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:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 JUL 13 AM 9: 56 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
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 #	
Edgewood ISD	015905117	Memorial High			
Vendor ID #	ESC Region #			DUNS #	
1746003122	20			010541092	
Mailing address			City	State	ZIP Code
5358 W Commerce Street			San Antonio	TX	78237

Primary Contact

First name	M.I.	Last name	Title
Bryan		Norwood	Principal
Telephone #	Email address		FAX #
2104448301	bryan.norwood@eisd.net		210-444-8336

Secondary Contact
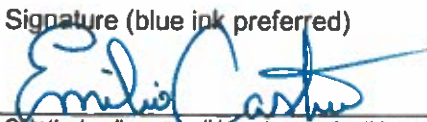
First name	M.I.	Last name	Title
La Juana	T	Chambers	District Grant Administrator
Telephone #	Email address		FAX #
2104447700	lajuana.chambers@eisd.net		210-444-4602

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
Emilio		Castro	District Superintendent
Telephone #	Email address		FAX #
210-444-7596	emilio.castro@eisd.net		210-444-8147

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-17-101-026

Schedule #1—General Information		
County-district number or vendor ID: 015905117		Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications		

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015905117	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
☒X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒X	I certify my acceptance of and compliance with the program guidelines for this grant.
☒X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒X	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015905117	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: 015905117	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.

Click and type here to enter response.

Education Plan

Memorial Early College High School is situated on the west side of San Antonio in Edgewood ISD and serves approximately 1,294 students. The campus is applying for the 2017-2019 School Redesign Grant to seek funding to redesign the school into a new and improved learning environment that will promote and boost an increase in both student and school performance. In an effort to transform the school and create better options for students, Memorial Early College High School and Palo Alto College will jointly plan to redesign the campus using the turn-around model for up to one year. This joint partnership will be led by the steering committee composed of leadership from the campus, college and district. The redesign team will actively seek guidance from districts with successful turnaround school models throughout the state of Texas, to include Dallas ISD and San Antonio ISD. For the remainder of the grant, the steering committee will implement the plan by phases one grade level at a time. At present, the campus is in the process of applying to be an in-district open enrollment charter school with guidance from Palo Alto College in support of innovation with highly relevant and transferrable coursework and industry licensure.

This charter school will be designed to give students a competitive advantage in San Antonio's established and marketable service industries. The school will specialize in providing students with rich experiences in the fields of Health Science, Hospitality and Human Services with a community service element (community clinic, daycare, cooking classes, etc). Students will participate in apprenticeships, internships, externships and job shadowing opportunities that will provide sustainable pathways to explore chosen career fields that will be innovatively integrated into core curriculum as well as subsidized extracurricular activities. With the support and stewardship of partners like Choice Hotels, students will be provided a chance to earn industry certifications and secure competitive career opportunities prior to and after graduating high school. Students will engage in project-based learning, industry-based learning, and blended learning. Additionally, elements of a robust Project Management curriculum will be intertwined into all aspects of the aforementioned areas of specialization; students will be able to earn internationally acclaimed digital badges of PMI-EF (Project Management Institute-Education Foundation) certifications as they progress through each area of specialization. Teaching staff will be provided professional development in the fundamentals of project management as well as in implementing project-based learning in the three identified areas of Health Science, Hospitality and Human Services. The school district plans to commission cutting-edge innovative technologies to help ensure that students learn in an applied setting and graduate with significant college credit and/or marketable industry certifications. With the help of industry-led technological pathway programs, our students will be both college and workforce ready. Ethics, empathy, civic responsibility and stewardship will be addressed through service learning projects that students will be able to take on throughout their academic tenure. Partnerships with industry stakeholders will be sought out and aggrandized in order to guide and inform best practices in real-world application of concepts learned in the classroom. We will use a school within a school model to vertically align instruction and foster a culture of pride and achievement in the various aforementioned pathways.

