

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 29 PM 3:23 DOCUMENT CONTROL CENTER </div>
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, 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: <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

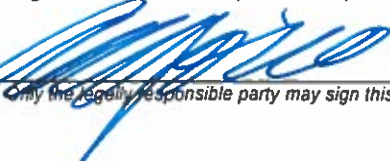
Organization name	County-District #	Campus name/#	Amendment #
Dallas ISD	057905		
Vendor ID #	ESC Region #	DUNS #	
1756001278	10	0750963470000	
Mailing address		City	State ZIP Code
9400 N. Central Expressway		Dallas	TX 75231
Primary Contact			
First name	M.I.	Last name	Title
Derek	G.	Little	Assistant Superintendent, Early Learning
Telephone #	Email address		FAX #
985.516.4358	delittle@dallasisd.org		
Secondary Contact			
First name	M.I.	Last name	Title
Monica		Ramirez	Director, Early Learning
Telephone #	Email address		FAX #
972.925.6770	moramirez@dallasisd.org		

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
Michael		Hinojosa	Superintendent
Telephone #	Email address		FAX #
972.925.3220	HINOJOSAM@dallasisd.org		
Signature (blue ink preferred)		Date signed	



5.23.18



Only the legally responsible party may sign this application.

2018-018351
RFA #701-18-113; SAS #346-18
2018–2019 School Transformation Fund - Planning

701-18-113-018

Schedule #1—General Information

County-district number or vendor ID: 057905

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***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: 057905

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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905

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 assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or re-launch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905

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.

Dallas ISD (DISD) is applying for the School Transformation Planning Grant in order to increase resources needed to engage in a year-long planning process to develop an Innovative Management Organization (IMO) Pre-K Partnership. This IMO will help increase access to high-quality, early learning opportunities and ensure that a higher-percentage of students are ready for Kindergarten. This partnership will focus on the Priority campuses, Daniel Webster Elementary and George W Truett Elementary, with the intention that the Pre-K students will feed into these two schools. 94% of students enrolled at Daniel Webster Elementary and George W Truett Elementary are Economically Disadvantaged and had an average "Meets Grade Level" 2017 campus STAAR score of 22%, which was 26ppts below the State average. The approach is aligned with the Dallas ISD 2014 early childhood strategic plan to ensure all children enter kindergarten ready to succeed. This plan required tremendous effort throughout the community since less than 50% of kindergartners were ready in 2014. The strategic plan, and community commitment, has led Dallas ISD in the past two years to intensify it's early learning efforts across four key strategies:

- 1) Increasing ACCESS to Pre-K for eligible three- and four-year-olds;
- 2) Boosting parental DEMAND for Pre-K;
- 3) Improving QUALITY with research-proven efforts; and
- 4) Extending the CONTINUUM OF CARE via community resources to support children from birth.

Though significant work remains, Dallas ISD and the community have made substantive progress. Key highlights include:

- Increasing access and demand resulting in a nearly 20% increase in the number of children enrolled in Pre-K, with Dallas ISD serving more than 12,000 children in Pre-K in 2017-18 for the first time in the district's history.
- Improving kindergarten readiness from the 2013-14 baseline through investments in job-embedded coaching, professional development, and the use of the Classroom Assessment Scoring System (CLASS).
- Launching, with the support of HB4, a robust, comprehensive strategy for family and community engagement, building on the ongoing success of two key existing family support programs in the district, HIPPI and AVANCE.

These efforts and the ambitious goal of preparing every kindergartner for success have not been limited to Dallas ISD campuses. The district has a long, successful history of partnering with community organizations to collaboratively offer Pre-K options to families. Currently, Dallas ISD has three partnership programs:

- 1) **SRI** – partnership includes 26 community provider sites, 121 classrooms, and roughly 1,800 Pre-K students;
- 2) **Head Start Collaboratives** (Contract for Educational Services) – partnership in which Head Start of Greater Dallas and Dallas ISD jointly operate and fund 16 classrooms located in five Dallas ISD elementary schools, serving roughly 275 students; and
- 3) **Pre-K Partnership** (Contract for Educational Services) – partnership with Vogel Alcove in which Dallas ISD passes through 90% of ADA for the 51 Pre-K students experiencing homelessness served at Vogel Alcove.

Combined, Dallas ISD is working collaboratively with partners to serve nearly 2,000 Pre-K students, representing nearly 20% of all Pre-K students enrolled in the district. However, the district and community are deeply interested and strongly committed to further expanding opportunities for families to receive the many benefits that come through enrolling in a partnership classroom; thus Dallas ISD is wanting to develop this IMO Partnership to expand access to high quality early childhood for the citizens of Dallas.

Budget Development: The budget was developed to meet the TEA requirements for the grant and identified district needs. The investments are aligned with the spirit of the IMO Partnership program for the district to contract with a high-quality Pre-K partner, as well as the required services of a matched school transformation partner and potential site visits to districts already involved in innovative school practices across the state and nation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057905

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.

