

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

<b>2017–2019 School Redesign Grant, Pilot Cycle</b>		
<b>Program authority:</b>	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	August 28, 2017, to July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION            JUL 13 2017 11:30 AM         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, July 13, 2017	
<b>Submittal information:</b>	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	
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Alice ISD	125901	Memorial Intermediate School	
Vendor ID #	ESC Region #	DUNS #	
746000007	2		
Mailing address	City	State	ZIP Code
900 W. Third St	Alice	TX	78332

**Primary Contact**

First name	M.I.	Last name	Title
Alma	L	Garcia	Director of Federal Programs
Telephone #	Email address		FAX #
361-664-0981	<a href="mailto:dralma.garcia@aliceisd.net">dralma.garcia@aliceisd.net</a>		361-660-2123

**Secondary Contact**


First name	M.I.	Last name	Title
Ludivina		Cansino	Chief Financial Officer
Telephone #	Email address		FAX #
361-664-0981	<a href="mailto:ludivina.cansino@aliceisd.net">ludivina.cansino@aliceisd.net</a>		361-660-2106

**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
Alma		Charles	Superintendent of Schools
Telephone #	Email address		FAX #
361-664-0981	<a href="mailto:alma.charles@aliceisd.net">alma.charles@aliceisd.net</a>		361-660-2113
Signature (blue ink preferred)			Date signed


7/13/17

Only the legally responsible party may sign this application.

701-17-101-027

**Schedule #1—General Information**

County-district number or vendor ID: 125901

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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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 125901

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 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: 125901

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: 125901

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 vision of Alice ISD is to graduate students with tools that will empower them to successfully complete a post-secondary program and become productive participants in a global community. The district vision for improving low-performing schools focuses on strategic planning, crucial conversations and literacy. Strategic Planning will be directed by the campus leadership team. Strategic planning will be crucial for a campus Turnaround to maximize the impact on students, staff, and parents. Secondly, the district will focus on crucial conversations. Crucial conversations will occur between and within the campus leadership team, parents and the community. There must be open lines of communication amongst all stake-holders to provide information regarding the services that will address the needs of the students. There will also be a focus on literacy because reading is the key to success. Students who are not reading on grade will struggle in all subject areas; therefore, improving literacy will help increase the overall academic success of all students.

Memorial Intermediate School in Alice ISD proposes the enhancement of the current curriculum by implementing the STEAM framework. The STEAM framework will provide students with an opportunity to become immersed in an interdisciplinary curriculum, which in turn will lead to an education of lifelong career and life-readiness in an ever changing and unpredictable world. Students will apply cross-curricular learning in Science, Technology, Engineering, Arts and Math.

Memorial Intermediate is one of 2 intermediate campuses in Alice ISD. The city of Alice, Texas has a total population of 19,104. Memorial Intermediate will continue to target students who are Economically Disadvantaged, 82.6% and At-Risk, 41.9%.

Memorial Intermediate proposes a Turnaround model using a Phase-in implementation plan beginning with grade 5 with an anticipated enrollment of 200 students and phasing in grade 6 with an anticipated enrollment of 160 students the following school year. This model meets the unique needs of the campus by having a shared management of the school, including the principal and Lead4ward providing instruction in the STEAM framework and an improved learning environment for both staff and students.

We propose an Applicant Assurance Operational flexibility plan. Memorial Intermediate will use grant funds for planning and implementation contracting with lead4ward as our redesign partner.

Memorial will recruit a high-capacity school leadership team consisting of campus administration, reading/math interventionist, art teacher and grade level lead teachers who are dedicated to increasing student achievement for all students.

The goal of the education plan is to offer a STEAM framework. Our plan is to utilize PLTW (Project Lead The Way) to incorporate technology and engineering curriculum upgrade and enhance our current science labs and instructional program, secure a Fine Arts instructor to build an arts program by developing an aligned curriculum over the course of time, and utilize the Dana Center to increase the level of knowledge and develop math teachers to utilize rigorous lessons.