Leveraging Public and Private Partnerships

Currently, Memorial ECHS holds Memorandum of Understanding (MOU's) with the following partners paving the way in the area of Health Science: Blue Skies of Texas East and West campuses, University Health System (SW Campus), Edgewood ISD Campus Nurses, American Red Cross. With these partners, students will receive industry-based learning experiences and gain mentorship while receiving hands-on learning and professional development both inside and outside of the classroom. As an example, the campus has a MOU

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In Health Science, Memorial ECHS has MOUs in development with the following industry leaders: Powerback Rehabilitation, University Health System, WellMed, UT-Medicine (Texas Diabetes Clinic) and several orthodontist, vision and cardiology clinics in the local area. The campus has made contact and has received interest from the following community partners: Haven for Hope, Gonzaba Medical Group, Nix Hospital, Walgreens Pharmacy, CVS Pharmacy and HEB Pharmacy.

In Culinary Arts, Memorial ECHS has MOUs in development with the Hilton Palacio del Rio and Nix Hospital. The District currently holds a MOU with the Alamo Project Management Institute (APMI), the leading project management trade association serving the Alamo city with membership from every Fortune 500 company in the area. This relationship will be leveraged to scale program operations, charitable giving opportunities, fruitful curriculum redesign and instructional delivery systems, corporate volunteerism and stewardship as well as professional development offerings for both students and teachers at the campus and throughout the District.

Talent Management
The campus will actively recruit teachers who are highly qualified and skilled in providing a rigorous and hands-on, industry-specific curriculum in support of career and technology pathways. The model for staffing will be aligned to a school-within-a-school program where teachers will work in industry teams aligned to the Health Science, Culinary Arts, Hotel Management, and Education pathways. A cross disciplinary team will be developed in each pathway to fully integrate the curriculum and create a robust learning experience for students. Public and private partners, like Palo Alto College of the Alamo Community Colleges District and Choice Hotels, will be instrumental in providing instructional coaching, mentorship and professional development to teachers trained on how to integrate curriculum, implement project based learning, blended learning models, and lexicons like Agile project management. The teams will work cohesively to plan and prepare unique learning experiences that engage students in service learning aligned to their chosen pathway throughout the course of their academic career. Mentorships for teachers with business, industry and collegiate partners will foster a deeper understanding for staff on how to ensure that students are both college and career ready.

Campus Culture
The core values of the Memorial Early College High School campus will be anchored in health and wellness, service learning, and leadership. Student success will be measured through certifications earned, academic performance, and college and career readiness. Students will be provided with academic support such as data-driven goal setting instruments and timely improvement plans to ensure that they are academically successful in a more rigorous and progress accountable academic setting. Mentors through public and private partnerships will support students with career readiness coaching and development as well as certification preparation.

Budget Development
Four categories of needs were identified and used to help develop the budget. Professional development, supplies and materials, technology, and building infrastructure will drive the largest percentage of our budget. District quotes were used to inform decision making concerning technology cost, while industry partners contributed to forecasting the cost of supplies and materials and professional development needed to help our team implement the various learning paths mentioned above. Also, our local college community has been instrumental in developing pathways and crosswalks between secondary school and college readiness as well as delineating needs and costs that may be incurred. The Memorial Early College High School facility will be utilized for the implementation of the in-district charter. The current facility has a new health science wing

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015905117		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	$50,000	$100,000	$	$150,000
Schedule #8	Professional and Contracted Services (6200)	6200	$75,000	$400,000	$	$475,000
Schedule #9	Supplies and Materials (6300)	6300	$	$625,000	$	$625,000
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$297,090	$	$297,090
	Consolidate Administrative Funds				☐ Yes ☐ No	
Total direct costs:			$	$	$	$
Percentage% indirect costs (see note):			N/A	$	$	$
Grand total of budgeted costs (add all entries in each column):			$125,000	$1,422,090	$	$1,547,090