District/Campus Demographics Related to Grant Goals: At Priority Campuses, 94% of George W Truett Elementary and Daniel Webster Elementary students are economically disadvantaged, 41.2% are classified as English Language Learners, 56.15% are At Risk, 98.1% are Minorities, and both campuses have a combined SPED population of 105 students. 2017 STAAR results illustrated that only 50% of Daniel Webster and 45% of George Truett Elementary 3rd Graders received an "Approaches Grade Level or Above" Reading score in comparison to 73% for the State. Daniel Webster and George Truett Elementary Schools have struggled with academic performance, which might infer that the school's third graders may not have been grounded as young learners. Because of the early start from the **Innovative Management Organization Partnership (IMO)** Pre-K program, students who transition into Daniel Webster and George Truett Elementary will be more than adequately prepared to be successful as Kindergartners. Through this IMO, Dallas ISD and the Operating Partner will develop an educational opportunity for Pre-K students unique to the Dallas Community.

Needs Assessment Process: Needs assessment in Dallas ISD is an ongoing evaluation through the school year based on district checkpoints and qualitative data. In evaluating school performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted to analyze demographics and student academic achievement. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. Dallas ISD selected George W Truett Elementary and Daniel Webster Elementary, and the IMO Pre-K partnership is among a set of specific targeted strategies delineated to impact the root cause. Dallas ISD, in partnership with community organizations, has been exploring how to systematically improve the entire early learning system in Dallas. This needs assessment has included a landscape analysis; seat analysis; demographic study; partnership advisory council; listening tour with interested child care providers; focus groups and discussions with campus principals, community members, and district leaders; a mapping exercise; the launch of Early Matters Dallas, a broad-based coalition of business, civic, education, philanthropic and nonprofit organizations and volunteers; and Recognition of the need to create a forum for community organizations focused on early learning to collaborate, resulting in the launch of the Early Matters Alignment Council.

Management Plan: The IMO Pre-K Partnership planning process is a collaboration between Dallas ISD and The Operating Partner that is managed by the district's Office of Early Learning led by the Superintendent, Assistant Superintendent of Early Learning, Director of Programs and Partnerships, and a Director of Family and Community Engagement. There are multiple phases incorporated in the plan, including developing an operating budget, determining facilities' needs, creating an MOU, recruiting students, and hiring staff. Each phase will require intense collaboration and communication, as well as the district's commitment to continuous improvement.

Program Evaluation: The planning grant will be measured through the effectiveness of the IMO Pre-K Partnership plan development and readiness for implementation in 2019-20. In order to exact change, major concerns will be brought forth through stakeholder feedback and conversations throughout the partnership plan development phase. When the evaluation metrics are not being met and progress is not measured, and then Dallas ISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and Dallas ISD is transparent in its communication of these plans to all stakeholders.

Statutory and TEA Requirements: All statutory requirements have been met for this grant submission. These include incorporating and monitoring the Pre-K Partnership as part of George W Truett Elementary's and Daniel Webster Elementary's improvement plans; using a rigorous process to formally select a partner; aligning other federal, state, and local resources; providing operating flexibility to the early childhood partner; and incorporating one or more evidence-based strategies. All TEA requirements also have been met, including describing the applicant's vision and describing how the grant aligns to and accelerates the broader strategy and theory of action of Dallas ISD.

Ongoing Commitment: Dallas ISD is committed to the goals of this grant because of the belief that investing in high-quality early childhood education and expanding access has great long-term positive ramifications for the students of Dallas. Dallas ISD was also just awarded the 2016-2018 Pre-K Partnership Planning Grant, so there are many ways in which Dallas ISD will be aligning these funds to carry out the activities supported with the School Transformation Funds. Dallas ISD is experiencing rapid growth in PreK. All of these items will help Dallas ISD maintain the program beyond the life of the grant and assure that all funds from all sources are used effectively.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905			Amendment # (for amendments only):		
Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: July 9, 2018 to May 31, 2019			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$		\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 125,000	\$	\$ 125,000
Schedule #9	Supplies and Materials (6300)	6300	\$ 50,000		\$ 50,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 40,000	\$	\$ 40,000
Schedule #11	Capital Outlay (6600)	6600	\$ 70,000	\$	\$ 70,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$ 285,000	\$	\$ 285,000
5% indirect costs (see note):			N/A	\$15,000	\$ 15,000
Grand total of budgeted costs (add all entries in each column):			\$ 285,000	\$ 15,000	\$300,000

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
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 (for teachers to go on excellent school visits to high quality early childhood centers)		
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):			

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: 057905		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
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
1	Matched School Transformation Partner (includes financial and legal support)	\$ 75,000
2	Contract for graphic design, publishing and printing of promotional materials for recruitment and community engagement	\$ 20,000
3	Professional Development to implement curriculum	\$ 10,000
4	Master Certified early childhood trainers who are on the Texas Trainer Registry to provide TRS level training to Dallas ISD campuses and the other area providers of early child care	\$ 10,000
5	Various parental programming to increase their understanding of their role as the child's first teacher and to increase their ability to work within the early child care systems and Dallas ISD's programs when children enroll in Pre-K	\$ 10,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$125,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$125,000

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: 057905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Curriculum and Assessment Samples	\$ 50,000
Grand total:		\$ 50,000

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: 057905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out of state travel for employees to visit high quality early childhood centers	\$ 15,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members to visit high quality early childhood centers	\$ 25,000
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$ 40,000

