

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

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: RECEIVED TEXAS EDUCATION AGENCY 12 PM 1:40
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
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 #	
East Austin College Prep	227-824	The East Austin College Prep Academy		
Vendor ID #	ESC Region #		DUNS #	
26-1609474	13		015077978	
Mailing address		City	State	ZIP Code
6002 Jain Lane		Austin	TX	78721-3304

Primary Contact

First name	M.I.	Last name	Title
Jaime	R.	Huerta	Asst. Superintendent
Telephone #	Email address		FAX #
(512) 287-5081	ihuerta@eaprep.org		(512) 928-1459

Secondary Contact

First name	M.I.	Last name	Title
Natalie		Ferris	Business Manager
Telephone #	Email address		FAX #
(512) 287-5023	nferris@eaprep.org		(512) 928-1459

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
Dr. Salvador		Cavazos	Superintendent
Telephone #	Email address		FAX #
(512) 287-5069	scavazos@eaprep.org		(512) 928-1459

Date signed

July 11, 2017

701-17-101-025

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 227-824

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: 227-824

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
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-824

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.	Grant funds awarded will supplement (increase the level of service), and not supplant (replace) State and local funds. The applicant provides assurance that each school served with these grant funds will receive all of the State and local funds it would have received in the absence of this award. The applicant's methodology used to allocate State and local funds to each school will demonstrate compliance with this assurance.
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 the campus it proposes to serve will receive all the State and local funds it would have received in the absence of funds received under this grant.
4.	The applicant provides assurance that it will engage in the necessary effort to align and complement existing school improvement strategies, goals, and interventions in their final approved grant, in order to effectively deliver a single and comprehensive school improvement plan.
5.	The applicant provides assurance that it will, in alignment with its selected school redesign model, implement one or more evidence-based strategies.
6.	The applicant provides assurance that it will provide access for onsite visits to the LEA and campus by TEA and its contractors.
7.	The applicant provides assurance to participate in a formative assessment of the LEA's capacity and commitment to carry out the selected school improvement intervention model at periods during implementation.
8.	The applicant provides assurance to participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors.
9.	The applicant provides assurance to 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.
10.	The applicant provides assurance that the necessary operational flexibility (such as staffing, calendars/time, and budgeting) will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. For those selecting the District of Innovation operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
11.	The applicant provides assurance that they will identify and contract with a redesign partner on or before December 1, 2017.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-824

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.

The East Austin College Prep Academy (EAPrep), a designated local education agency (LEA), in partnership with parent organization, Southwest Key Programs (SKP), has developed a **school turnaround redesign process** – a **bold** approach that will recharge, reinvigorate and drastically infuse life-long learning in traditionally underserved students through heightened expectations and unwavering support for dramatically improved student outcomes. EAPrep proposes a **turnaround model** using school redesign grant funds to address areas of concern identified via the systemic comprehensive needs assessment. As per this TEA designed program model of school intervention, EAPrep will focus efforts upon developing and increasing teacher and school educational leadership effectiveness in order to positively impact poor performance on State and Federal accountability tests by all students, particularly those represented in historically underperforming populations and student groups served under the Every Student Succeeds Act (ESSA) through Title I. The EAPrep Elementary School, as of January 2014, was identified by TEA on a priority school list and has since moved into priority progress. The overall challenge is performance on state assessments and the fact that the campus lacks a seamless comprehensive robust instructional program due to only offering students an educational opportunity beginning at 2nd grade. Therefore, school redesign and turnaround focus is upon adding an **anticipated student population consisting of an early childhood learning component** where the campus would serve students in **full day prekindergarten** instructional programming for 3 and 4 year olds who qualify and to students in **kindergarten and first grade** with an emphasis on instruction in literacy. EAPrep has identified a **school redesign partner** that would lead the school turnaround efforts in collaboration with the campus Principal and the District Coordinator for School Improvement. EAPrep has utilized knowledge, experience, and lessons learned, to create an effective process to recruit a high quality school redesign partner that will support the development and implementation of the school redesign. The contracted school redesign partner selected has superior qualifications, expertise, 15 plus years of proven experience, and relevant resources and commitment to engaging and improving teacher, educator and administrator quality and effectiveness while overall improving student learning and academic performance in a school setting and in particular low performing campuses throughout the state. The **education plan** would consist of intensive support and data driven accelerated instruction that serves to increase student engagement and increased levels of rigor for every child in every classroom. Total academic turnaround will also be initiated through a more rigorous, transparent, and equitable evaluation system for teachers and principal. Stability in campus leadership and data driven effective instruction will be a top priority. Within this evaluation system, EAPrep also intends to replace staff members who, after ample opportunities have been provided for them to improve professional practice, failed to do so. Highly effective teachers and coaches will be recruited and paid competitive wages. A new principal will be recruited to lead the school's redesign turnaround project. Another critical part of the turnaround approach will be **ongoing professional development intended to increase teacher effectiveness, development of professional learning communities**, as well as increased **instructional and data driven teaming resources** for both teachers and students. EAPrep plans to align on-going, high-quality, job embedded professional development to local program goals and objectives that directly relate to the purpose of the school redesign grant. With leadership from the school redesign partner and support from other effective external service providers, professional development will concentrate on tailoring instruction to the diverse needs of student population, namely students with disabilities and English Language Learners (ELLs). EAPrep will design comprehensive instructional reform strategies that focus on data driven decision-making to guide instruction and program planning, research-based instruction that is both vertically and horizontally aligned within the campus and particularly with TEKS State academic standards. EAPrep will also increase the portion of professional development devoted to improving the **school culture** and the supportive systems for students such as pre-referral intensive interventions and Response to Intervention (RtI) not only in the cognitive domain but also in the affective domain by employing a School Social Worker and Community Liaison/Parent Coordinator who would provide direct case management and support to students and their families in social emotional learning. Integration of technology into curriculum to increase student motivation and engagement will also be addressed through research-based projects, higher-order thinking instruction, and increased software supplemental programs for students to accelerated instruction through lab tutorials. EAPrep has thoughtfully considered external service providers such as the Boys and Girls Club who have proven experience to supplement current after school programming and offer increased learning time opportunities for students. EAPrep's **phase-in turnaround redesign** will: (1) Improve Student Achievement via on-boarding and developing an early learning literacy coach to mentor, coach, and provide ongoing guidance to

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-824

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.