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: 015905117   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	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration						
4	Project director			$	$	$
5	Project coordinator			$	$	$
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title			$	$	$
22	Title			$	$	$
23	Title			$	$	$
24	Subtotal employee costs:			$	$	$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		$	$	$
26	6119	Professional staff extra-duty pay		$50,000	$100,000	$150,000
27	6121	Support staff extra-duty pay		$	$	$
28	6140	Employee benefits		$	$	$
29	61XX	Tuition remission (IHEs only)		$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$	$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$50,000	$100,000	$150,000

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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: 015905117			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	Choice Hotels Hospitality Professional Development/Training - A custom program with 6 virtual career pathways available to EISD secondary school students via virtual simulation in the areas of (1) Accounting, (2) Retail, (3) Fashion, (4) Personal Finance, (5) Sports & Entertainment, (6) Management.	$	$200,000	$200,000
2		$	$	$
3		$	$	$
4		$	$	$
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$	$	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$75,000	$200,000	$275,000
	(Sum of lines a, b, and c) Grand total	$75,000	$400,000	$475,000

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 #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 015905117		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:		$625,000	$625,000
	Grand total:	$	**$625,000**	**$625,000**

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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#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
**Schedule #11—Capital Outlay (6600)**						
County-District Number or Vendor ID: 015905117			Amendment number (for amendments only):		
**6669—Library Books and Media (capitalized and controlled by library)**						
1		N/A	N/A	$	$	$
**66XX—Computing Devices, capitalized**						
2	Google Chromebooks - Students in the Health Sciences, Hospitality and Human Services pathways will utilize Chromebooks for distance learning and cutting-edge web applications provided via public private partnerships such as provided custom by Choice Hotels and Healthcenter21, to include other pathways and student-specific objectives to be met as well as any collaboration and team building activities.	510	$259	$	$	$132,090
3			$	$	$	$
4			$	$	$	$
5			$	$	$	$
6			$	$	$	$
7			$	$	$	$
8			$	$	$	$
9			$	$	$	$
10			$	$	$	$
11			$	$	$	$
**66XX—Software, capitalized**						
12	Healthcenter 21 - An eLearning curriculum designed for CTE and elective teachers in Health Science to increase teacher-student interaction and one-on-one time and provide more engaging lessons and exercises in and out of the classroom with real-time results from regular assessments.	1/Bulk	$7,000	$	$	$7,000
13	SharePoint 2 Upgrade (Version & 500 Licenses)- To support monitoring and tracking of student achievement outcomes and progress via MS Project suite at the functional level.	500	$20.00	$	$	$10,000

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#	Description	Qty	Unit cost			Total
14			$	$	$	$
15			$	$	$	$
16			$	$	$	$
17			$	$	$	$
18			$	$	$	$
66XX—Equipment, furniture, or vehicles						
19	Synthetic human cadaver - Students will be able to receive hands-on learning of the human body and its processes upclose and digitally with open source anatomical data.	3	$15,000	$	$	$45,000
20	Chromebook Carts - Safe transportation, charging and storing of Chromebooks.	17	$1,000	$	$	$17,000
21	Mobile kitchen equipment – To support students enrollled in the Culinary Arts pathway.	50	$1,000	$	$	$50,000
22	Digital microscopes - To support students enrolled in the Health Science pathways.	50	$600	$	$	$30,000
23	Smart board interactive white boards – To equip the newly established Culinary Arts room with smart technology.	3	$2,000	$	$	$6,000
24			$	$	$	$
25			$	$	$	$
26			$	$	$	$
27			$	$	$	$
28			$	$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				$	$	$
			Grand total:	$	$	**$297,090**

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: 015905117	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1,015	78.4%	
Limited English proficient (LEP)	168	12.9%	
Disciplinary placements	40	3.1%	
Attendance rate	N/A	92.1%	
Annual dropout rate (Gr 9-12)	N/A	3.5%	This is the 15-16 dropout rate.