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: 057905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
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			\$	\$
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	Capital improvements needing to be made to outfit school for Pre-K Compliance			\$70,000
Grand total:				\$70,000

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: 057905

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	1,086/607	93.3%/94%	First numbers are demographics from George W Truett Elementary and Second Numbers are demographics from Daniel Webster Elementary
Limited English proficient (LEP)	548/226	47.4%/35%	
Disciplinary placements	0/3	0%/0.3%	
Attendance rate	NA	95.8%/95.7%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	18/13	25.6%/28.6%	
6-10 Years Exp.	18/10	25.6%/22%	
11-20 Years Exp.	20.3/15	28.9%/33%	
20+ Years Exp.	12/5.5	17.1%/12.1%	
No degree	0/1	0%/2.2%	
Bachelor's Degree	52/28.5	74%/62.6%	
Master's Degree	17.3/15	24.6%/33%	
Doctorate	1/1	1.4%/2.2%	

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
90														90

Teachers

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

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057905

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.

Dallas ISD, in partnership with community organizations, has been exploring how to systematically improve the entire early learning system in Dallas. This needs assessment has included the following:

- Landscape analysis conducted by Dallas ISD, supported by community investment, in 2014, leading to the Dallas early learning plan;
- Seat analysis and demographic study revealing that there are nearly 10,000 eligible three-year-olds currently not enrolled in a Pre-K program;
- The partnership advisory council has been working since June 2016 to understand the dynamics and challenges faced by the child care community, as it relates to enrollment, funding, operations, human capital, etc.;
- Listening tour with interested child care providers to uncover current challenges with pursuing partnerships and potential solutions to creating strong, sustainable partnership models;
- Focus groups and discussions with campus principals, community members, and district leaders, supporting the launch of three-year-old programs in Dallas ISD and a pilot tuition-based program this school year;
- Seat analysis and mapping exercise for Dallas resulting in an interactive map that community organizations can use to see where child care providers and district classrooms are located along with other community services;
- Recognition of a broader community convening group to increase collaboration and connection among previously disparate providers, resulting in the launch of Early Matters Dallas, a broad-based coalition of business, civic, education, philanthropic and nonprofit organizations and volunteers, working together to raise awareness about the importance of high quality early education for a strong economy tomorrow; and
- Recognition of the need to create a forum for community organizations focused on early learning to collaborate, resulting in the launch of the Early Matters Alignment Council.

Dallas, as a community, is hyper-focused on improving the quality of care and education for young children and ensuring students can read on grade level by third grade. There are numerous organizations working collaboratively to leverage resources and impact to further improve supports for children and families. This grant, and the partnership it will support, are a critical piece of that work.

When looking at 2017 Reading STAAR results, 3rd Graders at Daniel Webster and George Truett Elementary performed 17% below their District peers and 26ppts below their State peers, which illustrates that students are not entering school Kindergarten Ready and that the rigor of literacy instruction is not as strong and solid as it needs to be in K-2 to prepare students for their first state assessments. At Daniel Webster, only 50%, and, at George Truett Elementary, only 45%, of 3rd Graders received an "Approaches Grade Level or Above" Reading score in comparison to 73% for the State. Through a Pre-K partnership, Daniel Webster and George Truett students will learn critical literacy foundational skills that will prepare them for Kindergarten. By focusing resources on these two Priority campuses, the K-2 literacy program will also be targeted for improvement to ensure students build the fluency and comprehension skills they need to master the state reading assessments beginning in 3rd grade.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905

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.	Opportunity to increase the amount of students from low-income backgrounds attending high-quality early childhood programming.	Creating partnerships with high-quality Pre-K partners will expand access to programs. Moreover, the additional funding from SB 1882 will add the revenue to increase the number of "seats" in this program.
2.	Opportunity to align Dallas ISD's high quality Pre-K curriculum and provide continuity across programs, so children transition to their elementary schools Kindergarten Ready. Currently, Dallas ISD utilizes the CIRCLE assessment tool to track student performance throughout each school year. With the alignment of the Pre-K programs, Dallas ISD anticipates even greater improvements in all subject areas.	Increase the number of students coming to school Kindergarten Ready. The grant will increase the opportunities for students in our community to be served by high-quality early childhood educators. Baseline, formative, and summative data using The CIRCLE Progress Monitoring System (formerly known as C-PALLS+), a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area, will demonstrate improvement.
3.	Opportunity to increase the number of students who are reading and doing math at grade level in the early elementary grades. This vertical and horizontal alignment will ensure that students enter Dallas ISD elementary schools on grade level thus not creating an achievement gap that is difficult to close and resulting in one reason why students are performing below their peers in the state and district.	Increase the percentage of students in grades K-2 who are economically disadvantaged and are reading on or above grade-level to 75% by the end of the school year 2020 as measured by the Istation progress monitoring tool. The grant will ensure that students who are eligible for Pre-K service, which includes students who are economically disadvantaged, are entering Daniel Webster Elementary and George Truett Elementary at grade level and stay on track through the 3rd grade and beyond.
4.	Increased opportunity for teachers to be grounded in researched based early education instructional strategies and curriculum.	Grant funds will allow for teachers to receive quality professional learning with experts in the field of early childhood. In addition, funds will allow teachers and administrators to travel to high performing early childhood centers to glean best practices to take back to Dallas ISD.
5.	There is currently a lack of high quality teachers who are certified in early childhood and a lack of leveraged and shared resources between Dallas ISD and early child care providers including professional development, implementation of TEA approved Pre-K compliance, and student progress monitoring tools like CIRCLE to effectively inform instructional coaching for Pre-K teachers.	Dallas ISD could use grant funds to assist teachers in receiving their Child Development Associate (CDA) certification to learn best practices for teaching in early childhood. Dallas ISD could also formalize a system to identify, share, and leverage resources with other childhood centers such as pedagogical strategies as well as provide technical support and guidance in the effective utilization of Pre-K compliance.

