Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 2:43 DOCUMENT CONTROL CENTER DIVISION OF GRANTS ADMINISTRATION
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Edcouch-Elsa Independent School District	74-6000710	P.O. Box 127		
Mailing address line 2	City		State	ZIP Code
920 West Santa Rosa Ave.	Edcouch		TX	78538-0127
County-		US Congressional		
District # / Campus number and name	ESC Region #	District #	DUNS #	
108903 / Edcouch-Elsa ISD	1	15	02-353-0199	

Primary Contact

First name	M.I.	Last name	Title
Pete		Riojas	Federal Programs Director
Telephone #	Email address		FAX #
956-262-6000	priojas@eeisd.org		956-262-6032

Secondary Contact

First name	M.I.	Last name	Title
Frances		Rocha	Asst. Supt. Of Instruction
Telephone #	Email address		FAX #
956-262-6000	frocha@eeisd.org		956-262-6032

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
Richard		Rivera	Interim Superintendent
Telephone #	Email address		FAX #
956-262-6000	rrivera@eeisd.org		956-262-6000
Signature (blue ink preferred)			Date signed
			January 23, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108903	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)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108903	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.		
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: 108903	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.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108903	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.

Edcouch Elsa's Educator Excellence Innovation Program local plan seeks to invest in people and place. EEISD knows the talents and hard work of the people in our community fortifies the spirit of our town and schools. The power of story, the understanding of place, the appreciation of history are values imbued in our community's consciousness. They enrich our students and families' perspectives and our work as educators. It is in those stories that we demonstrate the beauty of a community of teachers and learners but we must also use that reflection and introspection to keep re-imagining how we inspired and educate our students.

We have worked to design a program that will engage the community with students and their families included in the holistic development of our teachers. Providing our teachers with the best tools and resources means little if our campus communities do not have a set of social conditions that embrace sharing, collaboration, innovation and development. "We are what we teach". Our teachers are our biggest assets in our schools because they have direct one on one contact with our students. By investing in our teachers we are directly investing in the lives of students and their families. Teachers can make our community stronger. It is our focus on providing innovative professional development that will inspire teachers to challenge the mindsets of students and introduce a new campus culture that will change our district and foster growth in our youth.

Our local plan design includes the required statutory program elements: induction and mentoring, evaluation and observation, professional development and collaboration, and strategic compensation and retention. The plan also addresses the preferred practice of hiring and recruitment.

Principals, teachers, central administration staff and community partners were all involved in the development of this proposal. The local plan invests heavily in the potential of our teachers to do extraordinary things when they are given resources, training and the initiative to be agents of positive change in their classroom and the community.

The induction plan is expanded to a one-week program that introduces new teachers to the cultural, social and historical conditions of our larger community. Music, language, food and farm, the stories of our elders, a local history seminar will all try and provide new teachers with a snapshot of our community's past, present and future. The technical will be addresses thoughtfully with strategies and pedagogies that will seek to ease the transition from theory to practice. Highly effective teachers will model highly effective techniques.

Every new teacher to the district will receive assistance and mentorship from instructional coaches. These coaches will be chosen with select criteria by principals. The instructional coaches will be trained in a series of three learning exchanges at the beginning, the middle, and the end of the school year. The learning exchanges will be focused on training coaches on the evaluation and observation system as well as focused on relationship building and establishing community. The meeting will allow for cross campus collaboration and will include community, student and parent participation. Instructional coaches will provide peer-to-peer mentoring through informal walkthrough observations and evaluations, modeling of techniques and strategies and participation in campus leadership meetings regarding the assessment informed pedagogical strategies that will be implemented by each campus.

Edcouch Elsa uses the PDAS evaluation and observation system. The local plan will supplement the current system by having our locally trained instructional coaches lead the development, implementation and modeling of pedagogical strategies and techniques. Informal walkthroughs will provide peer-to-peer review with immediate feedback on the effective implementation of those strategies. The local plan also includes the marriage of technology and place by developing demonstration classrooms for every campus in the district. Demonstration classrooms will allow for teachers to observe highly effective teachers modeling highly effective techniques.

A local committee of teachers will help develop the menu of professional development opportunities in each campus. The pedagogies, strategies, techniques will be guided by students assessment data, including benchmark and testing results but will also be developed through an asset and place based lens that highly regards the cultural and social. Those strategies and techniques will be deployed by instructional coaches, modeled for their peers and then instituted

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campus-wide.