teachers, as well as design and deliver effective pedagogical professional development, via PLC/CPT structured time; (2) Improve Teacher and Leader Effectiveness through the opportunity to enhance and formalize a **comprehensive coaching and mentoring component** to ensure all educators are linked to an experienced and successful educator to guide and support them throughout their career provided by the school redesign partner; (3) Provide ongoing **data-driven, proven job-embedded professional development** aimed at pedagogy and increasing data-driven decisions and adopting a data-rich culture as means to measure progress and offer differentiated support; (4) Provide teachers with ongoing professional development training to **increase pedagogical instructional strategies and support** the use of data driven instruction via Professional Learning Communities (PLCs) during Common Planning Time (CPT); and (5) Improve Student Achievement via **increasing effectiveness and structure of literacy/writing across the curriculum** by embedding effective literacy strategies in all core subject areas. EAPrep will contract with a school redesign partner to oversee operations as well as collaborate with the campus Principal for instructional support with the **operational flexibility** needed to launch the campus to success. Utilizing current research and best practices in education, as well as to address identified prioritized needs and accomplish set goals and objectives, EAPrep will employ the following interventions, strategies and activities in direct alignment with the Critical Success Factors (CSFs) and Turnaround Principles: 1) **Educator on-boarding and support will include:** Summer training for all first year and new teachers; opportunities for new teachers to observe or co-teach with skilled teachers; follow-up discussions of classroom observation results; and ongoing professional development and formative review of teacher performance. EAPrep will implement a formalized **talent plan** to review and modify current recruitment and hiring practices to ensure effective strategies. 2) **Quality Professional Development:** Activities are in direct alignment with the turnaround model, and will systematically transform educator quality, efficiency, and effectiveness through improved and innovative practices. Teachers and administrators will have access to a multitude of ongoing, high quality learning opportunities and experiences that promote high levels of student success provided by the school redesign partner. All professional development activities will be data-driven, utilizing current district and campus reports, classroom observation findings, student achievement and assessment data, formal evaluation results, and teacher/student feedback to guide the direction of training efforts. 3) **Early Learning Literacy Coach and Special Populations Intensive Intervention:** EAPrep will implement capacity building systems that that will provide all first year, new, and other teachers with the knowledge and skills necessary to be successful and effective in their classrooms and throughout teaching careers. 4) **Tutors** will work with instructional staff on campus to target areas of need identified through student achievement data for targeted individualized student support. 5) **Professional Learning Communities (PLCs):** Richard DuFour (2004) characterizes collaborative professional learning communities as groups of educators who "work together to analyze and improve their classroom practice...engaging in an ongoing cycle of questions that promote deep team learning." PLCs will occur during structured and protected time called Common Planning Time (CPT). EAPrep will use PLCs for ongoing proven job-embedded professional development aimed at pedagogy and increasing data-driven decisions. EAPrep will provide teachers with training on topics such as effective classroom instruction, pedagogy, management, and communication strategies. To ensure the content of professional development opportunities are aligned with the vision for transformation, district, and campus initiatives, campus principals and other administrators participate in and monitor PLCs. 6) **Evaluation:** The external evaluator and project staff will collect qualitative and quantitative data to monitor progress and assess impact of services on students and teachers. In addition to measuring progress toward required performance measures, EAPrep and the external evaluator will assess performance measures and benchmarks through various sources such as: baseline data (PEIMS & TAPR), STAAR, TPRI test scores, program participation data, observation rubrics, project document reviews, participant surveys, and partner surveys and interview data. Program progress and evaluation reports will be submitted to EAPrep administrators, project staff, Board of Trustees, TEA, and **Total Turnaround Team (T³)**, on a quarterly and annual basis. 7) **Sustainability:** EAPrep is committed to ensuring the ongoing success of our students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, the LEA will make concerted efforts to sustain this highly critical project over time. EAPrep fully supports the school redesign turnaround implementation and sustainability with the intention of sharing information, lessons learned, and replicable proven-effective techniques.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-824				Amendment # (for amendments only):		
Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement						
Grant period: August 28, 2017, to July 31, 2019				Fund code: 211		
Budget Summary						
Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 0	\$ 946,040	\$ 0	\$ 946,040
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 0	\$ 325,600	\$ 0	\$ 325,600
Schedule #9	Supplies and Materials (6300)	6300	\$ 0	\$ 80,000	\$ 0	\$ 80,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 0	\$ 55,000	\$ 0	\$ 55,000
Schedule #11	Capital Outlay (6600)	6600	\$ 0	\$ 0	\$ 0	\$ 0
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$ 0	\$ 1,406,640	\$ 0	\$ 1,406,640
2.159 % indirect costs (see note):			N/A	\$ 30,370	\$ 0	\$ 30,370
Grand total of budgeted costs (add all entries in each column):			\$ 0	\$ 1,437,010	\$ 0	\$ 1,437,010

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 227-824				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher	2		\$ 0	\$ 208,000	\$ 208,000
2	Educational aide			\$	\$	\$
3	Tutor	3		\$ 0	\$ 210,000	\$ 210,000
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	1		\$ 0	\$ 110,000	\$ 110,000
14	Community liaison/parent coordinator	1		\$ 0	\$ 110,000	\$ 110,000
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Early Learning Literacy Coach	1		\$ 0	\$ 110,000	\$ 110,000
22	Title			\$	\$	\$
23	Title			\$ 0	\$ 0	\$ 0
24	Subtotal employee costs:			\$ 0	\$ 748,000	\$ 748,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			\$ 0	\$ 0	\$ 0
26	6119 Professional staff extra-duty pay			\$ 0	\$ 20,000	\$ 20,000
27	6121 Support staff extra-duty pay			\$ 0	\$ 6,000	\$ 6,000
28	6140 Employee benefits			\$ 0	\$ 172,040	\$ 172,040
29	61XX Tuition remission (IHEs only)			\$ 0	\$ 0	\$ 0
30	Subtotal substitute, extra-duty, benefits costs			\$ 0	\$ 198,040	\$ 198,040
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 0	\$ 946,040	\$ 946,040

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

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 227-824			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		Planning Cost	Implementation Cost	Total Budgeted Cost
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	Planning Cost	Implementation Cost	Total Budgeted Cost
1	School Redesign Partner (Instructional Leadership Coaching, Teacher and Administrator Job Embedded Professional Development, Data Disaggregation Support, Improvement Planning)	\$ 0	\$ 273,600	\$ 273,600
2	Boys and Girls Club (Afterschool Program Component)	\$ 0	\$ 20,000	\$ 20,000
3	Social Emotional Learning Service Contractors (Affective domain support for students)	\$ 0	\$ 12,000	\$ 12,000
4	External Evaluator (Program evaluation)	\$ 0	\$ 20,000	\$ 20,000
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$	\$ 325,600	\$ 325,600
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$ 0	\$ 0
(Sum of lines a, b, and c) Grand total		\$	\$ 325,600	\$ 325,600

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 227-824			Amendment number (for amendments only):	
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6300	Total supplies and materials that do not require specific approval:	\$ 0	\$ 80,000	\$ 80,000
Grand total:		\$ 0	\$ 80,000	\$ 80,000

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

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 227-824		Amendment number (for amendments only):		
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 0	\$ 15,000	\$ 15,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$	\$	\$
	Specify purpose:			
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. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$ 0	\$ 40,000	\$ 40,000
Grand total:		\$ 0	\$ 55,000	\$ 55,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration 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: 227-824										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population <u>to be served</u> 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	191	91.3%	2015-16 data (Source: TAPR)											
Limited English proficient (LEP)	96	46%	2015-16 data (Source: TAPR)											
Disciplinary placements	0	0%	2015-16 data (Source: TAPR)											
Attendance rate	NA	96.6 %	2014-15 data (Source: TAPR)											
Annual dropout rate (Gr 9-12)	NA	NA	DNA											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input type="checkbox"/> Public		<input checked="" type="checkbox"/> Open-Enrollment Charter		<input type="checkbox"/> Private Nonprofit		<input type="checkbox"/> Private For Profit		<input type="checkbox"/> Public Institution				
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
34	17	20	22	22	44	50	0	0	0	0	0	0	0	209

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-824

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.