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Schedule #14—Management Plan

County-district number or vendor ID: 057905

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 Programs and Partnerships	Monica Ramirez <ul style="list-style-type: none"> Grant program, budget oversight, and fiscal management Compliance with Pre-K requirements Has more than 10 years experience leading early childhood efforts for Dallas ISD Certified with Texas teaching certificate CLASS reliable observer Supervises the Pre-K Partnership Principal and administrative team
2.	Superintendent	Dr. Michael Hinojosa <ul style="list-style-type: none"> More than 22 years experience as a Superintendent Worked across Texas and the country as a Superintendent and consultant National leader on the Council of Great City Schools State leader on the Texas Urban School Council
3.	Assistant Superintendent of Early Learning	Derek Little <ul style="list-style-type: none"> Provides overall oversight and strategic leadership of all Dallas ISD early learning initiatives Recognized state and national leader in early childhood Oversaw statewide reform of early childhood system in Louisiana Multiple advanced degrees – both education and non-education related Formerly trained and certified in CLASS
4.	Director of Family and Community Engagement	Yesenia Cardoza <ul style="list-style-type: none"> Leads early learning strategy and operations for family engagement and Pre-K and Kinder enrollment Served as highly-successful elementary principal for seven years has led district creation and implementation of online enrollment system Trained in CLASS
5.		
6.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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 Year One Operating Budget and Multi-Year Financial Model for ECE partner and ISD	1. Initial meeting with finance partners to review budget template	7/23/2018	7/27/2018
		2. Meeting to relay current budgets, intended future shared services, FTEs, etc.	7/30/2018	8/10/2018
		3. 1 st , 2 nd , and Final Draft of budget created, reviewed by ISD and ECE, and revisions are suggested	8/13/2018	9/21/2018
		4. ISD and ECE Board Approval	1/28/2018	2/1/2019
2.	Determine facility and capital improvements needed to outfit site for infant, toddler, and/or pre-k	1. Come to consensus on ECE site and start RFQ process for suppliers and services (if needed)	10/1/2018	10/26/2018
		2. Complete upgrades (if needed)	11/5/2018	3/8/2019
3.	Adjust ECE's board of directors	1. Determine if current board is going to change or advisory board is created	9/3/2018	9/14/2018
		2. New board members added	11/5/2018	11/23/2018
		3. Current board or new board adjourns for first meeting	12/3/2018	12/14/2018
4.	Create MOU between ISD and partner	1. Initial meeting with attorney to review MOU template	8/31/2018	9/7/2018
		2. Meeting with ISD, ECE, and attorney to negotiate shared services, employees, and term of agreement	9/10/2018	10/5/2018
		3. 1 st , 2 nd , and Final Draft of MOU created, reviewed by ISD and ECE, and revisions are suggested	10/15/2018	11/16/2018
		4. ISD and ECE board approval	11/26/2018	11/30/2018
5.	Submit In District Charter for ECE	1. RFA published	9/3/2018	9/7/2018
		2. Create 1st, 2nd, and 3rd Drafts of In-District Charter Application for review	10/1/2018	11/30/2018
		3. Submit Final Draft of In-District Charter Application	12/3/2018	12/7/2018
		4. Present In-District Charter and Support Approval	5/27/2019	5/31/2019
		5. Seek other TEA funding for charter start-up	12/7/2018	5/31/2019
6.	Adopt Curriculum, Assessments, Calendar, and Pre-K Compliance requirements	1. ECE shares recommended curriculum, assessments, year long calendar, and daily schedule with ISD and ISD offers any suggestions, questions, concerns	3/4/2019	3/18/2019
		2. Final decisions on curriculum, standards, assessments, year long calendar and daily schedules are made	3/25/2019	3/29/2019
		3. ECE undergoes Pre-K compliance audit	4/1/2019	4/5/2019
7.	Recruit students targeted from priority school neighborhoods	1. Develop recruitment strategy and recruit students	9/3/2018	3/1/2019
		2. Enroll students	3/1/2019	6/28/2019
		3. Onboard families	7/1/2019	7/31/2019
8.	Hire X amount of Teachers and/or Administrators for 2019-2020 School Year	1. Negotiate with ISD and ECE to determine who is employing X amount of teachers	10/15/2018	10/19/2018
		2. Renew contracts of X amount of returning teachers/administrators	2/25/2019	3/8/2019
		3. Recruitment strategy for staff	11/4/2018	11/18/2018
		4. Conduct interview process for staff	12/2/2018	5/31/2019
		5. Hold Community engagement event to introduce staff to families	7/1/2019	7/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905

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.