School culture plan: Memorial Intermediate promotes a positive school climate that fosters development and learning for students and staff. Memorial promotes feelings of social, emotional and physical safety in their culture and environment. Students, families, and educators work together to develop and contribute to a shared school vision of creating lifelong learners who will be prepared to be contributing members of our community. Memorial Intermediate School has the expectation that staff model and nurture attitudes that

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emphasize the benefits and satisfaction gained from lifelong learning. And lastly, that each person contributes to the operation of the school and the care of our learning environment.

School talent plan: Memorial Intermediate has hired an experienced principal with a history of providing positive school climate and success in academics. Memorial plans to add a fine arts teacher, and reading and math interventionist. Memorial will retain high quality teachers by enhancing our professional development.

Campus Performance goals: Sixty-five percent of all students in each classroom will be reading on or above grade level by the end of the 2017-2018 school year, with an increase to 70% the following year. Sixty percent of all students will meet grade level expectations in math problem solving skills as measured by both formal and informal assessments that are aligned to state standards for the 2017-2018 school year with an increase to 65% the following year. Fifty-five percent of all students will meet grade level expectations in science on the state mandated assessment for the 2017-2018 school year, with an increase to 60% the following year.

In order to achieve these goals, Memorial Intermediate will utilize the STEAM framework which promotes hands-on learning utilizing problem solving and engineering skills as well as developing a more advanced vocabulary for students; the Dana Center to help better prepare our math teachers to teach lessons that will develop and enhance students' problem solving skills and a fine arts teacher to develop the creative and abstract mind.

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**Schedule #6 – Program Budget Summary**

County-district number or vendor ID: 125901

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	\$235,250	\$465,000	\$	\$700,250
Schedule #8	Professional and Contracted Services (6200)	6200	\$90,000	\$180,000	\$40,000	\$310,000
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$150,000	\$0	\$250,000
Schedule #10	Other Operating Costs (6400)	6400	\$75,000	\$120,000	\$	\$195,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$500,250	\$915,000	\$40,000	\$1,455,250
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$500,250	\$915,000	\$40,000	\$1,455,250

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: 125901

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
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director	1	0	\$70,000	\$140,000	\$210,000
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	1		\$60,000	\$120,000	\$180,000
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker	1		\$40,000	\$80,000	\$120,000
14	Community liaison/parent coordinator			\$	\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21	Math Interventionist	1		\$45,000	\$90,000	\$135,000
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$215,000	\$430,000	\$645,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112 Substitute pay			\$2250	\$9,000	\$6,750
26	6119 Professional staff extra-duty pay			\$10,000	\$10,000	\$20,000
27	6121 Support staff extra-duty pay			\$8,000	\$16,000	\$24,000
28	6140 Employee benefits			\$	\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$20,250	\$35,000	\$50,750
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$235,250	\$465,000	\$700,250

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: 125901

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:			
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$	\$

**Professional and Contracted Services**

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Redesign partner	\$90,000	\$180,000	\$270,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$90,000	\$180,000	\$270,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$20,000	\$20,000	\$40,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$110,000</b>	<b>\$200,000</b>	<b>\$310,000</b>

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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<b>Schedule #9—Supplies and Materials (6300)</b>					
County-District Number or Vendor ID: 125901			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:		\$100,000	\$150,000	\$250,000
Grand total:			\$100,000	\$150,000	\$250,000

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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<b>Schedule #10—Other Operating Costs (6400)</b>				
County-District Number or Vendor ID: 125901		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.	\$10,000	\$20,000	\$30,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$5,000	\$10,000	\$15,000
	Specify purpose: First robotics competition			
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.	\$10,000	\$10,000	\$20,000
Subtotal other operating costs requiring specific approval:		\$25,000	\$40,000	\$65,000
Remaining 6400—Other operating costs that do not require specific approval:		\$50,000	\$80,000	\$130,000
<b>Grand total:</b>		<b>\$75,000</b>	<b>\$120,000</b>	<b>\$195,000</b>