Collaboration begins with nurturing of campus cultures that allows for authentic, relationship driven opportunities for sharing of best practices. The learning exchanges, the impacts of the instructional coaches, the supplement to the evaluation and observation system, the teacher led professional development are all meant to enhance the conditions needed for collaboration. The local plan includes the development of classroom innovation grants. A team of two or more teachers will submit proposals for funding to implement innovative learning opportunities for students in their classroom. The classroom grants will be aligned with TEKS objectives. Collaboration is further enhanced by the creation of campus summer grants. A team of teachers will submit proposals for funding of summer camps and workshops designed to provide youth in our campus communities an opportunity to learn and play during the summer break. Teachers would receive a stipend for developing and deploying the proposals.

The Strategic Compensation and Retention plan is deployed in the selection, training and compensation of our instructional coaches. The investment in training and the introduction of new opportunities for campus leadership will yield highly trained teachers committed to their campuses and their community. The classroom innovation and the campus summer grants will allow EEISD to invest in those teachers that exhibit the desire to extend their learning and teaching outside of the classroom.

The Hiring and Recruitment plan invests in the next generation of teachers at Edcouch Elsa ISD. A majority of teachers on all campuses are products of our local schools. We will target college juniors and seniors at our local colleges and universities by creating an aspiring teacher corps. Those students will serves as tutors, mentors and classroom assistants.

We have produced a local EEIP plan that if implemented will have a generational impact on our teachers and community. The plan is shaped by place and stories and an understanding of the importance of focusing on relational processes. It values our community's assets and demands action. The plan seeks to not only invest in our teachers but our community by inviting parents and students to be a part of teaching and learning.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108903	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$212320	$5000	$217320	$212320	$5000	$217320
Schedule #8	Professional and Contracted Services (6200)	6200	$184500	$	$184500	$184500	$	$184500
Schedule #9	Supplies and Materials (6300)	6300	$244400	$	$244400	$244400	$	$244400
Schedule #10	Other Operating Costs (6400)	6400	$20000	$	$20000	$20000	$	$20000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$641240	$5000	$646240	$641240	$5000	$646240
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$641240	$5000	$646240	$641240	$5000	$646240

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$646240	$646240
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$64624	$64624

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108903 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor	30		$58320	$58320
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			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:		$58320	$58320
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			$	$
20	6119 Professional staff extra-duty pay			$154000	$154000
21	6121 Support staff extra-duty pay			$	$
22	6140 Employee benefits			$	$
23	61XX Tuition remission (IHEs only)			$	$
24	Subtotal substitute, extra-duty, benefits costs			$154000	$154000
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$212320	$212320

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108903 | 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.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: Induction		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Facilitation and Training			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 4	$7500	$7500
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$2500	$2500
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$10000	$10000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: Community Learning Exchanges		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Professional Development and Training			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 4	$15000	$15000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$7500	$7500
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$22500	$22500
3	Specify topic/purpose/service: Program Evaluation		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: EEIP local plan evaluation services			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 3	$30000	$30000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$30000	$30000
4	Specify topic/purpose/service: Grant Management		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Management of EEIP project			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 4	$40000	$40000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$10000	$10000
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$50000	$50000
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$	$
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$	$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$112500	$112500
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$72000	$72000
(Sum of lines a, b, c, and d) Grand total	$184500	$184500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Expense Item Description

6399	**Technology Hardware—Not Capitalized**						
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
	1	Tablets	Evaluation and Observations	26	$500	$94000	$94000
	2	Cameras	Evaluation and Observations	22	$2000		
	3	Microphones	Evaluation and Observations	33	$300		
	4	Digital Receivers	Evaluation and Observations	11	$2500		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$150000	$150000
	Grand total:					**$244400**	$244000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108903 | Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$20000	$20000
	Grand total:	$20000	$20000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

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

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	**$**	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108903 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments 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.

Total enrollment: **5149**

Category	Number	Percentage	Category	Percentage
African American	3	0.1%	Attendance rate	95.4%
Hispanic	5136	99.7%	Annual dropout rate (Gr 9-12)	2.5%
White	9	0.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	63%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7%
Economically disadvantaged	5103	99.1%	Students taking the ACT and/or SAT	76.4%
Limited English proficient (LEP)	1817	35.3%	Average SAT score (number value, not a percentage)	1183
Disciplinary placements	179	3.1%	Average ACT score (number value, not a percentage)	17.0

