

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	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2017 JUL 13 AM 11:31 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

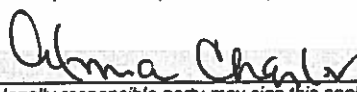
Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Alice ISD	125901	Hillcrest	
Vendor ID #	ESC Region #	DUNS #	
746000007	2		
Mailing address	City	State	ZIP Code
1400 Morningside	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	Dralma.garcia@aliceisd.net		361-660-2123
Secondary Contact			
First name	M.I.	Last name	Title
Ludivina		Cansino	Chief Financial Officer
Telephone #	Email address		FAX #
361-664-0981	Ludivina.cansino@aliceisd.net		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		Alma.charles@aliceisd.net	361-660-2113
Signature (blue ink preferred)		Date signed	

 7/13/17

Only the legally responsible party may sign this application.

701-17-101-028

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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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 leadership team. Strategic planning will be crucial for turnaround to maximize the impact on students. Secondly, the district will focus on crucial conversations. Crucial conversations will occur between and within the leadership team, parents and the community. There must be 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 because reading is the key success. Without literacy the students will struggle in all subject areas; therefore, literacy will help increase the academic success of all students. The district's vision is to focus in all three areas to improve Hillcrest Elementary.

Hillcrest Elementary is one of 6 elementary campuses in Alice ISD. The city of Alice, TX has a total population of 19,104. Hillcrest Elementary is currently serving 294 students in grades PK-4. The school currently has a student population who are 93.4% Economically Disadvantaged and 47.9% At-Risk. Our staff consists of only 15 classroom teachers, 1 special education teacher serving a total of 9 students in different grade levels, 1 counselor, 6 paraprofessionals, and the following part time staff: reading specialist, literacy coach (1 day a week), music teacher, librarian, nurse, parent involvement coordinator (paraprofessional).

Hillcrest is currently a focus progress campus due to significant gaps in math STAAR scores for Hispanic students. Hillcrest Elementary 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. Hillcrest proposes a Turnaround model using a Phase-in implementation plan beginning with grades K-1 with an anticipated enrollment of 66 and phasing in grades 2-4 with an anticipated enrollment of 176 the following school year. This model meets the unique needs of the campus by having a shared management of the school by both the campus principal and the school district. A Turnaround model will result in new learning in multiple subject areas including Math, Science, and ELA by providing hands-on, real-world experiences and creating an improved project-based learning environment for all students. We strongly believe this will not only increase the rigor of lessons delivered but also the quality of instruction in our classrooms.

We propose an Applicant Assurance Operational flexibility plan in order for the district to maintain authority over staffing and instructional program changes while the Turnaround process takes place. Hillcrest will use grant funds for both planning and implementation to ensure a thorough planning process and success for our program. Hillcrest would partner with lead4ward. lead4ward serves over 800 district as an essential partner in supporting the success of schools, with a particular emphasis on school turnaround and supporting the transformation of struggling schools. Hillcrest will recruit a high-capacity school leadership team consisting of a new principal, a project coordinator, reading and math interventionist, art teacher, parent coordinator, and grade level lead teachers who are dedicated to increasing student achievement for all students.

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

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Schedule #5—Program Executive Summary (cont.)

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.

School talent plan: Using an advisory committee to include parents, educators, and community leaders, Hillcrest plans to recruit a principal dedicated to increasing student achievement. We plan to add additional staff including a project coordinator, a parent coordinator, a fine arts teacher and a reading and math interventionist. Hillcrest plans to retain high quality teachers by providing teachers the professional development, planning assistance and support, and the tools they need to be successful in the classroom.

Campus Performance goals:

By May 2018, 80% of all students will be reading on or above grade level.

By May of 2018, 80% of all students will score strategic or benchmark on mClass grades K-1 and 70% will score Tier 1 on Estar grades 2-4.

By May of 2018, 80% of all students will meet grade level expectations in science on their final reporting period.

Implementing the STEAM framework through the use of PLTW curriculum, training for math teachers from the Dana Center, and hiring a fine arts teacher will help to improve the level of instruction, hence, increase student engagement which will help scores go up.

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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
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director	1		\$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			\$60,000	\$120,000	\$180,000
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker	1		\$40,000	\$80,000	\$120,000
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	Math Interventionist	1		\$45,000	\$90,000	\$135,000
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$215,000	\$430,000	\$645,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$2250	\$9000	\$6750
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:			
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	Redesign Partner	\$90,000	\$180,000	\$270,000
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:		\$20,000	\$20,000	\$40,000
(Sum of lines a, b, and c) Grand total		\$110,000	\$200,000	\$310,000

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: 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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Schedule #10—Other Operating Costs (6400)				
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. Specify purpose: First robotics competition	\$5,000	\$10,000	\$15,000
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. 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
Grand total:		\$75,000	\$120,000	\$195,000

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

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

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

County-district number or vendor ID: 125901

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	267	93.4%	
Limited English proficient (LEP)	1	.3%	
Disciplinary placements	0	0%	
Attendance rate	NA	95.6%	
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
22	44	60	60	56	44									286

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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 begins with a high capacity leadership team to assess our current data, such as attendance, grades, and student academic performance. The use of the STEAM framework will assist Hillcrest Elementary in reaching meets or masters in student academic performance. According to our current STAAR results, Hillcrest scored 71% in reading, 77% in math, and 57% in writing. Therefore, the desired accomplishment is for the students in to increase scoring at the Meets or Masters Level.