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: \_\_\_\_\_ 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	280	82.6%	
Limited English proficient (LEP)	9	2.7%	
Disciplinary placements	10	2.8%	
Attendance rate	NA	94%	
Annual dropout rate (Gr 9-12)	NA	%	

**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:** ☐ 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
						173	166							339

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On this date: \_\_\_\_\_

Via telephone/fax/email (circle as appropriate)

By TEA staff person: \_\_\_\_\_

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 125901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The systemic process utilized for identifying and prioritizing needs to enhance Memorial Intermediate was assessing our current data, such as attendance, grades and student academic performance. The use of the STEAM framework will assist Memorial Intermediate in reaching mastery in student academic performance. According to STAAR results, overall Memorial Intermediate scored 62.2% approaches in reading, 63.8% approaches in math, and 42% approaches in science. Therefore, the desired accomplishment is for the students to increase scoring at the Approaches level and increase the number of students reading at or above grade level, increase the number of student meeting grade level expectations in math problem solving skills, and increase the number of students meeting grade level expectations in science on the state mandated assessment.

Students who attend Memorial Intermediate live in a property poor area called "Rancho Alegre" where drugs and gangs are prevalent. It is our desire to improve student achievement by utilizing the PLTW curriculum to develop the STEAM framework as well as hire a Fine Arts teacher to enhance and improve the Fine Arts program. A focus on math and improving instructional delivery will be done through the use of the Dana Center. By gathering these tools together in a comprehensive hands-on instructional delivery, there can be an increase in the number of students who have the opportunity to reach their full potential.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 125901

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	Experienced principal with a proven history of academic success and leadership skills. Knowledge of STEAM framework and strong in math and science instruction.
2.	Director of Federal Programs	Experienced director with knowledge of federal budgets including allowable and non-allowable expenditures. Able to create a budget with federal grant funds.
3.	Assistant Superintendent of Curriculum and Instruction	Experience in curriculum development and training. Able to work directly with principals as the project progresses.
4.	Project Coordinator	Experience in leadership and curriculum delivery. Able to work directly with leadership team and teachers. Experience in conducting walk-throughs and tracking and monitoring of student success.
5.	Redesign Partner	Proven record in working with campuses and districts on turnaround initiatives. Able to provide guidance in lesson planning, strategies, and work with community to develop a cohesive transition.

**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.	Increased Academics	1. Seventy-five percent of students will pass core content areas each six weeks	08/2017	05/2019
		2. EOY state testing will show 65% of students will approached standard.	08/2017	05/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase teacher retainment	1. Develop a professional development plan	08/2017	05/2019
		2. Offer continuous professional development	08/2017	05/2019
		3. Provide support to teachers through interventionist	08/2017	05/2019
		4. Implement PD strategies, monitor and provide feedback to teachers as they implement them	08/2017	05/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase student motivation	1. Utilize STEAM framework.	08/2017	05/2019
		2. Students will be in attendance an average of 95% or more	08/2017	05/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX

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	4.		XX/XX/XXXX	XX/XX/XXXX
	5.		XX/XX/XXXX	XX/XX/XXXX
<b>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.</b>				
<b>Schedule #14—Management Plan (cont.)</b>				
County-district number or vendor ID: 125901			Amendment # (for amendments only):	
<b>Part 3: Sustainability and Commitment.</b> 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.				
<p>Memorial Intermediate has the following and existing efforts: a daily enrichment/intervention period, scheduled tutorials, and scheduled PLC time once per week. We currently have 1 reading specialist and a parental involvement coordinator. The grant will expand and enhance our current resources, materials, and personnel. We will coordinate efforts to maximize the effectiveness of the grant funds by utilizing the campus improvement plan. We will ensure that all project participants remain committed to the project success by holding meetings quarterly for continuous monitoring and improvement. We will give our students another option when it comes to their future. Through the STEAM framework, the fine arts teacher and the strategies teachers will learn from the Dana center, students will have the opportunity to have a well-rounded education.</p>				

