Texas Education Agency
Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation

Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here.
Submittal Information:	Applicants must submit one original copy of the application with an original signature, 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, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED MAY 29 PM 11:08 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER
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 #
Dallas Independent School District	057905	LL Hotchkiss EL/057905159 Paul L Dunbar Learning Center/057905139	

Vendor ID #	ESC Region #		DUNS #
	10		0750963470000

Mailing address		City	State	ZIP Code
9400 North Central Expressway		Dallas	TX	75231-

Primary Contact

First name	M.I.	Last name	Title
Courtney	N	Rogers	Manager, Personalized Learning Growth

Telephone #	Email address	FAX #
972-925-3778	corogers@dallasisd.org	

Secondary Contact

First name	M.I.	Last name	Title
Jolee		Healey	Assistant Superintendent

Telephone #	Email address	FAX #
214-802-8212	JHealey@dallasisd.org	

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:

701-18-112-032

First name	M.I.	Last name	Title
Israel		Cordero	Deputy Superintendent
Telephone # 972 925-5472		Email address icord014@dallasisd.org	FAX #

Signature (blue ink preferred)   Date signed 5/29/18

Deputy Superintendent

Only the legally responsible party may sign this application.

approved as to Form
for Dallas ISD:

Aficia McGowan
Assistant General Counsel
5/29/18

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General Information	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905	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
No program-related attachments are required for this grant.		

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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905	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.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
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 they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will 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.
7.	For **Partnership Implementation** models (**P2 Partnership** and **IMO Partnership**), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For **New School Implementation** models (**Reset** and **Fresh-Start**) and **Redesign**, 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 transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) 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.
9.	For **Reset**, the applicant provides assurance that the campus will have new school leadership and instructional staff.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905	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 **Accelerating Campus Excellence,** ACE, program represents Dallas ISD's innovative approach to accelerating the transformation of historically struggling, multi-year "Improvement Required" schools.   The program has established a strong track record of success since inception in 2015. The original ACE key ingredients are strategic staffing to reconstitute perpetually struggling campuses paired with substantial financial incentives (guided by a robust, multi-input evaluation system designed to identify our district's stronger educators). All ACE schools are aligned with the implementation of five key practices within a supportive cohort model led by one assistant superintendent. These five ACE strategic components for turnaround are consistently monitored each six weeks.

Results to date have been substantial, including six of seven schools meeting state standards with average double digit gains on STAAR assessments. Early literacy, discipline, attendance and climate and culture were also improved. The program's success led to the onboarding of a new cohort of six schools for the summer of 2017, and an additional six for fall of 2018. Big Rocks Education Services (BRES) and Teaching Trust will partner to provide needed professional development focused on leadership for strengthening three of the existing five ACE (5) components for Dunbar and Hotchkiss campus leadership teams.

(1.) Effective Principals and Teachers: National research supports that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. In addition to annual stipends, teachers and principals are provided additional days of professional development at the beginning of the year and several other PD opportunities during the year through partnerships with leaders in the field. The Transformation Fund grant will expand existing professional development to include the following:

- Teaching Trust Team 1 program: a selective, one-year program for developing school leadership teams to drive and sustain significant improvement in school culture and instruction in order to increase student performance. School teams work with an assigned Teaching Trust coach to strengthen their effectiveness, establish common goals, and create systems critical to dramatically increasing student achievement. At each session, teams plan and implement systems related to the program's four priorities: Instructional Alignment, Culture, Data Practices, and Team Effectiveness. School teams receive competency-based coaching between sessions to support implementation efforts.
- BRES, working with both Teaching Trust and ACE school in Dallas ISD, will visit campuses to support implementation fidelity and coaching for effectiveness.

(2.) Instructional Excellence: Each campus implements structured literacy and math blocks. Using six weeks' interim assessments data and monthly ISIP data, the schools will facilitate structured Professional Learning Communities (PLCs) focused on curriculum alignment. Data drives decision-making and is used to progress monitor goals at the campus-, classroom-, and student-level. The Transformation Fund grant will expand existing professional development to include the following:

- Like the Dallas ISD ACE program, the Teaching Trust Teams program utilizes data protocols from Paul Bambrick-Santoya, author of *Leverage Leadership* and *Get Better Faster.* The protocols include a deep dive into state standards and analysis levels of rigor through the study of student work artifacts. Teaching next steps are carefully crafted through the study of errors and exemplars. The collaboration with Teaching and Trust and BRES will help to facilitate team learning and mastery of the protocols.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 057905	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.

(3) **Social-Emotional Support**: Additional personnel (assistant principals and counselors) allow campuses to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, campuses use restorative justice discipline practices for positive reductions In discipline offenses. Discipline data is reviewed each six weeks for collaborative Response to Intervention (RTI) planning. The Teaching Trust Teams program has a strong empathize on school culture with specific design and coaching around routines that promote strong entry and hallway routines. With support from BRES, these practices will be utilized for other campus transitions and incorporated into the campus management plans.   Observation, data collection and coaching will be provided to ensure consistent implementation.

