

**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="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY JUL 13 2017 11:27 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </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	Mary R Garcia	
Vendor ID #	ESC Region #	DUNS #	
746000007	2		
Mailing address		City	State ZIP Code
3051 Old Kingsville Rd.		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	

Alma Charles

7/13/17

Only the legally responsible party may sign this application.

701-17-101-029

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.

Garcia Elementary is the smallest of 6 elementary campuses in Alice ISD, serving approximately 199 students. The campus is located in the city of Alice, Texas. Alice, Texas has a total population of 19,104. Alice ISD has a new superintendent with a team of 8 collaborating with the community and different entities.

The campus staff is composed of a principal, counselor, 11 classroom teachers, 6 paraprofessionals, part-time reading specialist, part-time literacy coach, part-time special education teacher, part-time librarian, part-time PE coach, part-time music teacher, part-time nurse and a part-time parent involvement coordinator.

Of the 199 students the campus serves in grades PK through 4th, 130 students are from the attendance zone. The student population on campus is composed of 100% Economically Disadvantaged, 59.3% At-Risk, 97.4% Hispanic and 2.5% White. The campus also has a mobility rate of 11.9% and an attendance rate of 93%

56% of students in grades K-4 are reading on grade level. Due to low academic performance Garcia Elementary was a two year improvement required campus.

Garcia Elementary proposes a phase-in redesign model that provides support in the possibility of closure as well as continuing with academic support throughout the school year. The closure of the campus will offer students an opportunity to transition to another elementary school or schools that can provide appropriate learning opportunities.

The process for closure will include the establishment of a leadership team that will consist of the district superintendent, directors of special programs, campus principal, campus counselor, parental liaison, director of transportation, campus ambassador, project coordinator, teachers, parents and community members. The goal of the leadership team will be to oversee the complete process for closure and make decisions in the best interest of the students, which will include a transition plan.

The leadership team will first meet and analyze data/evidence that supports the closure of the school. The team will also analyze data to do a preliminary proposal of which campus or campuses will offer the best educational opportunities for the students. During this time the team will be looking at academic resources, staffing, facility spacing and transportation. The leadership team will create and send out a questionnaire to see the input of parents, community members and staff. After analyzing the results from the questionnaire public hearings will be conducted to offer all stakeholders an opportunity to be involved. Once the public hearings are conducted the leadership team will reconvene and establish specific processes and timelines of events.

While the leadership team is going through the process of closure, the campus will focus on the academic and social needs of the students. The campus plans will include the hiring of support staff that will address the academic and social needs of the students as they transition to another campus.

Campus Goals:

1. By May of 2018 65% of students in grades K-4 will be reading on grade level.
2. By May of 2018 65% of students in grades K-4 will be at Tier I in mathematics
3. By May of 2018 the average daily attendance will increase to 95.5%.

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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	\$288,000	\$548,000	\$	\$836,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$90,000	\$160,000	\$40,000	\$250,000
Schedule #9	Supplies and Materials (6300)	6300	\$12,000	\$30,000	0	\$42,000
Schedule #10	Other Operating Costs (6400)	6400	\$60,000	\$60,000	\$	\$120,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$438,000	\$798,000	\$40,000	\$1,248,000
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$438,000	\$798,000	\$40,000	\$1,248,000

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

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

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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	1		\$60,000	\$120,000	\$180,000
Auxiliary						
12	Counselor					
13	Social worker			\$40,000	\$40,000	\$80,000
14	Community liaison/parent coordinator	1		\$	\$	\$
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	Reading Interventionist	1		\$45,000	\$90,000	\$135,000
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$260,000	\$520,000	\$780,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			\$10,000	\$10,000	\$20,000
26	6119 Professional staff extra-duty pay			\$10,000	\$10,000	\$20,000
27	6121 Support staff extra-duty pay			\$8,000	\$8,000	\$16,000
28	6140 Employee benefits			\$	\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$28,000	\$28,000	\$56,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$288,000	\$548,000	\$836,000