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 125901

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.	Grades and state assessment scores	1.	Improve academic achievement
		2.	Higher percentage of students at the meets or mastery level on STAAR
		3.	
2.	Positive school climate and targeted professional development	1.	Increase teacher retainment
		2.	Decrease in teacher turnover
		3.	Quality teachers remain
3.	Student attendance and student engagement	1.	Increase in attendance rate
		2.	Students completing activities that are hands-on, relevant, and integrated based on lesson plans and administrator walk-throughs/ TTESS evaluations
		3.	Decrease in student discipline referrals
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

**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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Memorial will continue to collect data quarterly to review, assess, and modify as necessary. Memorial Intermediate teachers currently participate in weekly PLC's in which teachers discuss lesson plans, data, and professional development. The attendance clerk runs a daily attendance report for the principal and parent involvement staff and parent contact is made. Counseling is provided to students as needed. We review unit exams, benchmark scores, grades and attendance, and progress reports are sent home every 3 weeks.

Problems with project delivery will be identified and corrected throughout the project by the leadership team. Data will be collected in a systematic manner. The Project Director will work closely with the Leadership team to ensure that data collected is reliable and valid. Each grant objective, student achievement, teacher retainment and student motivation will be addressed in the evaluation. Data will be used to measure the performance of the grant objectives. Curriculum performance will be measured utilizing Eduphoria software, Lead4ward reports, and district and teacher created assessments. Students success with PLTW curriculum will be measured by student entrance into robotics competitions. Data will be closely monitored for progress in reading and math. Students will be observed for motivation through the fine arts teacher and the activities performed in the classroom.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 125901

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 Intermediate is currently a focus school. The campus leadership team will form a committee comprised of parents, students, teachers, administrators, counselor and other to review data, identify campus needs, and develop a targeted school improvement plan that focuses on Critical Success Factors with measureable objectives and strategies that will help support and monitor student learning. The committee will create SMART goals with timelines aligned to grant described and needs assessment with a checks and balances. The campus leadership team will monitor and adjust objectives quarterly using a system developed by the committee to ensure the project is progressing as appropriate.

The Dana Center will provide succinct Math training to support teacher instruction. Students will benefit from the professional development because the teachers content knowledge will deepen.

Fine Arts instruments will be purchased to enhance the music program which will help the creativity of students. The Art teacher will embed integrated lessons to support the STEAM framework.

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

County-district number or vendor ID: 125901

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 applicant along with the Chief Financial Officer and project manager will monitor the schools receiving Title I funds by verifying that purchases and use of contracted services are allowable costs. They will also verify that purchases will supplement not supplant Title I funds, which will be done through the LEA's financial management system, Skyward. For example, we will supplement our Title I funds by hiring a reading interventionist and math interventionist. The reading interventionist and math interventionist will provide extra support to students. The Director of Federal Programs monitors fund balances. The finance system has checks and balances. Once a purchase order is entered there is a process for approving it. First, director approves purchase order and the Chief Financial Officer has final approval.

**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.

The rigorous process of recruiting, screening, selecting and evaluating external partners will begin by the leadership team creating a rubric with various criteria. The rubric will include the following areas: experience in school turnarounds, success rates with redesign partners, references, and pricing if applicable. The leadership team will then interview the external partners. Through an extensive interview process, the team will research all appropriate criteria. The team will discuss all aspects of the rubric and rate each partner. Through a majority consensus, the team will make a decision to choose the redesign partner that will best serve the needs of the campus as well as meet the goals of the grant objectives.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 125901

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 applicant will utilize the Director of Federal Programs to ensure that the funds received will align with other Federal, State, and local resources in order to carry out the activities. The Director and Chief Financial Officer will utilize the district's financial procedures manual to guide the alignment of the funds. The Director and Chief Financial Officer will also ensure that expenditures carried out through the grant are allowable and reasonable and necessary to carry out the activities described in the application.