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	0.3%	No degree	0	0%
Hispanic	347	95.1%	Bachelor's degree	319	87.6%
White	17	4.6%	Master's degree	45	12.4%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	119	32.7%	Avg. salary, 1-5 years exp.	39970	N/A
6-10 years exp.	80	22%	Avg. salary, 6-10 years exp.	41983	N/A
11-20 years exp.	67	18.4%	Avg. salary, 11-20 years exp.	47807	N/A
Over 20 years exp.	60	16.5%	Avg. salary, over 20 years exp.	57433	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108903 | Amendment # (for amendments only):

Part 3: Students 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	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	255	372	422	392	396	388	403	388	416	381	403	298	329	306	5149
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	12	20	22	19	20	20	20	20	22	23	30	30	25	25	308
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 108903	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 or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Edcouch – Elsa ISD each campus conducts an intensive Needs Assessment questionnaire that details and addresses the following needs: budget, technology, professional development, optimal times for professional development and a campus climate survey.

The systematic process for prioritizing needs involves teacher input in the key areas described above and each campus is given a voice at the district site base decision making committee with the tabulations of each staff member given the survey. The survey begins with every stakeholder on every campus receiving the survey and answering it anonymously. Each campus gathers the information for all of the components of the survey ensuring that the counts received match the number of employees given the survey. Once every single response to every survey question is tabulated, then the results are announced to the staff and the members of the Campus Site Base Decision Making committee take the results to the District Site Base Decision Making Committee and present the campus findings. Once all campuses have presented their findings, the district tabulates all of the results and decisions are made for the following years programming of professional development and campus/district initiatives. At all times stakeholders are encouraged to voice their concerns so that patterns of responses can be analyzed with appropriate solutions. The solutions are prioritized based on the needs presented with the needs garnering the most concern being addressed first. The process allows prioritizing of needs with full stakeholder input. The solutions to the needs form the framework of the district improvement plan which then forms the framework for the campus improvement plan. Once the campus improvement plans are formulated and adopted by the Edcouch-Elsa Board of Trustees, then the monitoring of the plan is ongoing throughout the school year until it is time for a new needs analysis. The cycle ensures continuous improvement with full stakeholder ownership.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108903 | Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Building community at our campuses	The CLE process providing teachers, parents and the community working together to enhance culture on campuses, giving teachers a stake in their campuses by having them involved in developing professional development, an evaluation and observation system that values sharing and collaboration, the innovation grants and summer camp grants that incentivizes teacher extending their classroom to the community
2.	Retaining our good teachers	Strategic pay investment in our best teachers while giving them responsibility to help make their campuses better, innovation and summer camp grants rewards teachers that want to do more but are limited by resources
3.	Helping new teachers become better teachers and retaining those new teachers beyond the years 1-3	Induction program that will ease the transition for those new to the profession or the district by introducing knowledge of community and importance of place and people as they relate to the curriculum and campuses, instructional coach plan that gives new teachers opportunities to collaborate with peers, innovation and summer camp grants that give new teachers an opportunity to be innovative and extend learning to commu
4.	Reframing teacher evaluation and observation	Locally trained instructional coaches lead the development of effective teaching pedagogical practices that lead to school, student, teacher, and community success.
5.	Recruiting and hiring high quality teachers	Develop a grow-our-own teachers program by doing outreach to college juniors and seniors at our local colleges and universities. Giving those college students an opportunity to serve in their community campuses and getting them invested in their success.

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Schedule #14—Management Plan

County-district number or vendor ID: 108903 | 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.	Federal Programs Dir.	Former Teacher, Assistant Principal, Principal and current Director of Federal Programs at EEISD
2.	Executive Dir.	Former Teacher, current professor of educational leadership and executive director of local non-profit that has 20 years experience in education and community leadership
3.	Assoc. Dir.	Former state policy director, current assoc. dir. of local non-profit that has 20 years experience in education and community leadership
4.	Dir. Of Youth Programming	Teacher and current program director of local non-profit that has 20 years experience in education and community leadership
5.		