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:	☐X Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

														Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										403	315	319	257	1,294

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015905117	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.

Needs Assessment Process: The needs assessment process is a systematic effort that involves the review and incorporation of multiple sources of data including that of drop-out rates, graduation records, teacher turnover rates, Professional Learning Communities (PLC) reports, Campus Improvement Plans, TAPR reports, student assessments, and community demographics from the state accountability site, census bureau and other public records. The needs assessment for the selection of Memorial ECHS was based upon empirical data gathered utilizing the site-based decision making model. The data collected was comprehensively evaluated per the Strengths, Weaknesses, Opportunities and Threats (SWOT) process that highlighted both the type and severity of need at the school campus.

Identifying the Need: Memorial ECHS was identified as a Focus (Progress) school for the 2016-2017 academic year due to its performance in Reading and Math during the 2015-16 academic year. For the 2016-17 academic year, the campus had an overall pass rate of 55% in Reading as compared to 45% during the 2015-16 academic year. In the area of Math, the campus had an overall pass rate of 56% as compared to 66% during the 2015-16 school year. Although the campus showed improvement in Reading during the 2016-17 school year, the school did not meet the district's goal by 12%. Also, the school performed worse in Math comparatively and failed to support a critical success factor evidencing improved comprehension of core content during the 2016-17 academic year.

Summary of Needs: With Memorial High School's new designation as an Early College High School taking effect during the 2017-18 academic year, the redesign plan will present a unique opportunity for the campus to drastically improve the learning environment and curriculum for incoming and continuing students. The redesign plan will be undertaken by a group of partners invested in the high performance of the prospective in-district charter school at the Memorial ECHS campus. The principal school redesign partner will be Palo Alto College-ACCD, an institution of higher education that graduates more than 80% of ECHS students with

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Schedule #14—Management Plan

County-district number or vendor ID: 015905117	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.	Principal	Requires demonstrated leadership skills, strong curriculum knowledge, and program management background. Master's degree and Texas Standard Principal Certification.
2.	Advisory Committee	Requires demonstrated knowledge of Health Science, Hospitality, and Human Services Industry practices and standards. Industry partners will provide guidance to projects and hands on student experiences in the field.
3.	Redesign Partner-PAC	Requires understanding of Career and Technology Curriculum expectations, alignment to core curricular programs, and redesign projects for urban public schools.
4.	Project Management Institute Education Foundation	Requires demonstrated knowledge of the fundamentals of project management and implementing agility in a high performing organization. Will provide professional development for the enrichment of project-based learning for both students and teachers.
5.		

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

#	Objective		Milestone	Begin Activity	End Activity
1.	By June 30, 2019, 100% of all students enrolled in the Health Science, Hospitality or Human Services pathway will participate in 4 project-based learning experiences.	1.	Industry partners and advisory committee will partner with educators to identify four projects per program for the year.	08/27/2018	07/30/2019
		2.	Students will work with instructors and industry partners to engage in meaningful projects.	08/27/2018	07/30/2019
		3.	Students will work in collaborative teams to explore key problems or projects defined by the team.	08/27/2018	07/30/2019
		4.	Students will present to industry mentors.	08/27/2018	07/30/2019
		5.	Partners will evaluate and provide feedback to students about projects.	08/27/2018	07/30/2019
2.	By June 30, 2019, 100% of all students enrolled in the Health Science,	1.	Students will work with instructors and industry partners to identify service learning projects connected to their career and technology pathway that will impact EISD.	08/27/2018	07/30/2019

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		5.	Parents and students will build strong, reciprocal relationships with college faculty.	08/27/2018	07/30/2019

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.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015905117	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.

EISD is committed to ensuring the financial and programmatic sustainability of the initiatives aligned to the Re-Design of Memorial ECHS. The campus will begin the work of establishing an in-district charter in agreement with local and state policies. The District is providing an operational budget in addition to grant funds. The campus will use discretionary funds and seek additional funding opportunities through community partners to sustain the program ideals as intended.