**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 applicant will hire and utilize a project director who will be fully aware of the practices and policies of the district, but will be able to modify as appropriate. The project director will work directly with the Leadership team to ensure all practices and policies provide the operational flexibility that will enable a full and effective implementation of the project plans. The Leadership Team will monitor changes and progress throughout the year. Adjustments will be made in the areas necessary for change. Priority of the Project Director and Leadership Team will be to ensure the project meets or surpasses its objectives and goals.

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

County-district number or vendor ID: 125901

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 Turn-around Plan will incorporate the STEAM framework including strategies that are hands-on and include problem solving and critical thinking. Utilizing the research based curriculum provided by PLTW and training by the Dana Center, teacher will be trained on evidence based strategies allowing our students to become immersed in interdisciplinary areas of instruction. In addition, utilizing ASCD evidence-based interventions will increase rigor and time on task, student level differentiation, and the quality of instruction taking place in the classrooms.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 125901

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.

The vision of Alice ISD is to graduate students with tools that will empower them to successfully complete a post-secondary program and become productive participants in a global community. The district vision for improving low-performing schools focuses on strategic planning, crucial conversations and literacy. Strategic Planning will be directed by the leadership team with the assistance of the redesign partner. Strategic planning will be crucial for the turnaround plan as to maximize the impact on students. Secondly, the district will focus on crucial conversations. Crucial conversations will occur between and within the leadership team, redesign partner, parents and the community. Important to the project's success is open lines of communication amongst all stake holders to identify and address any needs or concerns that may arise. There will also be a focus on literacy as reading is the key to success. Without literacy the students will struggle in all subject areas; therefore, literacy will help increase the academic success of all students. Memorial will utilize the hands-on activities of PLTW to engage and motivate the students and give them ability to practice problem solving skills, the strategies given to teachers through staff development from the Dana Center to enhance their math and science skills, and the fine arts teacher to directly affect their creativity so that they are able to utilize them together to achieve academic success.

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

County-district number or vendor ID: 125901

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 Intermediate will be using the Turnaround model using a Phase-in implementation plan beginning with grade 5 with an anticipated enrollment of 200 and phasing in grade 6 with an anticipated enrollment of 160 the following school year. This model meets the unique needs of the campus by having a shared management of the school providing comprehensive support services. This model will result in new learning by providing instruction in the STEAM framework and an improved learning environment for students and staff.

Memorial Intermediate will partner with lead4ward. We propose an Applicant Assurance Operational flexibility plan. Memorial has recruited a high-capacity school leadership team consisting of campus administration, reading/math interventionist, art teacher, grade level lead teachers who have a track record of increasing student achievement in similar learning environments.

The goal of the education plan is to offer a STEAM framework. Our plan is to utilize PLTW (Project Lead The Way) to incorporate technology and engineering components, upgrade and enhance our current science labs, secure a Fine Arts instructor to enhance the arts over the course of time, and utilize the Dana Center for professional development in math. We plan to evaluate the student's data quarterly using formal and informal assessments to monitor academic progress. Due to our large number of at-risk and low socioeconomic population all students will be served through STEAM.

Memorial Intermediate promotes a positive school climate that fosters development and learning for students and staff. Memorial has the expectation that staff and students feel socially, emotionally, and physically safe and that students, families, and educators work together to develop and contribute to a shared school vision. We have the expectation that staff model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. And lastly, that each person contributes to the operation of the school and the care of the learning environment. To provide comprehensive student support, services will be offered by reading and math interventionists, as well as a fine arts instructor.

