Assistants	5,600	6,930	1,330	23.8%
Medical Assistants	12,210	16,330	4,120	33.7%
Medical Equipment Preparers	780	1,020	240	30.8%
Medical Transcriptionists	970	1,110	140	14.4%
Pharmacy Aides	780	930	150	19.2%
Veterinary Assistants & Laboratory Animal Caretakers	1,580	1,730	150	9.5%
Phlebotomists	1,930	2,570	640	33.2%
Healthcare Support Workers, All Other	980	1,250	270	27.6%

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903	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.**

Alief ISD along with a Career and Technical Education (CTE) Advisory Committee, partnerships with health care facilities including West Houston Medical Center and Eagles Trace Retirement Community have determined a need for students to pursue careers in the Health Sciences field. When looking at the Gulf Coast Workforce Development area projections for 2012-2022, the need for Nursing Assistants will rise 30% by 2022. Nursing Assistants aid nurses by performing patient prep work such as taking blood pressure or temperature, bathing and feeding, and providing general care between medical procedures.

Alief ISD has designed a rigorous plan of study for students interested in pursuing the Nursing Assistant Certification. During the student's four years in high school, they will follow a pathway where they are able to acquire advanced placement credit as well as obtain up to 27 hours of dual credit. The pathway culminates in a Practicum in Health Science course where students spend 100 hours working towards the CNA certification. These hours consist of 60 hours of classroom instruction and 40 hours of clinical instruction at an accredited nursing facility. Upon completion, students will sit for the CNA certification exam.

Upon graduation from Alief ISD students, will have the ability to continue on to post-secondary opportunities in either a two year or four year college format. Students choosing to continue on to a local two year college, such as Houston Community College, may begin taking courses for many different Health Science careers including an Associate's of Applied Science (AAS) degree in Nursing. Once graduating with an AAS degree, students choosing to move on to a four year college, such as the University of Houston, will be able to obtain a Bachelor's of Science degree in Nursing.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903 | 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.

Alief ISD currently offers rigorous plans of study for students interested in pursuing careers in Health Science. One such example is the **Certified Nursing Assistant Program of Study.** Students on track to become a Certified Nurse Assistant (CNA) will follow the pathway below showing that a student can earn advanced placement credentials as well as up to 27 hours of college credit. The pathway culminates in a Practicum in Health Science course where they will spend 60 hours of classroom instruction and 40 hours of clinical instruction at an accredited nursing facility. Upon completion, students will sit for the CNA certification exam.

4 YEAR PLAN	Alief High School Courses	Houston Community College Course
Freshman Year	Algebra I (Pre-AP) Biology (Pre-AP)) World Geography (Pre-AP) English I (Pre-AP) Spanish I Fine Arts Medical Terminology	No Dual Credit Courses
Sophomore Year	Geometry (Pre-AP) Chemistry (Dual Credit) Psychology (Dual Credit) English II (Pre-AP) Spanish II (Dual Credit) Principles of Health Science Medmicrobiology	CHEM 1412 PSYC 2301 SPAN 1411
Junior Year	Algebra II (AP) Physics (AP) U.S. History (Dual Credit) English III (Dual Credit) Spanish III (Dual Credit) Health Science Theory Anatomy & Physiology	HIST 1301/1302 ENGL 1301 SPAN 1412
Senior Year	College Algebra/Trigonometry (Dual Credit) Pathophysiology Government/Economics (Dual Credit) English IV (Dual Credit) Computer Science (Tech Credit) Practicum in Health Science – Certified Nursing Aide (CNA) (2 credits)	MATH 1314/1316 GOVT 2305/ECON 2301 ENGL 1302

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

County-district number or vendor ID: 101-903	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.**

West Houston Medical Center – this hospital, located in Alief, has a longstanding partnership with the district. Specific to this project, students in the CNA courses perform clinical rotations at the hospital as a part of their work toward an industry-recognized certification. The skills acquired in class using the manikins are directly transferrable to live practice with expert supervision at the hospital.

Eagles Trace – this assisted living facility for seniors is located in Alief. As a part of this partnership, Alief students will have internship opportunities where they will engage in hands-on patient care activities under the supervision of skilled nurses.

UpSkill Houston – multi-year campaign that inspires students to explore and pursue middle-skill, technical careers in high-growth industries. UpSkill Houston increases awareness and shapes accurate perceptions of these careers for students in grades 7-12. They also support school counselors as they encourage students to pursue these careers.

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.**

Eagles Trace – District CTE leaders will work directly with the Director of Nursing at Eagles Trace to determine the basic and advanced skills required for student interns. The health science teachers will adjust their curriculum to incorporate the needs identified by Eagles Trace, and students will gain relevant experience through targeted skills practice on the manikins and transferring learned skills to their weekly internships at Eagles Trace.

The Eagles Trace Director of Nursing and CTE instructional leaders will meet regularly to stay abreast of curriculum related needs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903	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.

A key component of the sustainability of this program is the emphasis on Career & Technical Education, dual credit courses, and workforce ready certificates in Alief's Board Priorities.

Additionally, the opening of the new Advanced Career & Academic Center in the fall of 2018 will provide ongoing sustainability. The center has dedicated space for triage simulations and use of the manikins.

The manikins are sustainable for years on end with the availability of add-ons and extra technology components that enhance and broaden the use of the equipment. The manikins incorporate the most up-to-date, industry standard technology available and is the same technology used by community colleges and universities that deliver this type of programming. The design of this equipment, with the technology components, allows for continual use and appropriate industry-standard updates year to year.

Alief will add features and components to the manikins in subsequent years to continue to strengthen the delivery of our CNA program and remain ahead of the curve in building a practical, transferrable skills base that all of our students can carry into further postsecondary learning and work opportunities.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-903	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.**	
Click and type here to enter response.	

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-903	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.**	
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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-903	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: 101-903 | 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: 101-903 | 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: 101-903 | 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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County-District Number or Vendor ID: 101-903	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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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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