Dallas ISD is committed to continuous quality improvement, and that is deeply embedded in the work of early learning. With the launch of the 2014 plan also came a stronger focus on data-driven instruction and leadership. This involves several components of review and continuous improvement:

- **Student level progress monitoring:** students are progress monitored throughout the year and that data informs the work of teachers and coaches in the classroom;
- **Classroom level quality observations:** every Pre-K classroom (both campus-based and partnership classrooms) are observed using CLASS. These observations are conducted by Southern Methodist University and are completed once in the fall and once in the spring. The data guides the work of the coaches and the overall professional development provided;
- **District level program evaluation:** the district's evaluation and assessment team conducts annual evaluations of early learning programs, providing public data to the board of trustees and the community on outcomes. This data guides the overall strategy used by early learning to improve kindergarten readiness and 2nd grade reading levels
- **Community feedback:** through multiple formal and informal settings the district and early learning team are receiving continual feedback on how to improve program quality and offerings to families.

Continuous improvement is a primary focus of the early learning work in Dallas ISD, and there are ongoing efforts to strengthen the district's ability to collect, analyze, and use data to guide the work.

When the evaluation metrics listed above are not being met and progress is not measured, then Dallas ISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and Dallas ISD is transparent in its communication of these plans to all stakeholders through one-on-one or small group meetings, all-staff meetings, internal and external email memos, parent letters, parent information nights, community events, and social media sites. Dallas ISD also commits to sharing changes in plans with TEA and other ISDs who seek information on how we created this system.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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.

It is in the Dallas community's best interest for partnerships to exist, be strong and sustainable, and provide the high-quality care and education children need. Dallas ISD is building on a strong history of partnering with community-based providers to expand those partnership opportunities to serve more children and support more providers. Commitment to sustain the partnerships is further exemplified by the following:

- Partnership agreements and contracts are multi-year arrangements. The contract for educational services with Vogel Alcove is a five-year commitment, with renewal options;
- The draft SRI PLUS contract, the new partnership model the Pre-K Partnership Planning Grant will support, can potentially extend up to nine years;
- The work of the advisory council and the time investment that group has put into developing a stronger partnership model also reveals the long-term commitment and desire to see partnerships be more successful;
- Dallas ISD already spends more than \$6 million on its existing partnerships, showing that the district is committed to this work;
- Dallas ISD has adopted an early learning strategy that calls for an additional \$6 million in funding for early learning every year.

This work for the Dallas community takes the long view. The commitment is to the future and ensuring children are prepared and families have viable, quality options.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905

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.	Pre-K Student Academic Achievement Results	1.	Pre-K Assessments indicating that at least 80% of students are meeting benchmarks in reading, math, social-emotional, and physical development
		2.	Pre-K Assessments indicating that at least 80% of students are demonstrating progress across all sub populations
		3.	At least 80% of students end the year "Kindergarten Ready" according to Kindergarten Readiness Assessments
2.	Quarterly Survey and Interviews with Staff and Families	1.	Results indicate that at least 90% of staff and families are satisfied with Pre-K Program
		2.	Results indicate that at least 90% of families feel engaged with their school
		3.	At least 90% of staff report feeling more confident and knowledgeable in Pre-K compliance and facilitating quality instruction.
3.	Formal Teacher Observations and Evaluations	1.	At least 90% of teachers demonstrate growth during formal evaluations and observations throughout the year
		2.	At least 90% of teachers receive at least a Satisfactory rating according to Teacher Rubric
		3.	At least 90% of teachers conduct at least one peer observations throughout the year
4.	Elementary Academic data at Daniel Webster Elementary and George Truett Elementary	1.	At least 70% of students will perform on grade level on K-2 Assessments
		2.	STAAR data will show at least 12% improvement when first cohort of Pre-K students take 3 rd Grade STAAR
		3.	At least 90% of Pre-K cohort of students will achieve their state growth goal on 3 rd Grade STAAR across all sub populations
5.	Enrollment and Attendance numbers	1.	Increased number of Dallas ISD students enrolling in Pre-K year over year
		2.	Increased ADA number in Pre-K year over year
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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.

Processes for Collecting Data: *Pre-K Student Academic Achievement Results :* The new Pre-K Site will use Pre-K Assessments to determine whether or not students are making progress and performing on grade level throughout the year to transition to Daniel Webster Elementary and George Truett Elementary Kindergarten ready. The Project Participants will determine which assessments will be given, provide training to the teachers who will give the assessments, and oversee that the teachers are administering the test with fidelity and scoring the assessments with accuracy. This data will be shared with students, families, and staff to have transparency around gaps in overall programming, curriculum, instructional delivery, and individual student learning.

Quarterly survey and interviews with staff and families: Anonymous surveys will be distributed to staff and families to measure satisfaction, engagement, and development. Results will be calculated and shared with staff, families, and the community highlighting areas of strength and areas of growth.