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 #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		\$70,000	\$140,000	\$210,000
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
b. Subtotal of professional and contracted services:			\$70,000	\$140,000	\$210,000
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			\$90,000	\$160,000	\$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 #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:	\$12,000	\$30,000	\$42,000
Grand total:		\$12,000	\$30,000	\$42,000

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.	\$	\$	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$10,000	\$20,000	\$20,000
Subtotal other operating costs requiring specific approval:		\$10,000	\$20,000	\$20,000
Remaining 6400—Other operating costs that do not require specific approval:		\$50,000	\$40,000	\$90,000
Grand total:		\$60,000	\$60,000	\$120,000

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	199	100	
Limited English proficient (LEP)	1	.005%	
Disciplinary placements	0	0%	
Attendance rate	NA	%	
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
21	42	30	29	38	39									199

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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 systematic process for closure of Garcia elementary will first include the establishment of a leadership team. The leadership team will be composed of the district superintendent, directors of special programs, district chief officer, district human resources director, campus principal, campus counselor parental liaison, director of transportation, project coordinator, teachers, a parent representative and a community member. The goal of the leadership team will be to oversee and lead the process for closure. The leadership team will first meet to gather and analyze data and evidence that support the closure of the school. The data and evidence will include academic performance of students, attendance, attendance zones (re-zoning research), budget, staffing, facility conditions and available resources. The team will also analyze data to do a preliminary proposal of the campus or campuses that would be designated as receiving campuses. Then the leadership team will create and send out a questionnaire to seek the input of parents, community members and staff. After analyzing the results from the questionnaire public hearings will be conducted to offer all stakeholders an opportunity to be involved. Once the public hearings are conducted, the leadership team will reconvene and establish specific processes and timelines of events. Then there can be a recommendation to the school board for a resolution to close the campus.

While the leadership team is going through the process of closure the campus will focus on the academic and social needs of the students. The campus plans to hire a reading interventionist and a math interventionist to support students from special populations to assist in their academic needs. A parent liaison would support families to transition with communication, transportation, questions, or any special circumstances that can arise with the transition.

Low Academic Scores

Based on current number of students who are performing below grade level and academic performance data, students need support in Science, Math and ELAR. By including a reading and math interventionist academic performance of students will increase. The grant would support for a STEAM initiative. Students would also be provided an opportunity to attend a higher performing campus. Student Social and Emotional Needs

Due to the number of parents incarcerated or in drug rehab, students have social and emotional needs. Hiring of a social worker can assist in monitoring and communicating with parents and staff about the social and emotional needs of the students. Community coordinator/parent liaison will facilitate mentoring program with the business industry Teacher Retention

The teacher turnover rate for Garcia Elementary is troubling because approximately 40% of teachers resign or retire each year. By hiring a reading and math interventionist, will receive direct support, which has been a major reason for teachers leaving Garcia Elementary. Enrollment

The current attendance zone is at a disadvantage to Garcia Elementary contributing to the low enrollment. Closure and rezoning to provide students an opportunity to transition to a higher performing campus. Attendance
The current attendance rate for the campus is... The grant will provide for a full time community liaison/parent coordinator that would collaborate with the campus and with families to increase student attendance, which in turn would increase academic performance. Limited Extra Curricular Activities

Due to limited staff availability there is a limited number of extra curricular opportunities for students. The grant would provide a fine arts teacher that would in turn provide extra curricular opportunities for students.