East Austin College Prep (EAPrep) follows a systemic process outlined in the Texas Center for District and School Support (TCDSS) Texas Accountability Intervention System (TAIS) guidance documents. **Needs Assessment Process:** As part of the planning stages to respond to the Texas Education Agency (TEA) school redesign grant, EAPrep conducted a thorough systemic needs assessment to identify campus strengths, areas of concern, and prioritize campus needs. Through this comprehensive assessment, EAPrep and district leadership reviewed multiple data sources including the *anticipated student populations*, *local community demographics data*, district and campus improvement plans, STAAR assessment scores, TEA demographic data, state accountability ratings, teacher/administrator data, proven research, and district policies. Several working and planning groups were also held with the Superintendent, Principals, teachers, and non-classroom staff. However, at EAPrep we realize that a systemic planning process cannot be executed in isolation. To establish a total team approach, EAPrep initiated a process to determine the most appropriate representation of EAPrep stakeholders as members of a formal school wide planning team – the **Total Turnaround Team (T³)**. The members of the team consisted of: Principal, District Coordinator of School Improvement (DCSI)/Assistant Superintendent, Counselor, Parent Coordinator, Parent, Community Member, Social Worker and two Teachers. The team makeup provided for an understanding of the *district and community context*. Members' roles and responsibilities were identified in an effort to organize the team's work and prepare the school for change. EAPrep used multiple measures of data and initiated and focused discussions on critical questions during meetings. Through deeper analysis of what the underlying root cause may be that is preventing the school from achieving the ideal state, multiple concerns surfaced. Along with the concerns, the team devoted time to seeking clear, reasonable strategies that over time could close the gap between the current state of chronic low performance toward achieving the ideal state of improved outcomes, continuous improvement and sustained effective instruction through changes in *campus operations* for ultimate *sustainability* of positive student academic achievement. **Identified Needs:** Through a comprehensive needs assessment process, EAPrep identified several areas of accomplishments and growth while, at the same time, exposing areas of challenge and concern as it relates to the *educational needs of the anticipated student population*. Data from TEA's Texas Academic Performance Report (TAPR) 2015-16 revealed several challenges that confirm EAPrep is a high needs campus including *high staff turnover, low student achievement, and lack of rigorous instruction* for all students, namely students with disabilities and ELL students. A review of STAAR state assessment scores revealed that EAPrep students perform well below the state average in all subjects tested. According to the 2015-16 TAPR, a review of EAPrep students' STAAR scores in core subject demonstrated significant under-achievement compared to students statewide. Of the 199 EAPrep students who took the STAAR tests in 2015-16, **only 59% of EAPrep students met or exceeded state performance expectations**. For example, only 59% and 62% of EAPrep students in grades 3, 4, 5, and 6 met state Reading and Math standards, respectively, compared to 73% and 76% of students statewide, respectively (STAAR data 2015-2016). Utilizing multiple measures of data was an integral part of the comprehensive needs assessment (CNA) process. The following *quantitative* and disaggregated data were also significant factors in the CNA process to determine root cause factors: student achievement results on both state and federal academic performance measures according to all subgroups per previous years system safeguards reports; student enrollment counts, mobility, dropout rates, and graduation rates; state accountability (Previous AEIS and current TAPR, Performance Index Data namely in Index 2 and 3); and Performance-Based Monitoring Assessment System (PBMAS) reports and demographic statistics. **Prioritization of Needs:** Upon completing the comprehensive needs assessment, the T³ Team reviewed and assessed areas of strength and challenge as they related to campus policies, resources, infrastructure, instruction, capacity building, and support mechanisms through a review of *qualitative* data. The team also sought feedback from key stakeholders to identify priority needs. After reviewing and assessing all feedback, the T³ Team prioritized needs based upon students' most pressing and urgent academic demands. Needs determined to be of critical importance to student achievement received the highest priority while needs having less direct impact on student performance received lower priority. The prioritization of specifics needs served to drive identification of goals, objectives, and strategies to address data driven outcomes, curriculum, instruction, and assessment issues through selected research based strategies.

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Schedule #14—Management Plan					
County-district number or vendor ID: 227-824				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.	School Redesign Lead Consultant	Required to possess the relevant academic training and credentials that include a Doctorate in Education, Texas Teaching Certificate and Principal and Superintendent certifications. Requires superior qualifications, expertise, 15 plus years of proven experience at the LEA and campus levels, and relevant resources and commitment to engaging and improving teacher, educator and administrator quality and effectiveness while overall improving student learning and academic performance in a school setting, preferably in a school categorized as persisting low-performing.			
2.	Early Learning Literacy Coach	Master's Degree in Teacher Education or a Master of Education in the English/Language Arts and Reading content areas, Texas Teaching Certificate with a minimum of 3 years of successful teaching experience as measured by performance evaluations, promotions, and portfolio of work and two years of mentoring and coaching in a school setting, preferably in a school categorized as persistently low-performing.			
3.	Community Liaison/Parent Coordinator	Master's Degree in Education or closely related field with a minimum of 3 years of successful experience in a school setting with parents as measured by performance evaluations, promotions, and portfolio of work and preferably in a school categorized as persistently low-performing.			
4.	External Evaluator	Must possess 10 plus years of successful experience in evaluating federal and state programs, broad knowledge of scientifically-based evaluation methodologies, implementation, reporting requirements and knowledge of developing, implementing and maintaining highly-effective secured digital web-based database systems to compute value-added calculations.			
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.	Recruit and retain quality and experienced staff	1.	Recruit/Hire/Retain a Campus Leader	06/12/2017	07/31/2019
		2.	Recruit/Hire/Retain Redesign Teachers	06/12/2017	07/31/2019
		3.	Recruit/Hire/Retain Redesign Tutors	08/28/2017	07/31/2019
		4.	Recruit/Hire/Retain Early Learning Literacy Coach	08/28/2017	07/31/2019
		5.	Recruit/Hire/Retain Auxiliary Staff	08/28/2017	07/31/2019
2.	Improve Academic Performance in Reading	1.	Professional development on targeted interventions	08/07/2017	07/31/2019
		2.	Academic profiles with prescriptive interventions	10/10/2017	07/31/2019
		3.	Progress checkpoints formative assessments	10/10/2017	07/31/2019
		4.	Progress checkpoint data analysis	10/10/2017	07/31/2019
		5.	Summative progress	06/14/2018	07/31/2019
3.	Improve Attendance	1.	Recruit/Hire/Retain Social Worker	08/28/2017	07/31/2019
		2.	Create/rollout attendance incentives plan	10/10/2017	07/31/2019
		3.	Recruit/Hire/Retain Community Liaison/Parent Co.	08/28/2017	07/31/2019
		4.	Engage parents in the attendance process	10/10/2017	07/31/2019
		5.	Progress Checkpoints (by 6 weeks)	10/10/2017	07/31/2019
4.	Improve Behavior	1.	PBIS data review from previous year	08/07/2017	07/31/2019
		2.	PBIS plan update based on previous year data	08/14/2017	07/31/2019
		3.	PBIS plan rollout for students	08/21/2017	07/31/2019
		4.	Engage parents in the PBIS process	10/10/2017	07/31/2019
		5.	PBIS formative progress checkpoints (by 6 weeks)	10/10/2017	07/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

Part 3: 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.