A majority of the students at Hillcrest come from two small communities, "Tecolote and "La Armagosa". These small neighborhood communities are located about 15 to 20 miles from the school. Most families in this area are poverty-stricken. They live in small homes and some may not even have electricity. The needs assessment shows that these students need assistance with reading and math. Although our scores may not seem as dire as other campuses, when you take apart the data one can see that these students still need much assistance. Utilizing the PLTW curriculum, math training from the Dana Center, a fine arts teacher, and a redesign partner will give Hillcrest students the experiences they may otherwise not receive. Many of the students from these small communities, stay in the area and don't have the chance to reach their full potential.

Based on current number of students who are reading below grade level in 1st grade (38%) and students who are performing on Approaches Grade Level 3-4 (26%), students need intervention/enrichment in Science Math, and ELAR to increase academic achievement.

Longitudinal data shows scores are stagnant, showing minimal increases/decreases in all tested subject areas.

End of Year teacher survey reveal that students are minimally engaged in the current curriculum. Utilizing the STEAM framework, students will be afforded the opportunity to be involved in more hands-on activities and rigor in instructional delivery. Math teachers will be trained in problem-solving strategies through the Dana Center and a Fine Arts teacher will be hired to help draw out the creative side of the student in alignment with the PLTW activities.

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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 Director	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.	Increase Academic Achievement	1. Eighty percent of all students will score strategic or benchmark on mClass grades K-1 and 70% will score Tier 1 on Estar grades 2-4.	08/2017	05/2019
		2. Eighty percent of all students will meet grade level expectations in science on their final reporting period.	08/2017	05/2019
		3. Increase student's reading on grade level from 77% to 80%	08/2017	05/2019
		4. Increase Student's Scoring on Master's Level in grades 3-4 from 25% to 30%	08/2017	05/2019
		5. EOY state assessment will show 75% of students grades 3-4, will meet grade level standards (Approaching Grade Level)	08/2017	05/2019
2.	Increase teacher content knowledge	1. Develop a professional development plan	08/2017	05/2019
		2. Offer continuous professional development	08/2017	05/2019
		3. provide support to teachers	08/2017	05/2019
		4. Implement PD strategies, monitor and provide feedback to teachers as they	08/2017	5/2019

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 125901

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.

Hillcrest has the following and existing efforts, a daily enrichment/ intervention period, scheduled tutorials, and scheduled PLC time once per week. We currently have 1 part time reading specialist who only serves our dyslexic students. Hillcrest has always maintained a campus with high expectations and high academic standards but our STAAR performance and other academic performance has remained stagnant. We lack in personnel, therefore, we cannot maintain intervention periods and tutorials to the extent needed to address the needs of all our students. The part-time parental involvement coordinator assists us in making phone calls and visits to assist students with attendance issues. Our campus teachers all attend the district staff development and planning sessions that are offered. 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 that includes the strategic objectives for our focus plan. With the help of the Project Coordinator and Parent Coordinator, we will ensure that all project participants remain committed to the project success by keeping proper documentation, evaluating timelines, and holding meetings once a month for continuous monitoring and improvement.

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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.	Reading level scores, grades, and math level scores	1.	Increase academic achievement
		2.	Higher report card grades
		3.	Mastery in math problem-solving skills
		4.	
2.	Lesson plans/walkthroughs Professional development attendance Teacher retention	1.	Increase teacher content knowledge
		2.	Build confidence in teacher
		3.	Fewer teachers will leave the campus/district.
3.	Increase student motivation PEIMS attendance report	1.	Increase student motivation
		2.	activities are hands-on, relevant, and integrated based on lesson plans and administrator walk-throughs
		3.	Student attend robotics competitions
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.			

The leadership team will collect data quarterly to review, assess, and modify the needs and timelines as necessary in conjunction with our Campus Improvement Plan. Hillcrest teachers currently participate in weekly PLC's in which teachers discuss lesson plans, data, and professional development. The attendance clerk provides an attendance report for the staff to review. Parent contact is made and counseling is provided to students with excessive absences. The leadership team will review academic performance data including Fountas & Pinnell reports, math assessment data, state assessments, benchmark scores, grades and attendance. TTESS walk through forms will document the changes occurring in the class over time. Professional development provided by the Dana Center, lead4ward, and PLTW will be given to all teachers. If is expected to increase the level of rigor and content knowledge for the staff and help improve grades, attendance and STAAR scores for students.