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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	An principal with experience in closure and consolidation. Good community social skills as well as positive personality.
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 closure/consolidation initiatives. Able to provide guidance in setting up community meetings, assisting with teacher reassignment 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 academics	1. Sixty-five percent of students will be reading on grade level	08/2017	05/2018
		2. Sixty-five percent of students in grades K-4 will be at Tier I in mathematics.	08/2017	05/2018
		3. One hundred percent of students in grades PK-4 will be participating in STEAM.	08/2017	05/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase number of students receiving support services.	1. identify students in need of support services by social worker	08/2017	05/2018
		2. One hundred percent of students in need of services will be serviced by the social worker.	08/2017	05/2018
		3. establish parent university	08/2017	05/2018
		4. students involved in mentoring program	08/2017	05/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase teacher retainment	1. Increase teacher retainment	08/2017	05/2018
		2. provide support to teachers by providing professional development	08/2017	05/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Rezoning	1. analyze campus attendance zones	08/2017	05/2018
		2. rezone to transfer students appropriately.	08/2017	05/2018

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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.

Garcia Elementary currently has a part time reading specialist with a scheduled intervention time and extended day tutoring. The part time reading specialist only serviced Dyslexia students. A full time reading specialist would be able to service all students that are reading below grade level. Previously, some teachers have attended planning sessions at other campuses to collaborate with other professionals. Having a math and reading specialist would allow the teachers to have someone to collaborate with, which in turn will address the issue of teacher retention. The campus also has a literacy coach that provides services once a week.

Nine percent of students, that the staff is aware of, had a parent who was arrested or who was in drug rehabilitation. Three percent of students this school year had to deal with sexual assault. Having a social worker and a community liaison/parent coordinator would assist in addressing the social and emotional needs of the students and families. The social worker would also work in conjunction with the community liaison/parent coordinator to increase attendance. The community liaison/parent coordinator will facilitate a mentoring program in conjunction with the local business industry.

The district previously held parent meetings to discuss the possible closure of the campus. Public meetings were also held to inform the public of improvement required status.

The campus currently has two extra curricular activities that met only a few times. Extra curricular activities has been limited due to staffing issues. Having a fine arts teacher would allow for other extra curricular

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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, state assessment scores, Fountas and Pinnell academic performance	1.	Increased academic achievement
		2.	Increased number of students at the meets or masters level of STAAR
		3.	Increased reading level
2.	Parent meeting contacts and social worker contacts	4.	Increased performance in math skills
		1.	Increased number of students receiving social services
		2.	Increased number of parent meetings or contacts
3.	Professional Development	3.	Businesses and industry involved in a mentoring program
		1.	Increase teacher retention
		2.	Increased knowledge of content for teachers
4.	Rezoning Process	3.	Increased teacher attendance
		1.	Draft of campus zones
		2.	parent meetings
5.	PEIMS attendance report and Parent contact logs	3.	
		1.	Increase in attendance rate
		2.	Increase in parent contacts and home visits
6.	Extra curricular activities	3.	Increase in activities for parents to attend
		4.	
		1.	Increased number of extra curricular activities
		2.	Increase in number of students participating in extra curricular activities
		3.	Increase in parent attendance to school functions
		4.	

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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In the area of academics the leadership team will collect data quarterly or as necessary to review, assess, and modify the needs and timelines. Data will be analyzed quarterly in conjunction with the campus target improvement plan and the campus improvement plan. Garcia Elementary teachers currently participate in district professional development and planning. 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 that includes Fountas & Pinnell, Estar/Mstar and state assessments. There will also be analyzation of grades and attendance.

In reference to closure the leadership team will collect and review data as necessary. The data for review will include enrollment data, parent liaison contacts, attendance zones, transportation, staffing and facility conditions/spacing.

Any problems identified during the planning process will be identified and corrected throughout the project by the leadership team and project coordinator. 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, through learning rounds and district and teacher created assessments.

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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.

Garcia Elementary is currently a former improvement required priority campus. The campus leadership team in conjunction with the PSP have reviewed data, identified campus needs and have developed a target 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 the Target Improvement Plan also focuses on improving student academic performance in reading and math. On the other hand the campus improvement plan focuses on increasing attendance and extra-curricular activities. The campus leadership team will monitor and adjust objectives quarterly in conjunction with the target improvement plan and the campus improvement plan, or as needed.