Coordination of Efforts to Maximize Effectiveness: EAPrep is committed to ensuring the ongoing success of our students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, the LEA will make concerted efforts to sustain this highly critical project over time. To maximize the effectiveness of School Redesign Grant (SRG) funds, EAPrep will coordinate efforts by leveraging resources already provided through other grant funded initiatives. The LEA currently partners with Southwest Key Programs (non-profit) in the following grant programs: federal grant funding from the US Department of Education (USDOE) to sustain several academic initiatives supported through their Full Service Community Schools Program. The District currently receives: federal grant funding from the US Department of Education (USDOE) to sustain several academic initiatives supported through their Full Service Community Schools Program, Innovative Approaches to Literacy Program, and Upward Bound Program; state funding from the Texas Education Agency (TEA) to support two Texas 21st Century Community Learning Centers; and local corporate and foundation funding to support several college and career readiness initiatives as well as annual STEAM (Science, Technology, Engineering, Arts, and Mathematics) Summer programming. Each of these initiatives is designed to improve student achievement in high need schools with high need student populations, particularly minority, low-income, low-performing, and underserved students providing a multitude of educational services, activities, and resources which can be effectively utilized and leveraged to support and maximize the effectiveness of program activities. For example, to further support literacy efforts at EAPrep, the district receives funding from the USDOE Innovative Approaches to Literacy Program to support *Project START* (Students and Teachers in Austin Reading Together). Similarly aligned with School Redesign efforts, the goals of *Project START* are to: 1) Create an educational culture that enhances learning and academic performance of all students so they excel academically; and 2) Improve reading skills and academic achievement of all children. Through *Project START*, EAPrep students and educators have

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-824

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.	Student achievement in English Language Arts/Reading (ELAR) and Mathematics	1.	STAAR performance in English/Language Arts/Reading
		2.	STAAR performance in Mathematics
		3.	Student promotion/retention
2.	Teacher and leader effectiveness via coaching and mentoring	1.	Teacher effectiveness as measured by T-TESS
		2.	Leader effectiveness as measured by Principal Evaluation
		3.	Teacher/Leader satisfaction with coaching and mentoring
3.	Teacher and leader effectiveness via job-embedded professional development	1.	Teacher effectiveness as measured by T-TESS
		2.	Leader effectiveness as measured by Principal Evaluation
		3.	Teacher/Leader satisfaction with job-embedded professional development
4.	Use quality data to drive instruction	1.	STAAR performance in English/Language Arts/Reading and Mathematics
		2.	Student promotion/retention
		3.	Special education and English learners student performance
5.	Annual measurable performance objectives of early childhood assessment data	1.	Literacy readiness skills inventory
		2.	Mathematics skills inventory levels
		3.	TPRI/Tejas LEE student performance levels

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 Data Collection: EAPrep will utilize formative evaluation results to continuously improve grant program strategies and, as a result, substantially raise the achievement of our students to enable the school to meet the annual measurable performance objectives. Rigorous performance measures will be established through the collection of quantitative and qualitative data. EAPrep will conduct a formative evaluation of program activities in coordination with an evaluation team consisting of an external evaluator, District Coordinator of School Improvement (DCSI), District administrators, educators, parents, Campus Leadership Team (CLT), and T³ members, etc. to determine if proposed activities are being implemented as planned and if they are contributing to the overall success and transformation of the school. Data related to critical success factors at both the program and student (academic data) levels will be regularly monitored and assessed throughout the grant period. Success factors critical to achieving the goals and outcomes include: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increased Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Quality. Program-level data will include: number and type of program activities offered; number of participants served; number of professional development opportunities attended; family engagement; etc. Data for rigorous redesign performance targets (Annual Performance Goals) that indicate significant progress in redesigning the school will also be collected. The evaluation team will also assess the effectiveness of redesign activities on student achievement results by assessing student-level academic data such as: student grades; annual STAAR-EOC results; Texas Academic Performance Report results; and attendance records. **Identifying/Correcting Problems:** Ongoing data collection will allow for frequent review and analysis to determine the effectiveness and efficiency of program implementation and progress in meeting critical success factors, performance goals and objectives, as proposed. As part of EAPrep's Performance Quality Improvement efforts, the external evaluator, DCSI, key District and campus staff (Superintendent, Principal, Educators), the Campus Leadership Team, and T³ members will meet quarterly to assess and review program student level academic data. Progress, challenges, and lessons learned will be discussed to provide information for continuous program improvement. If program deficiencies are identified or progress towards performance measures are not being met, a project improvement action plan will be immediately developed and implemented using recommendations from the evaluator to correct deficiencies in a timely manner. EAPrep educators will be trained how to correctly collect, analyze, and use performance data to improve overall instruction.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

Statutory Requirement 1a: Depending on if the campus is identified as a priority or a focus school, describe how the applicant will develop a school improvement plan (for priority schools) 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.

East Austin College Prep (EAPrep) will follow the existing systemic process outlined in the Texas Center for District and School Support (TCDSS) Texas Accountability Intervention System (TAIS) guidance documents along with USDOE resources on developing a school improvement that is bold and that is associated with the turnaround school improvement model to ensure sustainable improvement.

- **LEA Commitments:** The T³ team will begin the school improvement planning process by analyzing the current status of the following LEA commitments as they relate to the turnaround campus: operational flexibility, clear vision and focus, sense of urgency, high expectations, LEA-wide ownership and accountability.
- **LEA Support Systems:** The team will then analyze the following LEA support systems: organization structure, processes/procedures, communication and capacity and resources. Based on the analyses, the team will then engage in determining how interventions and resources are to be customized for the turnaround campus.
- **Critical Success Factors:** The team will utilize the following Critical Success Factors as key focus areas in school improvement planning: 1) Academic Performance 2) Use of Quality Data to Drive Instruction 3) Leadership Effectiveness 4) Increased Learning Time 5) Family and Community Engagement 6) School Climate 7) Teacher Quality. The LEA recognizes that in order for sustainable improvement to occur, the work must be grounded in research-based practice for planning.
- **Continuous Improvement:** Thus, the following continuous improvement components will be utilized: data analysis, needs assessment, the development of the improvement plan and implementation and monitoring.
- **Data Analysis:** A data analysis process will be documented which includes the use of quantitative and qualitative data. Additionally, a thorough student level review will be utilized to identify needs that target every student. This will lead to the identification of problem statements. The following quantitative and disaggregated data will also be significant factors in the data analysis process to determine root cause factors: student achievement results on both state and federal academic performance measures according to all subgroups per previous years system safeguards reports; current state systems safeguards; student enrollment counts, and mobility rates; state accountability (Previous AEIS and current TAPR, Performance Index Data namely in Index 2 and 3); and Performance-Based Monitoring Assessment System (PBMAS) reports and demographic statistics. Performance data for students who participate in the intensive intervention, before, during, and after school, summer extended and intensive intervention, and enrichment and recovery support will also be reviewed and analyzed.
- **Needs Assessment:** Based on the problem statements, a thorough needs assessment process will be utilized to identify root causes. Through this comprehensive needs assessment, the team will review multiple data sources including district and campus improvement plans, STAAR assessment scores, TEA demographic data, state accountability ratings, teacher/ administrator data, proven research, and district policies. Several working and planning groups will be held with the Superintendent, Principals, teachers, and non-classroom staff. Through deeper analysis of what the underlying root causes may be that are preventing the school from achieving the ideal state, we recognize that multiple concerns will surface. Along with the concerns, the team will devote time to seek clear, reasonable strategies that over time could close the gap between the current state of chronic low performance toward achieving the ideal state of improved outcomes, continuous improvement and sustained effective instruction.
- **Improvement Plan:** As the team engages in the early stages of the development of the improvement plan, they will ensure to address the findings from the data analysis and needs assessment processes. It will be a team priority to develop a plan that is informed by the findings from the data analysis and needs assessment processes. The team will then transition to developing goals and determined actions that directly address the areas of low performance and any required interventions.
- **Implementation and Monitoring:** The team will review and monitor the implementation of the plan quarterly to ensure that feedback is provided based on goals and actions. The team engage in the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students and to monitor student progress.

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

East Austin College Prep (EAPrep) will use the following continuous improvement process in the monitoring of all schools receiving Title I funds.