Any anticipated problems with project delivery will be identified and corrected throughout the project by the leadership team. Data will be collected in a systematic manner. Each grant objective 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 Instructional Rounds data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125901125901

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.

Hillcrest is currently a focus progress school. The campus leadership team will continue to review data, identify campus needs, and develop a targeted campus improvement plan that focuses on Critical Success Factors with measureable objectives and strategies that will help support and monitor student learning. We value the efforts of what the campus leadership team has done and extended on the needs previously identified to maximize success. Like the objectives stated previously; increase academic achievement, increase teacher content knowledge and increase student motivation, the Campus Improvement Plan also focuses on improving student academic performance in reading and math. The campus leadership team will monitor and adjust objectives and timelines quarterly. The Leadership team will work directly with the Project Coordinator and the redesign partner.

Hillcrest will develop and implement a targeted Campus Improvement Plan by utilizing data that will guide the STEAM framework. PLTW will be used to provide professional development to teachers to implement the program. This will provide students hands-on learning in STEM.

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 and verify that purchases and the use of contracted services are allowable costs. They will also verify that purchases will supplement and 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 & math interventionist. The reading interventionist and math interventionist will provide extra support to students. The director of federal program monitors fund balances. The finance system has checks and balances. Once a purchase order is entered there is a process to 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 Turnaround 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 math training by the Dana Center, our teachers 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 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. Hillcrest 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.

Developing and implementing the Turnaround plan will truly help our students especially those who come from the poverty areas of Tecolote and La Armagosa. The STEAM framework will give students the opportunity to start thinking of a career in areas such as engineering, science or technology. This gives them a first hand look at the kinds of activities that are involved with these career areas. Students will see a very different future that may not otherwise be in their plans.

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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.

Hillcrest will be using the Turnaround model using a Phase-in implementation plan beginning with grades K-1 and phasing in grades 3-4 the following school year. This model meets the unique needs of the campus by having a shared management of the school with the principal and school district. This model will result in new learning in multiple subject areas by providing hands-on learning and real-world experiences to create an improved project-based learning environment.

We plan to use an Applicant Assurance Operational flexibility to allow the district to maintain authority over staffing and management. Hillcrest will partner with lead4ward. The consultants at lead4ward provide services to support the work of teachers and leaders as they transform learning for students. Lead4ward will work with the district in a coordinated services delivery model, to build capacity in district and campus leadership teams creating a sustainable leadership structure to support ongoing work. Hillcrest will recruit a high-capacity school leadership team consisting of campus administration, reading/math interventionist, art teacher, grade level lead teachers who can increase 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 engineer curriculum, upgrade and enhance our current science labs and instructional materials, secure a Fine Arts instructor to build an art program, and utilize the Dana Center for professional development services 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 socio-economic population all students will be targeted using the STEAM framework.

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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.

Hillcrest Elementary 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. These issues have caused campuses to decrease the number of teachers. Also, Hillcrest has also had to share their reading specialist and literacy coach so services have not had the full impact that a full-time person could provide. This grant would help Hillcrest to fill in the gaps that Hillcrest has experienced when it comes to services to students.

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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.

Hillcrest Elementary selected the phase-in implementation plan 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 will allow 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 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.

Hillcrest Elementary 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.

It will be crucial for the district to maintain authority over management and staff because Hillcrest has a record of maintaining staff members. The majority of staff including teachers, paraprofessionals, and office staff have been a part of the campus for over 5 years. Students need the continuity in staff. This helps the students from the poverty-stricken areas to have stability and consistent nurturing and education. With so many other issues in their life, this is one thing that can remain constant and help boost self-esteem and confidence.

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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.

Hillcrest Elementary will use grant funds for both planning and implementation as the school prepares for the new instructional model, the STEAM framework, to be implemented. This change will include not only additional staff but also the STEAM curriculum and materials, technology tools, professional development and training through the Dana Center and lead4ward to ensure the objectives are implemented successfully.

Planning will assist veteran teachers to learn the new expectations of the PLTW curriculum and the Dana Center. The Fine Arts teacher will be afforded the time to collaborate with grade level teachers to develop a plan to align the curriculum. Due to the hardship students' experience, planning then implementing will help 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.

Hillcrest 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.

Hillcrest 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. Hillcrest plans to retain high quality teachers by providing teachers the training, support, and educational tools they need to be successful in the classroom.

Although some of the teachers are high-performing, changing the instructional model to STEAM will require a learning curve and hiring a high capacity team will encourage veteran teachers to embrace the changes needed.

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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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County-District Number or Vendor ID: 125901

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			

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