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Improving student performance and participation	1.	Improving academic achievement	08/20/2014	06/30/2016
		2.	Increasing college enrollment and choices	08/20/2014	06/30/2016
		3.	Increasing participation in clubs and activities	08/20/2014	06/30/2016
		4.	Improving attendance rates	08/20/2014	06/30/2016
		5.	Increasing participation in summer activities	06/01/2015	06/30/2016
2.	Developing a culture of collaboration and sharing on campuses	1.	Full participation in instructional coach plan	08/20/2014	06/30/2016
		2.	Improving academic achievement	08/20/2014	06/30/2016
		3.	Increasing participation of parental activity	08/20/2014	06/30/2016
		4.	Participation in innovation grant program	08/20/2014	06/30/2016
		5.	Participation in summer camp program	06/01/2015	06/30/2016
3.	Retain good teachers	1.	Increase retention rate of teachers	08/20/2014	06/30/2016
		2.	Full participation of instructional coach plan	08/20/2014	06/30/2016
		3.	Participation in innovation grant program	08/20/2014	06/30/2016
		4.	Participation in summer camp program	06/01/2015	06/30/2016
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Equipping new teachers with tools and conditions to grow pedagogically and personally	1.	Increasing retention rate of teachers	08/20/2014	06/30/2016
		2.	Improving evaluation and observation results	08/20/2014	06/30/2016
		3.	Participation in innovation grant program	08/20/2014	06/30/2016
		4.	Participation in summer camp program	06/01/2015	06/30/2016
		5.	Plan and participate in Induction Program	06/01/2014	06/30/2016
5.	Improve quality and quantity of community engagement district wide	1.	Plan and participate in Induction Program	06/01/2014	06/30/2016
		2.	Increasing participation in campus activities	06/01/2015	06/30/2016
		3.	Improving student attendance rates	08/20/2014	06/05/2016
		4.	Participate in CLEs	06/01/2104	06/30/2016
		5.		XX/XX/XXXX	XX/XX/XXXX

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: 108903	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.

Edcouch Elsa uses a Campus Improvement Plan model that is constantly being interjected with student assessment data, teacher assessments from the DMAC and PDAS systems. Campus leaders meet with teachers every six weeks to discuss the data and determine and deploy intervention methods. The data and the assessments inform the professional development opportunities. Central district administration are analyzing and interpreting this information on a continuous basis to ensure that goals and objectives are aligned with campus expectations and vertically aligned to district-wide goals and objectives.

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

The EEIP will be interjected into the Campus Improvement Plan system in addition to the independent management of the grant from an outside the district consultant hired specifically for that purpose. The community participation and the CLE process occurring three times a year will give us an opportunity to reflect and assess on an ongoing basis.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108903 | 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.	**Induction and Mentoring** ***Mix-method evaluation*:** training manual, implementation and reflection	1.	Review agenda completion, coherency & congruence with program goals.
		2.	Quantify implementation as reported by facilitators and participants.
		3.	Measure quality of intervention and impact of curriculum as reported by facilitators and participants.
2.	**Development as Pedagogy** ***Mix-method***: quantifying development through practice, observation & reflection	1.	Quantify the development of lesson plans using strategies studied.
		2.	Observations of practice and implementation of lessons learned.
		3.	Develop a reflective process for candidates to review, analyze and quantify their understanding and utility of the strategies taught & their effectiveness.
3.	**Collaboration as Development** ***Mixed-method:*** quantify program planning, 1-1 & group community conversations	1.	Documentation of collective planning meetings and systemic processes.
		2.	Quantify the number of one-on-one & group conversations between teachers, students and community partners.
		3.	Quantify the number and quality of community conversations and information sessions.
4.	**Professional Development** ***Mixed-method:*** quantify number of sessions and CLE planned, hosted & supported.	1.	# of sessions hosted and financially supported by program funds.
		2.	# of Community Learning Exchanges hosted by program.
		3.	Collection of qualitative impact on the learning and implementation of session's topics & strategies in classroom, school building and community.
5.	**Hiring and Recruitment** ***Mixed-method***: grow your own teacher corp.	1.	# of outreach efforts and points of contact with potential candidates.
		2.	# of application submissions & accepted for instructional coaches.
		3.	# of applicants hired in the district within two years of recruitment.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation process is guided by participatory action research methodology, informed by local assets and grounded in a culturally responsive process. A logic model that puts the teachers, students and community at the center of this change process will be collectively developed with input from stakeholders and literature that informs school community engagement strategies. The assessment process will be rigorous in its learning theory and all program/learning activities will be pedagogical in nature. The empirical program data will be collected through mixed-method strategies that will continuously inform the development of the program. Single (member) and double (organizational) feedback loops will provide continuous improvement for member development and program improvement respectively.

Program will target hiring 52 highly qualified teachers across eight campuses to serve as instructional coaches. These teachers will directly impact the development of new teachers and others identified by campus leadership. Also, students at varied grades will improve in their academic, social and emotional development. We anticipate hosting numerous program sessions, funding a minimum of 50 mini-grants, and 100 teacher summer development projects. The partnership will also host 3 Community Learning Exchange sessions for recruits, teachers and community partners to participate in organization and community pedagogical change and engagement initiatives.