Additionally, the community based efforts of this design will be fully supported by other business and industry partners as we move forward. Public and private partnerships will be leveraged for the holistic betterment of both the student and the District as a whole.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 015905117	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.	Quality of Student Work	1.	Industry feedback on student work will note improvement throughout the year.
		2.	Students will meet or exceed their self-selected goals for projects.
		3.	Portfolios and project presentations will demonstrate student growth from the beginning to end-of-year goals.
2.	Assessment Results	1.	Improved student performance on report cards and state assessments.
		2.	Informed decision-making in determining appropriate student-specific interventions for increased performance.
		3.	Heightened student awareness and accountability for planned and actual academic performance.
3.	Student Attendance Rates	1.	Improved student attendance as a result of highly engaging coursework.
		2.	Blended learning opportunities and externship/internship opportunities to meet the needs of various types of learners.
		3.	Heightened student interpersonal skill development in more stable and consistent learning cohorts and teams.
4.	Community Engagement	1.	Service learning opportunities and community engagement opportunities will encourage community participation in school.
		2.	Advisory committee will engage business and industry partners in full participation of the redesign project.
		3.	Community and business partner pre and post surveys will be administered to determine levels of engagement. In addition, metrics around the number of visits to the campus and participation in activities will be analyzed and evaluated.
5.	Student Certifications	1.	Increased number of student certifications for all participating students.
		2.	Aligned sequence of certifications to ensure that students are career ready.
		3.	Increased opportunities for dual enrollment course completion.

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.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015905117	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.

Memorial ECHS was identified as a Focus (Progress) school for the 2016-2017 academic year due to its performance in Reading and Math during the 2015-16 academic year. For the 2016-17 academic year, the campus had an overall pass rate of 55% in Reading as compared to 45% during the 2015-16 academic year. In the area of Math, the campus had an overall pass rate of 56% as compared to 66% during the 2015-16 school year. Although the campus showed improvement in Reading during the 2016-17 school year, the school did not meet the district's goal by 12%. Also, the school performed worse in Math comparatively and failed to support a critical success factor evidencing improved comprehension of core content during the 2016-17 academic year.

Targeted School Improvement Plan: The District Improvement Plan and Campus Improvement Plan will jointly be evaluated in concert with the District's Strategic Plan to focus and guide the development of a robustly innovative in-district charter school improvement plan targeted to achieve excellence in industry and core knowledge areas. With the school redesign grant, the plan will be undertaken by a group of partners invested in the high performance of the prospective in-district school at the Memorial ECHS campus. The ECHS Steering Committee and Leadership Council led by the redesign partner, Palo Alto College-ACCD, will develop a targeted improvement plan for the school prior to implementation Fall 2018. In preparation of implementation in the Fall of 2018, the school's leadership will build in planning time to engage the community, establish the vision and create a new school culture at Memorial ECHS. The turnaround will be viewed as a portfolio of approaches with district-level support embedded in built-in accountability and data systems to track progress and inform decisions.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015905117	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.

The District will implement a montoring plan for timely access to information regarding student and school performance via PEIMS, TEKS, and other assessment tools and technologies. Monitoring will also include progress tracking of student advocacy systems to ensure the holistic development of the student with embedded supports at the classroom, school and district levels. Per the consented in-district charter contract, the District will frequently monitor the progress of the grant against key performance indicators and predetermined benchmarks. As a recipient of Title I funds, the District and the campus ECHS Steering and Leadership Committees will support the school's turnaround activities and execute effective interventions efficiently, when necessary, to ensure cooperation and progress of the grant with actionable and timely data monitoring.

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.