- A. The District Coordinator for School Improvement (DCSI) will lead the monitoring efforts for schools receiving Title I funds.
- B. The DCSI will ensure that the campuses engage in a thorough needs assessment process that includes the creation of problem statements, identification of root causes and the inclusion of research-based improvement strategies identified in a campus improvement plan.
- C. The DCSI will monitor the progress of the campus annual goals as identified in the campus improvement plans for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress quarterly with an emphasis on students receiving special education services and English learners.
- D. The DCSI will ensure that campus improvement plans include all Title I components and that campuses are in compliance with all federal requirements associated with the use of Title I funds.
- E. The DCSI will work with campus teams to ensure that the campus improvement plans are evaluated formatively and summatively and that adjustments are made if progress is lacking.
- F. The DCSI will work closely with the Business Manager to ensure fiscal compliance as it relates to ESSA and EDGAR and in coordination with the policies and procedures established locally in the EAPrep Accounting Manual.

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

EAPrep is committed to recruiting, selecting, and providing oversight to qualified effective and committed external providers. As a result, EAPrep has utilized knowledge, experience, and lessons learned, to create an effective process to recruit high quality external providers. The following external services are in accordance with EAPrep procurement policies and procedures under 34.CFR Parts 74.40-74, 48-80.36. Furthermore, the process described below is two-fold to include: (1) recruiting and selecting and, (2) establishing the LEA's capacity to provide oversight. Both processes will be aligned to local district procedures, policies and governance structure.

Recruiting and Selecting:

- 1) Gather and analyze data to determine specific targeted needs.
- 2) Determine if an External Provider or additional resource is needed.
- 3) Create a rubric to recruit, screen, and select External Provider(s) to include how they will address the targeted needs.
- 4) Create criteria and an evaluation tool to assess effectiveness.
- 5) Align the External Provider Scope of Work to the School Redesign Grant and needs informed by the data analysis.

Existing Capacity, LEA will:

- 1) Clearly define governance structure that involves partners and all stakeholders' roles;
- 2) Detail operational plan specifying responsibilities of all project personnel and external providers; and
- 3) Work closely with the external provider to create a scope of work prior to the delivery of services.
- 4) Ensure that the complete scope of work includes: expected outcomes; benchmarks along the way to assess effectiveness and ensure accountability; timeframe with person(s) assigned to specific action/implementation steps; and an "Exit Strategy – Gradual Release" to ensure sustainability and build capacity.
- 5) Report continuous, ongoing and formative assessment of all program services, activities and outcomes.
- 6) Evaluate in a summative manner all program services, activities and outcomes.
- 7) Plan for sustainability and continued fidelity of implementation through internal capacity built through external partnerships and ensure that the results/efforts will be sustained after the External Provider is gone.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-824

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.

EAPrep is committed to ensuring the ongoing success of its students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, the District will make concerted efforts to sustain this highly critical initiative over time. The District Coordinator of School Improvement (DCSI) and Business Manager will ensure that EAPrep Elementary School receives all of the state and local funds it would have received in the absence of the school redesign grant. The LEA will align resources in two ways: one is to use other resources, in addition to the SRG funds, to implement the school intervention model; the other is to ensure that resources allocated to the campus are aligned to the improvement plan.

The LEA will use other funds to support the school improvement goals, such school improvement funds received under Title I, Part A. Additionally, Title II, Part A funds will help to recruit and retain highly qualified teachers. Title III, Part A funds will be used to improve the English proficiency of LEP students.

The DCSI understands that the allocation of resources is an essential practice and an important component of school improvement planning. The LEA will follow guiding principles for allocating resources, such as:

- Use staff efficiently and be consistent with the priorities in the school improvement plan.
- Consider time as the most expensive resource.
- Use community resources when possible.
- Devote resources to the prevention of academic problems, rather than to remediation.
- Organize instructional time to support the school's instructional focus.
- Incorporate time for professional development and teacher collaboration into the daily life of the school. (Source: District Leaders Guide to Reallocating Resources, NWREL, 2001).

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

EAPrep will provide flexibility for the campus to fully and effectively implement the **Turnaround Model**. The School Redesign Partner will lead a policy, process and procedure review panel to identify and address possible conflicts and barriers. This team will vet LEA regulations, as well as state requirements for which waivers are available, to remove those that inhibit innovation.

Identifying/Correcting Problems: The ongoing collection of data will allow for frequent review and analysis to determine the effectiveness and efficiency of program implementation and progress in meeting critical success factors, performance goals and objectives, as proposed. As part of EAPrep's Performance Quality Improvement efforts, the Turnaround team will meet quarterly to assess and review program student level academic data. Progress, challenges, and lessons learned will be discussed to provide information for continuous program improvement.

EAPrep Elementary School is the district's sole elementary school campus. This eliminates options available in other LEAs, which have the opportunity to move personnel and students between campuses. Therefore, the modifications to practices and policies must emphasize strategies to create as much flexibility as possible within the single campus, while maintaining a focus on school-wide improvement. In addition, EAPrep will review its policies, practices, and funding allocations to identify opportunities to align with the implementation of the interventions for school improvement. The review will be based on questions such as:

- Are LEA funds now focused on student learning? If not, how can they be more correctly aligned?
- To what extent are current policies, practices, and funding allocations focused on school improvement?
- What are the policies, practices, and funding allocations found in districts/schools that have successfully transformed low performing schools?

As appropriate, EAPrep will modify practices and policies to provide operational flexibility that enables full and effective implantation of redesign plans. If program deficiencies are identified or progress towards performance measures are not met, a project improvement action plan will be immediately developed and implemented using team recommendations.

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign plan 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.

The EAPrep school redesign plan will link all evidence-based strategies with the Critical Success Factors as follows:

Improve Academic Performance

Evidence Based Strategies: 1) Implement a viable, aligned curriculum. 2) To inform decisions regarding teacher professional development and the need for additional instructional resources, campus administration will be provided with professional development and will conduct classroom walkthrough observations at least once a week per teacher.

Supporting Research: Marzano (2003). What Works in Schools: Translating Research into Action.

R.J. Marzano, B.A. McNulty, & T. Waters. (2005) School Leadership that Works: From Research to Results.

Increase the use of Quality Data to Drive Instruction

Evidence Based Strategies: 1) Teach students to examine their own data and set learning goals. 2) Use data as the driving force behind school improvement efforts through the creation of School and District Profiles (Comprehensive Needs Assessment). 3) Engage in the Professional Learning Communities professional development model.

Supporting Research: Kluger & DeNisi (1996) The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory.

G. H. Gregory & L. Kuzmich (2004). 4.Data Driven Differentiation in the Standards-Based Classroom

A. Zmuda, R. Kuklis & E. Kline (2004). Transforming Schools: Creating a Culture of Continuous Improvement. ASCD

M. Morrissey (2000) Professional Learning Communities: An Ongoing Exploration. SEDL

R. DuFour & R. Eaker (1998). Professional learning communities at work: Best practices for enhancing student achievement.

Increase Leadership Effectiveness

Evidence Based Strategies: 1) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2) Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. 3) Give the school sufficient operational flexibility in staffing, calendars/time, and budgeting.

Supporting Research: J.F. Kovalski, E.E. Gickling & H. Marrow. (1999). High versus low implementation of instructional support teams: A case for maintaining program fidelity.

P.R. West. (2002). 21st century professional development: The job-embedded, continual learning model. *American Secondary Education*

J. Kowal, E.A. Hassel & B.C. Hassel (2009). Successful school turnarounds: Seven steps for district leaders. The Center for Comprehensive School Reform and Improvement.

Increase Learning Time

Evidence Based Strategies: 1) Include intervention activities during in school programming and out of school programming through the use of an Academic Power Hour

Supporting Research: R.J. Marzano. (2003). What works in schools: Translating research into action

Increase Parent/Community Involvement

Evidence Based Strategies: 1) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others.