Formal Teacher Observations and Evaluations: A standard Teacher Evaluation Rubric and Observation feedback form will be used to provide teachers feedback on certain areas of their teaching practice in order to continue what's working well to achieve student results and what action steps need to be taken by the teacher to improve student outcomes. The Observations and Evaluations will always be shared individually with the teachers, so they know on what they need to focus their improvement. The data will also be analyzed at the school-level to determine trends needing to be focuses of upcoming professional development and best practices found in the field to share with other teachers.

Elementary Academic data at Daniel Webster and George Truett: In K-2, students will be assessed in Reading and Math throughout the year using formative and summative assessments to ensure that they are on track by the time they reach third grade. Starting in third grade, students will take benchmarks leading up to the STAAR tests, which will allow teachers the opportunity to set growth goals, adjust their overall instruction, or tailor instruction to meet certain needs of students possibly from various sub populations. Administrators and Teachers will then use the actual STAAR data, once released, to determine whether or not the schools' and individual students' results improved.

Enrollment and Attendance numbers: Dallas ISD's enrollment system will be able to compare the amount of Pre-K students enrolled in previous years in Daniel Webster and George Truett to the first year of this new Pre-K Innovative Management Partnership (IMO) site hopefully to see an increase in student numbers. 201 Pre-K students were enrolled in these two schools during the 2016-2017 school year, so Dallas ISD would want to see this number rise given the experience and track record of success of the Operating Partner, the extra ADA funding increase from SB 1882, and the targeted and aggressive recruitment strategy that will be in place to offer more seats, especially those to low income students. Attendance data will also be easily accessible to compare previous years to the first partnership year. Daniel Webster and George Truett had an average campus Attendance Rate of 95.75%. Despite attendance being a challenge in Pre-K, the goal would be to have an even higher Attendance Rate at the new Pre-K site as compared to the combined campus-wide rates at Daniel Webster and George Truett. The importance in attending school everyday even at the Pre-K level will be emphasized, so students will not miss out on instruction and families can start off on a strong foundation of success in understanding the importance of being at school, on time, everyday.

Problems with Project Delivery Identified and Corrected: During its first year of implementation, the new IMO Pre-K Partnership Site will be hyper aware and in tune to the data collected from using all of the evaluation tools listed above to ensure that the new site has a strong launch and founding year to build upon in subsequent years. In order to be an attractive option for families, Dallas ISD and the Operating Partner will quickly identify any areas of inefficiencies or sub-par teacher and students performance to quickly course correct. The Project Participants will hold step back meetings to determine root causes to any barriers or obstacles preventing teachers and students from meeting their goals and set new measurable goals for improvement. Meetings will be held with teachers who are not meeting the bar of excellence set forth and achieving Satisfactory ratings on our district-created Teacher Excellence Initiative (TEI) teacher evaluation system, and meetings will also be held with families to remind them of their commitment to their child's education when expectations, like punctuality and attendance, are not being met. Problems of Project Delivery will also be shared with the Board of Directors.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new Pre-K site will serve students scheduled to enter Kindergarten in Daniel Webster and George Truett Elementary Schools, which are Priority campuses. Dallas ISD is making sure that the youngest among our students leave school prepared to be successful in Kindergarten.

Support the Priority Schools with the Development and Implementation of a Targeted School Improvement Plan:

Both Daniel Webster and George Truett Elementary Schools are 2017-2018 Priority Schools with School Improvement Plans already in place. Both schools identified similar problem areas and root causes that have contributed to low student achievement results in the following categories: Demographics; Student Achievement, School Culture and Climate, Staff Quality and Professional Development, Curriculum, Instruction, and Assessment; Family and Community Involvement; School Context and Organization; and Technology. Both schools then developed a Campus Improvement Plan with the three following goals: 1. Improve the Quality of Instruction and Teacher Capacity. 2. Improve Student Achievements through Data Analysis and the Response to Intervention (RTI) Process. 3. Improve Student, Staff, and Parent Culture.

The Indicators of Success for Goal 1 are as follows:

- 80% of all teachers will be at 2.0 in spot observations in domains 2.1, 2.2, 2.3 and 2.4
- Per the climate survey "The instructional feedback I get helps me improve my instruction" will improve from 77 to 84
- Per the climate survey, "The PD sessions this year at my school helped me improve my instruction," will improve from 71 to 80

The Indicators of Success for Goal 2 are as follows:

- 70% of students will have increased 30 words per minute in reading fluency, 1st-2nd
- Reading/Math/Writing-4th/Science-5th will have increased by 7 points from previous years scores
- ACP scores in Reading/Math, K-5th, Science-5th grade, will have increased by 7 points from previous years scores
- ACP scores in all subjects for African American students in grades 3rd-5th will increase from 40% to 45% 4th 6 weeks, 57% of students will be proficient up from 53%, in Reading/Math STAAR release, and K-2nd common assessments
- African American students will increase from 47% passing on all test to 53%
- By STAAR testing, all scores in tested subjects, 60% of the students will meet mastery

The Indicators of Success for Goal 3 are as follows:

- Survey, "Discipline is enforced consistently and effectively on my campus" will increase from 67 to 77
- Survey, "I have sufficient opportunities to develop my leadership potential" will increase from 67 to 75
- Student survey results will have increased by 5 points in the areas of: Overall school average, Classroom Environment and Supportive Relationships
- Discipline referrals for fighting will have decreased by 10

The Dallas ISD administration in partnership with the Truett and Webster leadership teams will work closely with the Pre-K Partner to step through these problem areas and root causes to align the Pre-K content and curriculum to meet the goals that each campus identified as priority and align all professional development and resources appropriately along the vertical patterns.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District and the campus leadership teams will conduct a data analysis to assess student performance, identify the root causes that led to the Improvement Required Rating for Daniel Webster and George Truett Elementary Schools and determine the interventions and services that need to be in place to avoid earlier pitfalls. Both leadership teams will develop an internal and external communication strategy so that all stakeholders are informed and have the opportunity to have their voices heard.