The evaluation plan will be dynamic and respond to the fidelity of student, teacher and organizational development based on both existing and authentic assessment instruments including student assessment, use of story, community assets mapping, historical timelines, auto-ethnography and a number of other social cartography strategies. Additionally, the project will collect traditional outputs and impact indicators (provided above). The assessment process will be participatory and public. The evaluation team will provide the programming teams feedback that will inform multiple stakeholders of progress while also training school staff on innovative assessment tools that can be implemented into their school curriculum.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Induction Program is expanded from the current 1 day to 1 week. Day 1 is dedicated to human resources and administration. Day 2 will involve discussions on pedagogies and strategies. Day 3 will offer instructional coaches and campus leadership modeling the pedagogies and strategies. Days 4 and 5 will introduce the community into the process. New teachers will learn about the social, cultural and historical conditions that make Edcouch Elsa unique. Seminars will include music, food, farm producers and farm workers, the social and historical context and the emergence of sports in our community, parents, students and elders will share their experiences and expectations.

The current induction team will be assisted in facilitating the weeklong program by the instructional coaches, parents, students and other community members. There will be panel discussions, community led seminars and site visits. Every community has its own history, its own social and familial traditions. The induction plan as designed will introduce those customs, traditions and experiences to new teachers. It will also provide them with important tools and techniques but more importantly begin the process of building those relationships with colleagues and the community.

The induction program will cost $10,000.00

Cultural
- Language – Bi-cultural and Bi-literate
- Music – performances by mariachi, community panel of musicians
- Sports/Athletics – Context of why sports is so important to EE
- Farm/Food – Food production, farmers and ranchers, farm workers, traditional family recipes

Social:
- Family – Elders, contribution and role, citizen's panel
- Parents- Expectations and experiences
- Students – Expectations and experiences
- Storytelling – Show Edcouch Elsa documentary, panel discussion
- Do a site visit in the community

Historical:
- Local history seminar – geography, land grants, Edcouch Elsa founding, Mexican American History, Farm/Food e.g. Engelman Gardens, Vahlsing, EEHS 1968 Walkout, economic collapse of the 70s-80s, etc.
- Political History of the community

The Instructional Coach Program will be the bedrock for our entire EEIP local plan. We will invest and train our best teachers to be innovators and leaders in their campuses and the larger community. Principals will use objective criteria such evaluation results and student performance to select up to 52 highly effective teachers across all eight of our campuses at Edcouch Elsa ISD. Principals will also be encouraged to use their own judgment to ensure that the most qualified teachers will be selected. The instructional coaches will be paid $2000.00 per year. By investing in training, strategically compensating the best teachers in our district and giving them real responsibility we expect to be able to also keep those teachers doing great work in our campuses.

Every new teacher to the district will receive assistance and mentorship from instructional coaches. Principals and campus leadership will determine other teachers in need of assistance that will also be assigned an instructional coach. The instructional coaches will be trained in a series of three learning exchanges at the beginning, the middle and the end of the school year. The meeting will allow for cross campus collaboration and will include community, student and parent participation. Professional development opportunities throughout the school year will also specifically target instructional coaches evaluation and observation trainings.

Instructional coaches will provide peer-to-peer mentoring through informal walkthrough observations and evaluations. They will model techniques and participate in campus leadership meetings regarding the assessment informed

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pedagogical strategies that will be implemented by each campus. Instructional coaches will be given tablets, software and training to provide instant evaluations and feedback after observations. Instructional coaches will also have opportunities during planning periods and other scheduled opportunities to be developed with input of campus leadership to visit with mentees and discuss best practices and techniques.

The instructional coach program will cost $104,000.00 for extra duty pay for 52 instructional coaches. We also will provide tablets at a cost of $26,000.00.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, multiple observations for teachers are conducted throughout the school year using the framework of the Professional Development and Appraisal System of the State of Texas. The vehicle that is used is the Data Management Assessment and Curriculum software or DMAC. The observation rubric is designed around learner-centered proficiencies and is used by administrators trained in Instructional Leadership Development and PDAS. The goals of PDAS walkthroughs are to provide instant feedback to teachers about their teaching efforts. Teachers are informally observed, given feedback and the teacher confers with the administrator about the informal walkthrough. At the heart of the reason for informal walkthroughs is the belief that through continuous monitoring in a supportive environment, a teacher's professional development will directly enhance student learning. The continuous improvement process calls for pre and post observation meetings. After the formal observation and summative meeting, if a teacher does not agree with their observation they may request a different district approved appraiser.