Supporting Research: X. Fan & M. Chen (2001). Parental involvement and students' academic achievement: A meta-analysis.

Improve School Climate

Evidence Based Strategies: 1) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

Supporting Research: G. Sugai & R. Horner. (2002). The Evolution of Discipline Practices: School-Wide Positive Behavior Supports

Increase Teacher Quality

Evidence Based Strategies: 1) Use rigorous, transparent, and equitable evaluation systems for teachers.

Supporting Research: C. Danielson (2001). New Trends in Teacher Evaluation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly communicate the district's vision for improving low-performing schools, including the strategy for increasing the number and percent of students in higher-rated schools. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep does not have a LEA office or individual solely responsible for school improvement. EAPrep currently only has two campuses (one elementary and one secondary) and only the elementary campus was identified as a Priority campus. SRG will enable creation of this critical support with the addition of a school redesign partner. EAPrep anticipates that the school redesign partner will work with the DCSI, employing LEA resources and external providers as needed to meet needs. The school redesign partner in collaboration with the DCSI will create and clearly communicate a vision for the improvement of low-performing schools and identified personnel; support the implementation of purposeful instructional arrangements at the elementary school; make necessary adjustments to budgeting procedures/practices to effectively and efficiently address identified needs; and provide priority status in HR practices for recruiting, selecting, hiring, supporting and retaining the Turnaround Principal, Administrative Staff and teachers.

The LEA will rely on guidance from the school redesign partner and best practices identified by the Wallace Foundation (2010)¹ including five promising practices for creating central offices that focus squarely on supporting better education:

1. **Work Hand-in-Hand With Principals on Improving Instruction** The school redesign partner and DCSI will provide a direct line of communication to the Superintendent. The school redesign partner will focus on building the principal's ability to strengthen classroom instruction through coaching, advocating, networking, providing feedback and "pushing" for success. EAPrep will ensure that the school redesign partner implements best practices identified by the Wallace Foundation: tailors work to meet individual principal's needs, "models" good practices, emphasizes connections between student test data and pedagogy, and makes good use of tools. The school redesign partner will assist the principal with problem solving through regularly scheduled meetings as well as impromptu conversations.
2. **Support the DCSI.** The school redesigning partner will support the DCSI in a number of ways: by offering training on how to improve working with principals and maximizing access to TCDSS and other resources. The Superintendent will ensure that the DCSI has sufficient access to the principal by allocating 1 day monthly to concentrate on instructional improvement.
3. **Reorganize and Change the Culture of All LEA Units.** EAPrep will make structural and policy changes to support the school redesign partner. The Superintendent will ensure that all staff move from a "one size-fits-all, regulatory style of administration" to an individualized and project based approach. This will facilitate acceptance of changes to policies and informal operating procedures required for turnaround.
4. **Provide Stewardship** EAPrep commits to the LEA-level development of "Shepherdship" that extends to all district support personnel. The Wallace Foundation found that effective turnaround is based on a "theory of action" describing how to proceed, a well-thought-out rationale and the flexibility for plans to be revised as circumstances warranted. In addition, district administrators must communicate well enough so that all stakeholders understand the work, know why it matters and then lend their support.
5. **Gathering and Using Information to Guide the Effort** EAPrep is committed to learn to use data – not just student test scores, but multiple sources of quantitative and qualitative data – to continuously examine and upgrade support for schools. The school redesign partner will regularly monitor progress of the action plans. EAPrep will keep stakeholders informed about the turnaround progress.

EAPrep will sustain the successful school improvement practices by viewing the turnaround as a process toward achieving even higher goals. The Superintendent has been aggressively implementing school improvement reform since joining the district two years ago. SRG has provided an opportunity to leverage the work of the past years by 1) focusing the district on comprehensive needs assessment, 2) facilitating design of a comprehensive school improvement plan that is not limited to current LEA resources, 3) encouraging the involvement of a broader set of stakeholders, especially community members and parents. Thus, SRG will serve as a change agent for LEA and school practices.

¹M.I. Honig, M.A. Copland et al., (2010). *Central Office Transformation for District-Wide Teaching and Learning Improvement*, Center for the Study of Teaching and Policy, University of Washington.

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the applicant will develop and/or implement a supported school redesign that responds directly to the unique needs of the specific campus. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Unique Needs: East Austin College Prep (EAPrep), is an open-enrollment charter school designated as a local education agency by TEA. EAPrep was established by its parent organization, Southwest Key Programs (SKP), as a result of a massive outreach effort and community needs assessment conducted in 2006. In 2008, EAPrep established the first elementary and middle school in over 20 years for target residents. Currently in its 9th year of operation, EAPrep has two schools serving a total of 700 East Austin students in grades 2nd – 12th grade. Of these students, 86% are Hispanic, 11% are African American, and 95% are low-income. In moving forward, and in direct response to local and community needs there was a need to build a strong foundation in the early childhood years on the elementary school campus. The unique needs of the campus as informed by the needs assessment and stakeholder engagement and the work of the T³ team clearly identified a need for a redesign of the campus to add prekindergarten, kindergarten and 1st grade to the grade levels offered. The campus will be redesigned to add full day Prekindergarten instruction for 3 and 4 year olds who qualify. The board of directors petitioned to amend the charter to add the grades and received formal approval from TEA to offer the grades beginning in the 2017-2018 school year.

Education Plan: By adding these early grades, we will ensure that students are acquiring the foundational skills necessary to be successful in our college preparatory curriculum. EAPrep will continue to be rated in the standard accountability system and guarantee that all students receive a free and appropriate public education. The foundation of this education will be taught by teachers who meet state certification requirements adopted by the State Board for Educator Certification and based on the Texas Essential Knowledge and Skills (TEKS). The school will also ensure that all identified English Language Learners (ELL) and students qualifying for special education services are provided the services and resources pursuant to the requirements under law and instructors of special education and bilingual/English as a second language (ESL) classes are certified by the State Board for Educator Certification.

The TEKS will be the non-negotiable curriculum standards for kindergarten and first grade and will form the underpinning of the school's annual grade level plans. The prekindergarten curriculum will be based on the updated 2015 Texas Prekindergarten Guidelines. The prekindergarten program will focus on teaching the skills of the ten domains included in the 2015 Texas Prekindergarten Guidelines and use them as the map for playful, well-planned, and purposeful instruction in our prekindergarten classrooms. Teachers will follow the instructional recommendations in the guidelines for all students, including those who are ELL and children with special needs, and use a variety of informal and formal assessments during the school year to measure skill levels, such as an initial screening, progress monitoring throughout the school year, and more in-depth diagnostic assessments. The ten domains of the guidelines and examples of skills to be taught include: *Social and Emotional Development, Language and Communication, Emergent Literacy—Reading, Emergent Literacy—Writing, Math, Science, Social Studies and Technology, Fine Arts and Physical Development.*

Talent Plan: A new principal is currently being recruited to lead the school redesign process. The leadership staffing model includes having the campus leadership team consist of the Principal supported by an Early Learning Literacy Coach and Community Liaison/Parent Coordinator. Two teachers will provide full day instruction to students in prekindergarten and they will be supported by classroom tutors. Our prekindergarten teachers will utilize the *CL/Engage* online platform to access research-based professional development and child progress monitoring tools developed by the Children's Learning Institute at the University of Texas Health Science Center at Houston. These resources will allow us to most effectively teach the skills outlined in the guidelines and provide a strong foundation for future learning. The school redesign partner will provide targeted, needs based, job-embedded professional development to the leadership and staff.