Prior to selection, an evaluation score card was created by the District Grant Administrator in order to assure the rigorous recruitment, screening, selection and evaluation of a principal school redesign partner. Palo Alto College of the ACCD is a proven turnaround intervention supporting partner at the helm of several high performing local Early College High Schools situated in at-risk and economically disadvantaged school districts throughout the county of Bexar, TX. Palo Alto College and Memorial ECHS have recently enacted a Memorandum of Understanding (MOU) that bolsters the incorporation of several public and private partnerships in order to leverage the sustainable and high impact of industry and public agency collaboration in the school community. Additionally, this academic continuum of care approach to ensuring student success will enable both the campus and the District to committ to targeted and fruitful partnerships throughout the public and private investment communities.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015905117	Amendment # (for amendments only):

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

The District will align other Federal, State and local public and private resources to carry out the Memorial ECHS redesign activities in a sustainable manner by repurposing current ongoing funding sources to both support and scale turnaround needs, ensuring that specific turnaround funding streams are included in ESEA reauthorizations, promoting the use of one-time funding to build long-term capacity and infrastructure, and leveraging, where feasible, foundational and charitable giving campaigns to supplement and/or aggrandize support for the turnaround intervention at Memorial ECHS.

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.

The campus will operate under a legally binding charter between itself and the District in accordance with Texas Education Code (TEC) Chapter 12, Subchapters C-D and USDE Absolute Priorities 1 and 2; as an open enrollment charter, the campus will have the autonomy to modify, as appropriate, operational practices and policies to ensure full and effective implantation and buy-in of the plans hereto.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015905117	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 Memorial ECHS school redesign plan will incorporate lessons learned gathered from the principal redesign partner, Palo Alto College (PAC) of the Alamo Community Colleges District; PAC operates four high performing Early College High Schools local to EISD and has gathered an impressive index of best practices that will guide and support cutting-edge data-driven planning for Memorial's ECHS school redesign. Additionally, the plan will incorporate benchmarks from school districts that have implemented turnarounds at low-performing schools in the local area, state as well as throughout the nation to ensure that participating students are college and career ready. The Memorial ECHS school redesign plan will model comparable turnaround, open-enrollment public charter schools that have made improvements with the incorporation of several strategies such as:

1. Committing to building and maintaining a strong leadership culture that enables a transformative culture for a successful turnaround at the campus,
2. Engaging and involving parents and community through data, volunteerism, mentorship and Kaizen school process improvement for efficacious and adaptive student-specific enrichment and attention,
3. Sustaining turnaround efforts by developing a tiered approach to installing effective classroom instruction by using formative and summative assessments in timely goal-setting to inform and modify instructional approaches,
4. Developing teachers' professional teacher capacity and resource pools to ensure support and a culture of accountability for optimal performance, input and buy-in,
5. Creating safe and invigorating learning spaces for participating students that are deliberate, orderly and respectful, and
6. Strengthening curriculum, instructional guidance and cross-functional team building, teacher-specific and student-responsive intervention, materials and technology in order to transform the campus and establish it as a beacon of success in EISD, local ISDs, the state of Texas and the nation as a whole.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015905117	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.

EISD's vision is "for every child, success in life". The District's Improvement Plan is steeped in striving for tiered high performance and student achievement through strategic and high-impact data-driven decision making and investment. Memorial High's newest designation as a Early College High School with Palo Alto College presents a unique opportunity for the District to turnaround the school with the guidance and proven leadership of a local institution of higher learning that has successfully turned around comparable secondary schools and has projected growth to scale possibililities for EISD students to receive not just a college experience but also an on-the-job training experience. With the School Redesign Grant, the District intends to transform Memorial ECHS in to a high-performing school with appropriate and timely data-driven decision making, instructional intervention for students at the classroom, school and District levels, applicable hands-on learning both in and outside of the classroom and a continuum of care with parental and community involvement focused on the academic excellence of the student to strengthen the school's climate, value-add and pride of Edgewood ISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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.