The District will expect the campus leadership team at the Pre-K Site to develop an improvement plan that addresses the root causes and findings from the district's data analysis of Pre-K 3 and Pre-K 4 performance as part of its Charter agreement. Action steps will be put in place to ensure increased student growth. In particular, leaders on every campus will ensure that there is a schedule for all teachers to be involved in planning on a regular and ongoing basis in order to map out curriculum together (and when possible, across the vertical pattern campuses.) School and district leadership will set up a PD cycle to implement relevant PD on a regular basis, monitor implementation and reflect on next steps. PD will be differentiated for teachers as needed. School and district leadership will provide coaching and support to leadership team to have weekly PLC meetings to discuss classroom activities, rigor and assessment. School and district leadership will facilitate grade level meetings to set end of the year goals for each grade level – and consider where relevant to include vertical teams across Pre-K campuses and Kindergarten teachers from the elementary schools.

The District will develop a district tracking system so that the progress of the students moving from the Pre-K Site to Daniel Webster and George Truett Elementary Schools as well as the other elementary campuses can be monitored at every campus annually.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After working with Partnership Advisory Council throughout 2016, Dallas ISD launched new partnership models for the 2017-18 school year and will do the same annually to include this planning year. Community partnerships are essential, as they provide families with multiple quality options to meet their needs and help support child care centers with significant funding challenges and financial pressures. Eligible childcare providers (TRS 3 & 4) can apply to partner with Dallas ISD to provide 3-year-old and 4-year-old Pre-K classrooms, at the child care center's location. There are four partnership models. These models range in which age students they serve, whether Dallas ISD provides a teacher, and the amount of funding provided. Childcare centers are encouraged to apply and consider the model that will best work for them.

Partnerships have positive benefits for children, families, centers, and Dallas ISD creating a win-win-win. Benefits for children and families include: 1. Enrollment in partnership classroom preserves consistency of setting between school & before/after care. 2. Support the workforce, as families need more than 7 hours the schools provide. 3. Teacher and curriculum are aligned with Dallas ISD K-2 and prepare students to be ready for Kindergarten. 4. Student and family get to remain at location where they have built relationships and trust. Benefits for Dallas ISD include: 1. Supports quality care for children 0-4, and before/after care. 2. Provides access to families and recruit them into Dallas ISD K-12. 3. Partner classrooms can operate at a decreased loss (compared to Dallas ISD classrooms). Benefits for the partner include: 1. Provides quality supports through a certified Dallas ISD teacher, Frog Street curriculum, PD, and coaching. 2. Incentivizes enrollment in the center, which supports center finances; quality care for children 0-4; and before/after care. 3. Supports center teacher with stipend and co-teacher.

Dallas ISD will go through a thoughtful and rigorous selection process to ensure that the partner is the right fit for the district, community and vertical pattern.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School Transformation Fund --Planning will supplement the services that currently exist for Dallas ISD or the IMO Partner. The funds will not supplant any state requirements or activities that previously received state or local funds. None of the funds for the School Transformation Fund will be used to supplant any existing program or service. Grant funds will only be used 1) to expand educational options for the targeted students and 2) to coordinate currently available services for the benefit of the students, either as in-kind contribution or to deliver services in new ways or to new recipients. The District will work with any IMO Partner to ensure the coordination of Title Funds, IDEA, and local education dollars are used effectively and appropriately.

To ensure that funds are used appropriately to supplement, and not supplant existing services, the fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The fiscal agent will maintain control over and accountability for all funds, meet federal financial management standards and provide for accurate, current, and complete disclosure of the financial results of each grant period, identifying the funding source and application (use) of funds. The disclosure(s) will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays/expenditures, income, and interest earned. Records will be maintained on all expenditures by budget function, class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Leadership team meets regularly to assess the needs of the district and the adjustments that need to be made to accommodate those needs. The Leadership team is updating its Regulations manual so that all staff is cognizant of the district's practices as related to policy.

The team considers what is best for the general good of the district. Discussion is continued in the District Leadership Meetings, which consists of representatives from all departments within the district to get more input. Depending on the practice/policy, the District Education Committee, which is comprised of parents, teachers and other representatives from campuses, give their input.

During the 2018-2019 year, Dallas ISD will implement the use of a School Performance Framework to assess the performance of all schools within the district. This may include any IMO Partner as well. The Framework looks at student achievement, student growth, educator effectiveness, climate and culture; and community and family engagement. This will be used as a tool to help all schools improve and as a tool to inform our community about our schools.