The local observation plan will be based on the development of the peer-to-peer instruction coaches offering informal observations to supplement the formal process. The instructional coaches will meet at the beginning of the year, the middle of the year and end of the year in a series of cross campus community learning exchanges (CLE). The CLEs will provide an opportunity for the technical training in PDAS and DMAC but will prioritize the formative development of mentees and other teachers that they will be observing.

Instructional coaches will meet with campus leaders on a regular basis to discuss results of observation and to game plan strategies for improvement as a result of student and teacher assessment data and goals and objectives outlined in the Campus Improvement Plans. Instructional coaches will also assist in the development of a teacher assessment tool that is locally produced. The goals of the informal observations are to foster a culture of collaboration and sharing. They will not be used to grade teachers but instead will focus on building relationships and creating a community of caring mentors.

The local plan also includes the marriage of technology and place by developing demonstration classrooms for every campus in the district. Demonstration classrooms will allow for mentees and other teachers to observe highly effective teachers modeling highly effective techniques. The video captured will also give us an opportunity to capture data in a very compelling way. Teachers, instructional coaches, campus leadership will be able to stream the video or access anywhere, anytime via the web.

$110,000 will be allocated for the demonstration classrooms across the district. Each elementary will receive funding for 1 classroom. The middle school, junior high and high school will receive funding for 2 classrooms. The budget for each classroom will include the purchase of 2 cameras, microphones and a digital video receiver.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Evaluation Plan is designed to supplement our current evaluation system, the Professional Development and Appraisal System of the State of Texas (PDAS). The PDAS process begins with having administrators trained and certified on Instructional Leadership Development and PDAS. Teachers are given a three-hour refresher course every year after the initial six hour training when they are beginning teachers. The training explains the evaluation rubric, the appraisal period timeline, the framework of the evaluation system and who their appraisers will be. To initiate the appraisal process, the teachers turn in a teacher self report in three parts throughout the year. Cumulative information is acquired throughout the school year on 51 evaluation criteria organized into eight domains. Multiple measures of student performance including student growth are considered, in addition to the teacher self assessment. In terms of the formal evaluation, the teachers and appraisers meet in a pre-observation conference to discuss details about the class period being observed. A forty-five minute observation is conducted using the electronic Data Management Assessment and Curriculum Software (DMAC) with a ten-day turnaround to provide a written summary to the teacher. The deadlines are all posted in a school board approved appraisal calendar. The appraisal calendar is the guide that details by when observations should be conducted and summative conferences held. Observations may be conducted 15 days after the initial training and or refresher. Summative conferences are to be held no later than 15 days prior to the last day of instruction. The content of the summative meetings are the final scores of the PDAS instrument in relation to the eight domains of active successful student participation, learner centered instruction, evaluation and feedback of student progress; learner centered instruction; evaluation and feedback on student progress; management of student discipline, instructional strategies, time and materials; professional communication; professional development; compliance with policies, operating procedures, and requirements; and improvement of academic performance of all students on the campus. By concentrating on these elements the continuous professional development of teachers will positively impact student learning.

The local plan will supplement the current evaluations system by having instructional coaches conduct informal walkthroughs and evaluations of mentees and others designated as teachers in need of assistance by campus leadership. They will provide peer-to-peer review with immediate feedback on the effective implementation of pedagogies and teaching strategies. Instructional coaches will receive tablets to document the observation process and to help them provide immediate feedback. Teachers assigned an instructional coach will receive no more than three informal observations and evaluations per semester. The evaluations of the instructional coaches will not be part of the formal evaluation of our teachers but are meant to be a tool for enhancing the formative development of our teachers. It is designed to be a relationship driven system to bolster collaboration and sharing. Evaluation assessment and instruments tools will also be developed to supplement the current systems and processes.

Training for the instructional coaches in the observation and collaboration system will occur at the community learning exchanges held at the beginning, middle and end of the school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The local plan infuses collaborative opportunities in each element of the proposal. A team of instructional coaches, teachers, district staff, parents, students and the community will facilitate the induction program. The evaluation and observation plan is built on the collaboration of peer-to-peer teaching and learning. The professional development plan is built on the idea that a local teachers' committee on each campus will help develop the menu of techniques, strategies and trainings.