Memorial ECHS's mission is to "create a community of respect and responsibility that promotes high expecations, individual academic achievement and personal growth". As articulated in the school's Comprehensive Needs Assessment and Campus Improvement Plan, Memorial's leadership is galvanized by instruction and results-oriented collective action and accountability around improving student achievement and transparent decision-making with the active inclusion of teachers and student buy-in and feedback. Utilizing data from the campus and shared leadership and collective responsibility throughout the school, the development and later implementation of a supported school redesign will be efficaciously advanced at the grade-level for whole school and student improvement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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

☒X 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.

After thorough evaluation of the feedback collected from the Superintendent's listening tour and community meetings at Memorial High, the District determined that the turnaround school redesign model, rather than a restart, was most complementary to the plan of action developed by the District and campus, as well as the representative sample of students and parents who participated in the community conversations earlier in the 16-17 school year. Committing to at least a year of planning prior to implementation will reify a shared commitment on part of the entire school community towards a sustained effort to improve student achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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.

X Phase-in Redesign

☐ Whole-School Redesign

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

In order to support and accomplish the operational flexibility required at the campus level to ensure a successful turnaround and salient open enrollment charter school at Memorial ECHS, the phase-in redesign implementation plan was determined best for the campus.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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

X 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.

The campus will operate under a legally binding charter between itself and the District in accordance with Texas Education Code (TEC) Chapter 12, Subchapters C-D and USDE Absolute Priorities 1 and 2; as an open enrollment in-district charter, the campus will have the autonomy to deploy interventions and timely strategies to ensure at least satisfactory performance as according to contractual terms for high-performance and growth in student achievement. Data-driven decision making at the campus will be led by multiple teams of school community stakeholders tasked with conducting item analysis and developing resolute action plans to support efficacious student skill development and informative follow-up assessments utilizing systems like ANet.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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.

☒X 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.

Both the District and the campus decided that a turnaround model implemented by grade-level and inclusively planned and phased-in prior to official start would be most supported by the school community at Memorial ECHS as a more innovative framework rather than an abrupt and unsupported approach to school redesign. The school community's plan of action, to include the guidance and leadership of the school redesign partner and District leadership, will each be integral to the summative planning process for the new direction of the campus. The campus fully intends to plan, in concert with the selected school redesign partner, a portfolio of sustainable efforts to improve student achievement at Memorial EHCS.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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.

The redesign plan will be undertaken by a group of partners invested in the high performance of the prospective in-district charter school at the Memorial ECHS campus. The principal school redesign partner will be Palo Alto College-ACCD, an institution of higher education that graduates more than 80% of ECHS students with an associate degree, certificate or two years of college credits toward a bachelor degree. This accomplishment is critical considering the latest statistic cited by the San Antonio Chamber of Commerce providing that some 300,000 people in the San Antonio metropolitan area are without a license, certification or degree of some kind. During the Edgewood Cares community outreach campaign, parents and students expressed great support for an in-district charter school at Memorial that would provide students with innovative and viable pathways to career readiness and higher education. The redesign plan will provide a structured and sustainable approach to closing performance gaps with established mechanisms for more stable student achievement and progress. The campus will committ to exceptional results within its first two years of operation as an open enrollment in-district charter. In order to decide upon the most qualified school redesign partner, the District's Grant Administrator created and utilized an evaluation scorecard measuring suitability, feasibility and sustainability of the partner's planned impact and accountable experience.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015905117	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.

Memorial ECHS, with the support and leadership of Palo Alto College, a proven school turnaround partner, will recruit and select high-capacity leadership teams at the campus, faculty at Palo Alto College, industry advisory groups and District professionals to support the school redesign and build in accountability systems to ensure the increase in student achievement within two years of the date of implementation for the school redesign plan. The campus will also contract professional services to meet skill needs or gaps for teaching personnel and other professional development as determined by the intervention in response to students needs as they are identified.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015905117	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	X	X	X

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 015905117	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 015905117	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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

County-District Number or Vendor ID: 015905117	Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

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

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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