School Culture Plan: EAPrep has been implementing Positive Behavior Intervention Supports for the last school year and has established core values as they relate to school culture using stakeholder input. Comprehensive student support will be provided with the hiring of a School Social Worker who will work closely with the Student Advisor in providing social emotional learning instruction and services in the affective domain for students and their families.

Facilities Plan: The campus is currently undergoing renovations to be able to provide age appropriate facilities for early learning and additionally the campus is outfitting early learning classrooms with the appropriate research-based classroom environments for optimal student learning and for utilizing the centers approach to learning.

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 3a: Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Restart☒ Turnaround☐ Closure/Consolidation

TEA Program Requirement 3b: Describe the rationale for selecting the school redesign model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The unique needs of the campus and local community as informed by the needs assessment and stakeholder engagement and the work of the T³ team clearly identified a need for turnaround in the redesign of the campus to add **prekindergarten, kindergarten and first** to the grade levels offered and focus on the **early development of literacy skills**. Over 80% of students who enroll in EAPrep schools are behind at least two to three years and it is difficult to accelerate their learning when the campus has no control over their early learning. The campus will be redesigned to offer **full day** Prekindergarten instruction for three and four year olds who qualify and kindergarten and first grade. EAPrep petitioned to amend the charter to add grades prek-1st and has been granted formal approval from TEA to offer the grades beginning in the 2017-2018 school year. It is expected that with the addition of the early learning grades, the campus will be able to provide immediate support for students to ensure that students are on grade level as early as possible. The campus will add over 50% new instructional staff and a new campus Principal to lead the school turnaround efforts. The recruitment and selection process is well underway to ensure that an exceptional leader is selected to lead the turnaround efforts. The Principal will work closely with the school redesign partner.

The redesign will focus on three main principles: **leadership effectiveness, teacher quality and building a foundation in reading** (one of the TEA Commissioner's strategic priorities). **Leadership Effectiveness & Teacher Quality:** One of the main components of the turnaround will be centered around a job-embedded professional development model: Observe-Analyze-Respond-Support (OARS) Model. The OARS components are: Observations conducted with administrators in all four core content area classrooms; Identification of campus target improvement indicators based on observation data trends; Training and modeling intervention support for struggling students; Training and modeling in the analysis process to determine level of curriculum utilization; Review the effectiveness of services provided for struggling students and students with disabilities to improve achievement outcomes; Training and modeling in the analysis of instructional alignment to the curriculum, as well as the identification of the effectiveness of instructional delivery processes; Training and modeling in the analysis of student learning outcomes; Progress monitoring toward critical campus target improvement areas; and modeling and training in the development of campus instructional coaching protocols and leadership capacity building. **Building a Foundation in Reading:** Literacy is another unique need that has been identified for campus turnaround. Improving early learning literacy outcomes will be provided by the school redesign partner in collaboration with the leadership team and teachers through early and pre-literacy activities. Major activities include: technology-integrated explicit, systematic instruction and enrichment activities in critical components of reading; direct reading instruction for struggling readers during summer, after school, and throughout the school year to accelerate reading comprehension; and professional development activities to enhance the skills (pedagogy)/knowledge of participating educators. The major outcome will be the enhancement of literacy skills and abilities of each participating child, student and adult to meet the literacy demands of school, college and career. The literacy program will be based on the following research-based precepts proven to strengthen literacy development: 1) Child literacy development is strengthened through positive expectations about, and experiences with, literacy from an early age² and 2) Teaching literacy components near the beginning of a child's schooling can prevent low reading achievement.³

² Preventing Reading Difficulties in Young Children. Washington, DC: The National Academies Press, 1998.

³ Connor, C.M., Alberto, P.A., Compton, D.L., O'Connor, R.E. (2014). Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers (NCSE 2014-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 4a: Select the designated school redesign implementation plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Phase-in Redesign

☐ Whole-School Redesign

TEA Program Requirement 4b: Describe the rationale for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Why Phase-in Redesign? The East Austin College Prep Academy at Southwest Key has historically offered only grades 2nd – 6th. Last year, the school transitioned to a 2nd-5th campus in preparation for the redesign and phased out 6th grade to the Secondary campus. The Phase-in Redesign implementation plan was selected because the campus will be redesigning by adding full day prekindergarten 3 and 4 year olds who qualify, kindergarten and first grade for the first time. The EAPrep board of directors submitted a charter expansion amendment to TEA to include the additional grades along with an education plan outlining the curriculum, instruction and assessment practices to be used in ensuring that students are successful. TEA approved the request for expansion of grade levels. Our LEA currently serves a student body that is largely minority and economically disadvantaged: 86% Hispanic, 11% African American, and 95% economically disadvantaged. These groups have historically lagged behind their peers in academic performance, high school completion and college enrollment rates. Given the challenges these students face, we feel an urgent need to provide a high-quality, research-based prekindergarten, kindergarten and first grade option, in addition to our second through twelfth grade program, for families in our geographic service area so that students begin their schooling with us, move from one grade to the next performing at or above grade level, and are ready for the academic rigor of college courses. Without these quality early learning experiences, many of our students will continue to struggle with the foundational skills that are necessary for academic success.

In the first year of school turnaround EAPrep will focus efforts on the early grades of prekindergarten, kindergarten and first. In the second year, we plan to extend our redesign efforts to grades 2nd – 5th ultimately replacing the campus with a comprehensive turnaround PK-5th grade campus. EAPrep anticipates enrollment to add 2 prekindergarten full day classrooms, 1 kindergarten classroom and 1 first grade classroom to the 5 currently existing classrooms in the first year. In the second year, we expect to add 4 prekindergarten full day classrooms and increase exponentially respectively as the students transition from grade to grade. We expect to expand from a campus of currently 100 students to 300 students by the end of the school redesign grant phase. The school redesign partner will assist with the management responsibilities associated for the phased-in grades alongside the campus Principal.

Key Activities and Elements

- Contract with a School Redesign Partner to lead the turnaround phase-in redesign
- Recruit and select qualified and experienced campus personnel necessary for the successful implementation of the turnaround phase-in redesign
 - Campus Principal
 - 4 Teachers for the phase-in grade levels
 - 3 Tutors to support students in the phase-in grade levels
 - Early Learning Literacy Coach to support students and teachers and serve as a member of the campus leadership team
 - Community Liaison/Parent Coordinator to support the campus leadership team in assessing the needs of the community and parents and to lead the student recruitment efforts for the phase-in redesign efforts.
 - Social Worker to support students and their families in the affective domain to ensure that social emotional learner needs are addressed early on and that interventions are provided to address the whole child
- Engage in comprehensive data analysis, needs assessment, improvement planning and implementing and monitoring to experience the outcomes of continuous improvement, sustainability, accelerated achievement and system transformation

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 5a: Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Alternative Management

☐ Campus Charter

☐ District of Innovation

☒ Applicant Assurance

TEA Program Requirement 5b: Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep is not designated as an independent school district and is not eligible to select the Campus Charter or District of Innovation redesign operational flexibility plans. Thus, the LEA selected the Applicant Assurance redesign operational flexibility plan. As a charter school, EAPrep already has the operational flexibility offered to ISDs that wish to become districts of innovation specifically as it relates to staffing, calendars/time, and budgeting. It will further provide that operational flexibility to the turnaround campus and in particular the school redesign partner and the principal.

EAPrep will provide operational flexibility for the campus to fully and effectively implement the **Turnaround Model**. The School Redesign Partner will lead a policy, process and procedure review panel to identify and address possible conflicts and barriers. This team will vet LEA regulations, as well as state requirements for which waivers are available, to remove those that inhibit innovation.