The local plan will feature three Community Learning Exchanges (CLE) that will provide cross campus collaborative opportunities. Although, the CLEs will be used to train our instructional coaches, campus teams, community teams and students teams will work together to nurture campus cultures that will result in authentic, relationship driven opportunities for sharing of best practices. Details such as the frequency of observations, the evaluation assessment tools, the schedule of collaborative opportunities need to be developed at these meeting with the input of campus leadership, teachers, students and parents. That framework has to organically derived so as to be effective in its implementation. The CLEs and the strategic scheduling of those meetings at the beginning, middle and end of the school year allows us to plan, assess and adapt and reflect.

The CLEs will be facilitated at a cost of $7500 each and will include all materials.

The local plan also includes the development of classroom innovation grants. A team of two or more teachers will submit proposals for funding to implement innovative learning opportunities for students. The classroom grants will be aligned with TEKS objectives. The classroom grant will be used to buy materials, attend and participate in events off of campus and other costs allowable under the EEIP outlined in TEA's General and Fiscal Guidelines. A committee of teachers from a different campus will select the award of submitted proposals. The development of the proposal, the selection process, the implementation of the project will all create opportunities for collaboration and innovation between teachers, students and the community. We also get an opportunity to reward teachers who are willing to take on extra responsibilities when our campuses provide the support, resources and framework to do that work. Teachers will be expected present a report to their campuses at the completion of the project.

$100,000 in classroom innovation grants will be divided amongst the eight campuses in our district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The professional development plan begins with teachers on their campuses meeting as a committee and collaborating to help develop the menu of professional development opportunities. The teachers professional development committee will consist of a teacher from each department on campus. The elementary campuses will ensure that each grade level is represented.

The pedagogies, strategies, techniques and content of the sessions will be guided by students assessment data, including benchmark and testing results but will also be developed through an asset and place based lens that highly regards the cultural and social conditions on the different campuses across our district. The campus leadership team and the formal observations and evaluations and the informal observations and evaluations of the instructional coaches will also contribute to the determination of professional development opportunities that each campus chooses to implement. The committee will be encouraged to explore innovative professional development opportunities such as author talks, subject and content mastery by inviting professors and experts in their fields to lead lectures and seminars. A history professor from the University of Texas RGV could give a series of talks on the civil war. A plant biologist from the Texas A&M AgriLife Research and Extension Center in Weslaco could lead a seminar on the impact of the drought on crop production.

The local professional development plan allots $72,000 for 8 campuses across our district. Campuses will have $9000.00 to spend on up to 8 different professional development opportunities that will supplement the official professional development calendar. These campus opportunities will not the supplant the district and campus in-service and continuing education schedule.

The local professional development plan also allots an additional $20,000.00 for teachers and campus leaders to travel to attend in-state professional development trainings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Choosing not to develop a strategic compensation and retention plan in the traditional model of incentive pay was a conscious decision based on experiences from previous incentive pay programs that ultimately proved to be very divisive and toxic to campus cultures. The spirit and implementation of the EEIP grant is to look at "incentive pay" as an opportunity to invest in our highly effective teachers while creating conditions for them to be leaders and change agents, embedded in their campus communities.

The strategic compensation and retention plan allocates resources to each campus regardless of testing grade and directs incentive pay to potentially any teacher from any subject. We have chosen to use the instructional coach/mentor plan to create incentives for the best teachers in our district to take on more responsibility and become leaders in their campuses and their community. That responsibility and the real opportunities for growth both professionally and personally give teachers a stake in improving their campuses and themselves.

The creation of summer camp grants is another opportunity for our district to strategically compensate and retain teachers by providing a financial incentive for them to invest in their campus communities. Principals will use objective as subjective criteria to select teachers from their campuses for the grant. Teachers will receive a stipend and a budget for materials and resources allowable under the EEIP outlined in TEA's General and Fiscal Guidelines. The summer camp grants will fund innovative summer activities and workshops designed to provide youth in our campus communities an opportunity to learn and play during their summer vacation. The cities of Edcouch and Elsa both lack boys and girls clubs or any other meaningful organized afterschool and summer programming. For Edcouch Elsa the summer grants gives us an opportunity to be strategic in providing a financial bonus for those highly effective teachers that do more and once again giving those teachers we need to keep a reason to stay. They are invested in their campus communities.