Policy revisions are sent TASB Policy Service. The Board reviews the local policies and takes action. The Dallas ISD Board adopted EL (LOCAL) SB 1882.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD and the IMO Partner will incorporate the Texas Pre-Kindergarten Guidelines as part of the implementation of the IMO. The Texas Pre-Kindergarten Guidelines synthesize current knowledge of theory and scientific research about how children develop and learn. The guidelines provide insights as to the current thinking of early childhood professional leaders that "a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences". (p. 1) The guidelines outline the behaviors and skills that children are to demonstrate and achieve, as well as instructional strategies for teachers to implement. The guidelines provide "information on responsive teaching practices, the physical arrangement of a prekindergarten classroom, professional development as the key to high-quality prekindergarten programs, the involvement of families for better school readiness of children, strategies for bilingual instruction, considerations for children with special needs and disabilities, and methods of monitoring children's progress." (p.1)

In addition to the Texas Pre-Kindergarten Guidelines, Dallas ISD and the IMO Partner will incorporate best practices from the National Institute for Early Education Research (NIEER). The Institute provides research articles addressing a plethora of topics such as preparing teachers for the Pre-K classroom, assistive technology and emergent literacy for preschoolers, challenging behaviors, screening and assessment instruments, effective early childhood programs.

The state of Texas offers many aids to help promote/recruit for the Pre-Kindergarten program:

www.prekindergartenprepares.com, www.littletexans.org, letter of notification sent home with students, identification systems in place at times of registration of older siblings, newspaper articles, notices in public places, radio announcements, display on school marquees, and community newsletters. These resources may be used to help recruit for the Pre-K Program.

Dallas ISD and the IMO Partner will also incorporate the use of **CLI Engage** for teachers. CLI Engage provides teachers with activities and materials that are researched based. Video exemplars are available for viewing so that early childhood educators have visual models of best practice. Teachers will have access to online professional learning through eCircle Professional Development.

Dallas ISD and the IMO Partner is committed to ensuring that it maintains high standards for learning for all who work with the children and that the Pre-K Site adheres to research based best practices. These will be critical elements within the IMO Partnership plan.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☒ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☐ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Daniel Webster and George Truett Elementary Schools have struggled with academic performance, which might infer that the school's third graders may not have been grounded as young learners. 94% of Truett and Webster students are economically disadvantaged, 41.2% are classified as English Language Learners, 56.15% are At Risk, 98.1% are Minorities, and both campuses have a combined SPED population of 105 students. Because of the early start from the **Innovative Management Organization Partnership (IMO)** Pre-K program, students who transition into Daniel Webster and George Truett Elementary will be more than adequately prepared to be successful as Kindergartners. Through this IMO, Dallas ISD and the Operating Partner will develop an educational opportunity for Pre-K students unique to the Dallas Community.

Pre-K classrooms will not exceed 18 children. The learning environment at will be designed to develop children using age-appropriate experiences and exercises. Because each child has his or her own individual needs, expectations may vary; each child is challenged but not hurried. Ideally, the child will meet an identified baseline of goals that will prepare him or her to enter kindergarten. The curriculum and developmental goals will be correlated to the Early Learning Guidelines that are aligned to the PK4 Guidelines.

As soon as approval is given, recruitment for staff and students will begin. The School Leader will be knowledgeable about The TEA Office of Early Childhood Education and will not hesitate to get additional guidance regarding the implementation of high quality Pre-K programs. On a regular basis, the School Leader and the teachers will examine the progress of the IMO implementation and adjust accordingly. The team will monitor the progress of the students and communicate with parents weekly.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This School Transformation Fund aligns to Dallas ISD's theory of action: *System of Great Schools* in the way that this theory focuses on giving more autonomy to individual campuses, allowing parents to make choices, and focusing on low performing schools. Just as the strategy states, "If the district devolves autonomy from the central administration to campuses," Dallas ISD will be giving autonomy to the new Operating Partner in this IMO Partnership over staffing, curriculum, and programming. With an addition of a Pre-K site, the district will "empower parents to make choices." Finally, by targeting the Priority Schools, Daniel Webster and George Truett, Dallas ISD is concentrating its time and resources by "addressing low performers."

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 057905

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 057905

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:

MICHAEL HINOJOSA, ED.D.
SUPERINTENDENT OF SCHOOLS



May 25, 2018

Mr. Mike Morath
Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

This letter is to express support for Dallas ISD's Transformation Fund Innovative Management Organization (IMO) Partnership Planning Grant proposal. Dallas ISD is excited to develop a partnership with an Early Childhood Center to plan during the 2018-19 school year for new strategies to improve school readiness for students in our community.

An IMO Pre-K Partnership is consistent with the district's transformation efforts, especially the coherent focus on partnerships and targeted autonomy with accountability to improve outcomes for students.

Please call 972.925.3220 or email hinojosam@dallasisd.org for additional information or support for the IMO Partnership Planning Grant proposal.

Respectfully,

A handwritten signature in black ink, appearing to read "Michael Hinojosa". The signature is fluid and cursive.

Michael Hinojosa, Ed.D.
Superintendent of Schools

MH:dl