EAPrep Elementary School is the district's sole elementary school campus. This eliminates options available in other LEAs, which have the opportunity to move personnel and students between campuses. Therefore, the modifications to practices and policies must emphasize strategies to create as much flexibility as possible within the single campus, while maintaining a focus on school-wide improvement.

In addition, EAPrep will review its policies, practices, and funding allocations to identify opportunities to align with the implementation of the interventions for school improvement. The review will be based on questions such as:

- Are LEA funds now focused on student learning? If not, how can they be more correctly aligned?
- To what extent are current policies, practices, and funding allocations focused on school improvement?
- What are the policies, practices, and funding allocations found in districts/schools that have successfully transformed low performing schools?

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 6a: Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Planning and Implementation

☒ Implementation Only

TEA Program Requirement 6b: Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep has already begun the redesign process as the need was identified as previously noted. Thus, the campus has selected to use grant funds for the implementation only option. EAPrep has already engaged in the data analysis and needs assessment process in the past two years to identify the need for a redesign. The campus has been working with a Professional Service Provider as a priority campus and has made progress and the redesign will further elevate the campus to engage in a continuous improvement cycle. EAPrep's goal is to redesign the campus successfully so that it can serve as a model campus that serves primarily at-risk, minority and economically disadvantaged students in underrepresented communities.

Planning & Implementation Milestones

The following planning and implementation milestones have already been met in preparation for implementation of the turnaround school redesign.

- The LEA has submitted a grade level expansion amendment to TEA for approval
- The LEA has received approval from TEA to expand by adding the additional grade levels of prekindergarten, kindergarten and first to the campus
- The Total Turnaround Team has engaged in a comprehensive needs assessment process that takes into account the unique needs of the campus and the local community
- The campus is already engaged in school improvement planning and have a current school improvement plan and process for monitoring the plan
- The campus is already working with the school redesign partner that it has selected to lead and support the school redesign process
- EAPrep is already engaged in the recruitment and selection process for a new campus instructional leader
- A majority of the teachers needed to support the redesign have already been hired and are being provided with professional development targeted at meeting the needs of early learners
- A student recruitment plan has been created and students are already being actively recruited for the beginning of the 2017-2018 school year
- The campus is being renovated to meet the needs of early learners and classrooms are being converted into center-based instructional environments
- The campus has an established literacy program that can be replicated in the early grade levels with additional personnel support to provide targeted individualized student interventions
- The campus has partnered with the Education Service Center to provide start up support for the early learning teachers in preparing their classrooms to be center-based instructional environments and in implementing the curriculum and assessing student needs early in the year

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 7: If the applicant has contracted or intends to contract with a school redesign partner to support the development and/or implementation of the school redesign, describe the qualifications of the contracted school redesign partner; or, describe the desired qualifications of a school redesign partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep has utilized knowledge, experience, and lessons learned, to create an effective process to recruit a high quality school redesign partner that will support the development and implementation of the school redesign. The contracted school redesign partner selected has superior qualifications, expertise, 15 plus years of proven experience, and relevant resources and commitment to engaging and improving teacher, educator and administrator quality and effectiveness while overall improving student learning and academic performance in a school setting and in particular low performing campuses throughout the state.

Partnership

EAPrep has an established partnership with the school redesign partner currently. EAPrep has been working with the school redesign partner successfully for the past 2 years with a proven track record of consistent and significant school improvement at the target campus. With the support of the school redesign partner, the campus was able to successfully transition from an improvement required/priority campus to a met standard/priority progress campus and the secondary school campus also transitioned from improvement required for two consecutive years to a met standard campus receiving 6 of the 7 distinction designations. We attribute our successes to the support and professional development provided by the school redesign partner.

LEA Management & School Turnaround Experience

The school redesign partner lead service providers have an average of over 25 years of experience at the educator, school administrator, district administrator and education service center administrator levels. Most recently, the school redesign partner has supported schools in their successful turnaround efforts with a most notable accomplishment of supporting several campuses that were slated for school closure and ultimately were granted a reprieve based on the turnaround efforts.

Curriculum, Instruction and Assessment Experience

The school redesign partner has extensive expertise and knowledge in curriculum, instruction and assessment which EAPrep has identified as a prioritized need to successfully turnaround the campus. They also have experience in literacy specific pedagogy. The school redesign partner has perfected a model for the professional development of school turnaround leaders: Observe-Analyze-Respond-Support (OARS) Instructional Leadership Coaching Model. The ultimate goal of the OARS® Instructional Leadership Coaching Professional Development (PD) Model is to train and guide the campus leadership team in the identification of target improvement indicators and instructional coaching protocols to support quality teaching and learning processes. The findings will also provide the campus leadership team with data that will focus and align staff development efforts via Professional Learning Communities and other PD models. This comprehensive effort will support the effective delivery of the district curriculum and positively impact student performance in all content areas in all programs from general education to all special programs. The OARS model will be utilized to increase leadership effectiveness and increase teacher quality.

Performance Contract

The school redesign partner will provide 156 days of direct support to the campus for the duration of the school turnaround. The school redesign partner will work closely with the Superintendent and DCSI to ensure that the campus is making progress, to ensure that performance measures set are being met and that the campus has the operational flexibility needed to be successful in the implementation of the turnaround efforts. The school redesign partner will provide leadership and support in the following areas: leadership coaching, using data to drive quality instruction, improvement planning, professional development to increase teacher quality, teacher leader training for the early learning literacy coach and general operations oversight.

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

County-district number or vendor ID: 227-824

Amendment # (for amendments only):

TEA Program Requirement 8: Describe how the applicant will recruit and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep is committed to ensuring that the best candidates are recruited, selected and hired that have experience in being a part of high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. EAPrep will use a screening and selection process that consists of three distinct phases as recommended by the Texas Turnaround Leadership Academy.

The Texas Turnaround Leadership Academy includes an innovative approach to the recruitment, selection, and development of principals uniquely competent to serve in the role of principal on a turnaround campus. The process is multi-phased and builds on the work of Public Impact and its research on consistent cross-sector findings of turnaround leader actions (2007). The study conducted by Public Impact identifies 10 turnaround leader competencies in four clusters that identify the talents, traits, and propensity for action most associated with successful turnaround leaders.

Turnaround Leader Clusters & Competencies

1. Driving for Results Cluster
 - Achievement
 - Initiative and Persistence
 - Monitoring and Directiveness
 - Planning Ahead
2. Influencing for Results Cluster
 - Impact and Influence
 - Team Leadership
 - Developing Others
3. Problem Solving Cluster
 - Analytical Thinking
 - Conceptual Thinking
4. Showing Confidence to Lead
 - Self-Confidence

The Process

1. **Screening** - Applicants submit a résumé and participate in both a telephone interview and an online process to assess their prior experience relative to school turnaround and their capacity to lead turnaround work based on the evidence of two critical turnaround leader competencies (achievement and impact/influence).*

**Without a high level of competence in these two areas, a candidate is very unlikely to be successful taking the actions of successful turnaround leaders.*

2. **Competency Assessment** - Candidates successfully completing the screening phase will move to a Behavior Event Interview (BEI). The BEI process uncovers the presence or absence of the leadership actions that support each of the 10 competencies. These actions have been identified as consistent actions taken by leaders in successful turnarounds across all sectors.

3. **Selection** - Prospective candidates will be ranked into three levels. The results will be reviewed with the LEA superintendent and other staff as appropriate. All staffing recommendations will be made in consultation with the superintendent and the school redesign partner.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227-824

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 type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 227-824

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 checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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County-District Number or Vendor ID: 227-824

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" 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 checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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