$100,000.00 in summer camp grants will be distributed to 100 teachers. $500 will be designated for compensation and $500 for resources, materials and support.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Recruitment and Hiring plan invests in the next generation of teachers at Edcouch Elsa ISD. Most teachers in our district are graduates of Edcouch Elsa High School. We have a new local university, the University of Texas RGV, where most of our college bound students attend. The plan will target for hire and recruitment college juniors and seniors to an aspiring teacher corps. Those students will serves as tutors, mentors and teachers assistants in the eight different campuses at Edcouch Elsa ISD. We will use the grant to offer a competitive wage and flexible schedule to attract those students we are targeting for possible future employment. This aspiring teacher corps will give us the time to develop the potential pool of qualified teachers by investing in the young people in our community. They will be placed strategically and be given the opportunity to experience different campuses and grade levels that will help them in their own development as future teachers. The aspiring teacher corps will also have a significant role in improving student development because of the strategy we will develop to ensure they are placed where they are needed the most, in those subject areas where our students and teachers could use the most support, e.g. reading labs for ELL/LEP students that are culturally and socially informed, content specific tutoring in history, math and science.

We will hire 30 students at $12 per hour for 9 hours per week for 18 weeks for a plan cost of $58,320.00.

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Schedule #16—Responses to Statutory Requirements

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

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

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

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

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

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edcouch Elsa ISD is composed of individuals who are doing a lot of great work and working relentlessly to improve the life prospects of our students. The EEIP grant will give our district the financial resources and the opportunities to help nurture a culture where great teaching practices can be developed and shared. Without the funds we would not be able to plan and implement the major structural and financial components of the grant.

The EEIP grant will allow us to be introspective about our work, our systems and processes. The various program designs are meant to inspire the transformative and positive change that we need to advocate for and work towards as community learners and teachers. The EEIP grant will allow us to start heading toward a direction of innovative thought and practice. The grant will give us the foundation for meaningful conversations and the space to be keep reimagining our roles in our classrooms, campuses and community. Strategies, techniques, systems and process are always oriented to improving student performance.

The EEIP grant funds will support the enhancement of our professional development and the strengthening of the evaluation and observation system. The funds will allow us to nourish and expand on those systems that our district needs to constantly and continuously update and improve.

Campus leaders, teachers, and parents need to be affirmed that their work is valued and making a positive impact in the community and in the lives of their students. This grant will open up new leadership opportunities for teachers to continue to develop their practice and develop the practice of others. It would also allow for the school leadership to reassess their own approaches and vision for their respective schools. Ultimately the grant would give voice to students and their needs as they themselves begin to react to the differences they see in the classrooms and campus culture.

The EEIP grant will raise expectations, require deliverables and assessments and the allocation of those funds will give us the space, the time and the framework to refine, revise and re-imagine the goals and the vision that our community has for achieving student success. The EEIP grant helps us create an innovative model of motivation and incentive so our teachers can be valued and rewarded for working hard, raising students' expectations for themselves and their community.

The EEIP grant will allow us to invest in people and place and prove to have a generational impact on our teachers, students and community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Year 1
April 2014 – District wide EEIP committee meeting to develop calendar and action plan
May 2014 – Campus leadership meetings to select Instructional Coaches and make offer to participate
July 2014 – Induction Plan development meeting, CLE planning and development meeting, Demonstration Classroom technology meeting
August 2014 – Induction Program, CLE #1, Demonstration Classroom technology deployment, Instructional Coach Program Launch, Professional Development committee meeting to begin developing calendar, Classroom Innovation Grant Program promotion, Recruit and Hire Aspiring Teacher Corps
September 2014/December 2014 Instructional Coach Evaluation and Observation Program, Classroom Innovation Program, Deployment of Aspiring Teacher Corps, Campus Leadership meetings on EEIP program deployment, Campus Professional Development opportunities
December 2014 – CLE #2, Pay out ½ Instructional Coach stipend, Recruit and Hire/Rehire for Aspiring Teacher Corps
January 2015/April 2015 - Instructional Coach Evaluation and Observation Program, Classroom Innovation Program, Deployment of Aspiring Teacher Corps, Campus Leadership meetings on EEIP program deployment, Campus Professional Development opportunities
May 2015 – CLE #3, Select Summer Camp Participants, District wide EEIP committee meeting to develop calendar and action plan for year 2, Campus leadership meetings to select Instructional Coaches and make offer to participate for yr. 2
June 2015 – Pay out second ½ of Instructional Coach Stipend, Deploy Summer Camps

Year 2 Repeat schedule of Year 1

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

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In December and January, teachers were polled and over 83% indicated support of participating in the grant program and 89% of teachers polled indicated support of the general parameters of the plan

On January 21, 2014 the district-level planning and decision-making committee voted unanimously in support of the plan.

On January 22, 2014 the Edcouch Elsa School Board voted unanimously in support of the plan.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All eight campuses at Edcouch Elsa ISD are eligible and will participate in the EEIP.

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