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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 cost. 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 applicant will research and have direct conversations with the redesign partner to implement research-based strategies on the process of closing/consolidating a school. The redesign partner will assist in monitoring all stakeholders on the effects the closure will ultimately have on them. Communication with all those involved will be the main focus of the school redesign plan as we prepare to close the campus and assist students, families, and teachers/staff in the transition of moving to another campus in the district. The leadership team will develop a timeline for all activities involved in the closure and will monitor it closely to ensure it is being followed.

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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. Strategic planning will be crucial for closure to minimize the impact on students. Secondly, the district will focus on crucial conversations. Crucial 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 Garcia Elementary. The staff, project director, redesign partner and others will work together to ensure that the objectives of the grant are making progress and ultimately are 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 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.

Garcia Elementary proposes school closure using a phase-in implementation plan. This model meets the unique needs of the campus by addressing low academic performance, high staff turnover rates, low attendance rate, little staff collaboration and limited extra curricular opportunities. This model would transition students to a higher performance campus. The transition would provide students the opportunity to attend a higher performing campus. It would also give staff the opportunity to relocate to a campus that offers collaboration and support services.

The model offers the flexibility of the leadership team to properly plan for the transition of students and faculty to another campus. It would allow the team to address transportation issues, academic needs, staffing needs, resources. The team would also be able to have the necessary community involvement and awareness. The leadership team can establish specific processes and timelines of events based on the student and campus needs.

While the leadership team conducts the process of closure the campus will focus on the academic and social needs of the 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 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.

Garcia Elementary proposes the closure model due to the results of campus data. The campus has shown a history of low academic performance on state assessments, district assessments and teacher made assessments. There has also been a decline in the number of students living in the attendance zone. 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, Garcia has 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 Garcia to fill in the gaps that it has experienced when it comes to services to students. Finally, a closure model has been proposed due to limited available staffing.

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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.

Garcia Elementary proposes a phase-in model to allow the leadership team to complete a comprehensive closure process. The leadership team would have ample time to analyze data, meet and discuss with all stakeholders and create a transition timeline. The phase-in model would also give the leadership team time to identify concerns and be able to address those concerns. Having enough time to complete a comprehensive closure process would allow for a smooth transition for both students and staff. The Leadership team will ensure that each individual student will be placed at the campus that best fits their needs. Teacher's benefit will also be considered when reassigning them to a new school. The team will monitor the progress of the students and teachers and ensure that the transition has been smooth and flawless.

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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.

Garcia Elementary has selected applicant assurance as a school redesign operational flexibility plan. The applicant assurance allows for the leadership team to make decisions based on student and campus needs. This would allow the leadership team to review and discuss with staff about the best transition for them. It would also give the leadership team authority over general operation and procedures needed for the transition of closure. Also, the district is better informed as to the needs of the individual students at Garcia and would have a personal vested interest in the success of each student.

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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.

Garcia Elementary will use funds for both planning and implementation. To successfully complete a comprehensive closure transition the campus will use grant funds to systematically plan for closure. The leadership team would need funds to plan for the transition. The planning stage would include data analysis, public hearings, questionnaires, and a community coordinator/parent liaison.

The funds would be used to implement a smooth transition for at-risk and special population students by hiring a reading and math interventionist. A fine arts teacher would be hired to provide students with extra curricular opportunities which in turn would increase positive school climate.

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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.

Garcia 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 Garcia by

- providing targeted professional development to help with teacher transition
- 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.

Garcia Elementary will establish a high-capacity leadership team that will be represented by all stakeholders. The team will consist of campus, district, parent and community representatives. At the district level there will be representatives that are able to address transitional needs. District level representatives will include the district superintendent, a chief financial officer, transportation director and special population directors. At the campus level a teacher representative, counselor and campus principal would be part of the leadership team. The team would have a parent and a community representative. Individuals could volunteer and then colleagues will vote on who will represent the position.

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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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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/Tuancy

#	Strategies for Absenteeism/Tuancy	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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