Memorial Intermediate plans to recruit a principal with a proven history of academic success and leadership skills. Memorial will retain high quality teachers by enhancing professional development. Professional development will be provided by PLTW, Dana Center, and ASCD.

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

County-district number or vendor ID: 125901

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.

Memorial Intermediate selected the Turnaround redesign model as the best fit for our campus because we believe that identifying a new principal, engaging in a thorough planning process to bring change to our instructional models using the STEAM framework will lead to increased student and school performance. In the past, our campus has shown stagnant scores on state assessments and we believe this framework will assist us in increasing rigor and academic readiness. Also, the district is currently having financial issues which in turn have affected the budget of the campus.

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

County-district number or vendor ID: 125901

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.

Memorial Intermediate has selected the Phase-in Redesign because it allows for a thorough 1 year planning process to successfully implement the turnaround model and properly plan for the comprehensive changes needed in staff and the instructional model. This would allow for teacher professional development, curriculum and material purchases, schedule changes, and hiring of appropriate staff. A committee will be created to foster the STEAM framework. Phase-in will allow for the development of partnerships and for the Dana Center staff to acclimate with the staff and student needs to help address the gaps. Phase-in will also allow for the Fine Arts teacher to order musical equipment and art supplies needed for the classroom and evaluate the level of understanding/skills students display.

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

County-district number or vendor ID: 125901

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.

Memorial Intermediate selected the Applicant Assurance operational flexibility plan because it allows the district to maintain authority over management and staff but yet allows the school to engage in the comprehensive change needed in staff and instructional models to add new and improved learning using the STEAM framework and increase academic performance.

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

County-district number or vendor ID: 125901

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.

Memorial Intermediate will use grant funds for both planning and implementation as the school prepares for the new instructional model being implemented. This change will include not only additional staff but also curriculum, materials, technology tools, professional development and training to ensure the framework is implemented successfully.

Planning will assist veteran teachers as they learn the new expectations in PLTW and the Dana Center. The Fine Arts teacher will be afforded the time to collaborate with grade level teachers. Due to the hardship students experience, planning then implementing will them with the transition.

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

County-district number or vendor ID: 125901

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.

Memorial Intermediate intends to contract with lead4ward as their redesign partner. The members of the lead4ward team are uniquely qualified, experienced, and committed to serving educators. They have served over 800 districts as an essential partner in supporting the success of our school – with a particular emphasis on school turnaround and supporting the transformation of struggling schools. Lead4ward anticipates and integrates the changing needs of schools in its work with educators to support all learners in achieving their highest potential.

**Lead4ward Focus Areas:**

- Learning – about the changes (what is known and what is anticipated)
- Energizing – educators to embrace the challenges of the new requirements
- Acting – in ways that support the systems and structures necessary to achieve success
- Developing – tools, strategies and plans to coordinate instruction, curriculum, assessment and accountability

Alice ISD currently receive some services from lead4ward, but they will supplement Hillcrest by

- providing targeted professional development to coincide with the PLTW curriculum
- work closely with teachers to maintain the delivery of lessons developed is done with fidelity
- meet with the leadership team to monitor progress and adjust as necessary
- help staff conduct monitoring checks to inform the project's success
- work closely with leadership team and project director to ensure grant objectives are being met.

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

County-district number or vendor ID: 125901

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 plans to recruit a principal with a proven track record of increasing student achievement. We plan to add additional staff including a Project Coordinator, Parent Coordinator, Fine Arts teacher and a reading and math interventionist. Memorial plans to retain high quality teachers that are willing to be a part of the project and learn through training the many positive aspects of it. The Leadership team will provide teachers the training, support, and educational tools they will need to be successful in the classroom. Memorial will ensure that all staff is supportive of the plan by meeting on a weekly basis. An environment of encouragement and success will be a part of Memorial's natural routines.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 125901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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

County-District Number or Vendor ID: 125901

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

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

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

County-District Number or Vendor ID: 125901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

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

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

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

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