Budget & Needs Assessment
The budget was designed according to the District's needs assessments, reviewing data, existing resources, and teacher expertise. Needs assessments are conducted annually as the foundation of the campus improvement planning process. The process is supported by district grants office and the department of School Leadership. Once completed, the needs assessments led to the review of evidence-based resources with committees and the top resources were added to the budget. The budget includes professional development training from Teaching Trust paired with on-site coaching from BRES. A portion of funding is also allocated to program management.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905		Amendment # (for amendments only):		
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)				
Grant period: July 9, 2018 to July 31, 2020		Fund code: 211		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$40,000	$	$40,000
Schedule #8	Professional and Contracted Services (6200)	6200	$560,000	$	$560,000
Schedule #9	Supplies and Materials (6300)	6300	$	$	$
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes x No	
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$600,000	$	$600,000

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057905   Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director	0	1	$20,000
5	Project coordinator	0	1	$20,000
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title			$
22	Title			$
23	Title			$
24			Subtotal employee costs:	$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			$
26	6119 Professional staff extra-duty pay			$
27	6121 Support staff extra-duty pay			$
28	6140 Employee benefits			$
29	61XX Tuition remission (IHEs only)			$
30		Subtotal substitute, extra-duty, benefits costs	$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$40,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057905	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	Grant Amount Budgeted
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	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	$140,000
2	Teaching Trust professional development	$240,000
3	Big Rocks Education Services for on-site leadership coaching	$180,000
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$560,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	
	(Sum of lines a, b, and c) Grand total	$560,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057905	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$
	Grand total:	$

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057905	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
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.	$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	$

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
County-District Number or Vendor ID: 057905			Amendment number (for amendments only):	
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Part 1: Student/Teacher 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	1246	97.04	17-18 Data
Limited English proficient (LEP)	529	41.2%	17-18 Data
Disciplinary placements	1	%	16-17 Data (DAEP or JJAEP placements)
Attendance rate	NA	96.09%	16-17 Data
Annual dropout rate (Gr 9-12)	NA	%	

Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	37	40%	
6-10 Years Exp.	14	15%	
11-20 Years Exp.	20	22%	
20+ Years Exp.	21	23%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers 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
141	185	181	207	197	208	165	0	0	0	0	0	0	0	1284

Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	9	8	10	9	10	7								59

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 057905	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.

Comprehensive Needs Assessment (CNA)-

The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of NCLB and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

    Step 1: Review the purpose and outcomes

    Step 2: Establish committees

    Step 3: Determine which types of data will be collected and analyzed by committee to develop the school profile.

    Step 4: Determine areas of priority and summarize needs.

Two ACE schools were selected for this grant application due to their status as Focus and Priority campuses: Dunbar Learning Center (Priority school) and Hotchkiss Elementary School (Focus school). Each school's CNA identified literacy support and targeted professional development as key priorities. The full CNA's exceed the space limit for this section; they are available upon request.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Increase academic achievement of student:** Dunbar is IR 3 with a Domain I score of 44 and Hotchkiss is consistently in danger of becoming IR with STAAR scores at threshold (failing to Meet Domain I with a score of 57).	This grant will provide funds for Teaching Trust – a proven professional development program – to provide professional development to campus leadership teams at Dunbar and Hotchkiss specifically in the area of standards study and curriculum alignment for instructional planning.
2.	**Close achievement gaps:** Both campuses scores low in Domain 3 related to closing Achievement gaps; Dunbar 24/28 and 31/28.	This grant will provide funds for Teaching Trust – a proven professional development program – to provide professional development to campus leadership teams at Dunbar and Hotchkiss specifically in the area of data analysis for intervention design and delivery.
3.	**Develop strong campus leadership teams:** Due to large percentage of campus staff turnover, targeted professional development for new campus leadership teams is imperative for sustained change	This grant will provide funds for Teaching Trust – a proven professional development program – to provide professional development to campus leadership teams to build leadership capacity and ensure new learning is sustained and supported by a broader base for deeper internalization.
4.	**Develop and support new teachers:** 40% of teachers are new to the profession and in need of mentoring and support	Big Rock Educational Services works directly with school leadership teams to collaboratively identify, prioritize, and implement effective leadership coaching skills for teacher development and mentoring through leadership teams.
5.	**Develop strong systems of organization for positive practices:** With struggling schools, change is often limited by lack of planning and follow through due to emergencies and dysfunctional practices.	Big Rock Educational Services works directly with school leadership teams to collaboratively identify, prioritize, and implement effective school systems we refer to as "big rocks" aimed at increasing student achievement at Dunbar Learning Center and Hotchkiss Elementary School.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #14—Management Plan	
County-district number or vendor ID: 057905		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.	Assistant Superintendent	Assistant Superintendent spearheaded the ACE program in Dallas, and is the leader of ACE schools centrally, providing strategic supports on guiding vision for all ACE campuses.
2.	Principals	Principals are highly skilled in campus turnaround with proven results in student achievement. The Principals will be instrumental in the direction, support, and evaluation of progress of the initiative.
3.	Big Rocks Education Services	Big Rock Educational Services works directly with school leadership teams to collaboratively identify, prioritize, and implement effective school systems we refer to as "big rocks" aimed at increasing student achievement. BRES was part of the needs assessment for ACE professional development and training related to leadership team development.
4.	Teaching Trust	Teaching Trust develops education leaders at all levels to build the professional capacity critical to transforming urban schools.
5.		
6.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

			Schedule #14—Management Plan (cont.)		

County-district number or vendor ID: 057905 | Amendment # (for amendments only):

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.	Provide PD to develop strong school culture	1.	Blue print for campus management	07/01/2018	07/31/2020
		2.	Vision for mission-aligned campus interactions	07/01/2018	08/01/2018
		3.	Campus-based professional development with implementation plans	08/01/2018	06/01/2020
		4.	Coaching schedules for observation, data collection, coaching and adjustment	08/01/2018	06/01/2020
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Provide training to create instructional planning calendars and aligned lessons	1.	2018-19 Instructional Calendars set	07/01/2018	07/01/2018
		2.	2018-19 Aligned lesson plans	07/01/2018	07/31/2018
		3.	2018-19 Aligned exit tickets for formative assessment	07/01/2018	07/31/2020
		4.	Curriculum audits for alignment through classroom walks	07/01/2018	07/31/2020
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Provide training to facilitate weekly data meetings	1.	Implementation of weekly data meetings aith exemplars and student work samples for the purpose of creating re-teach plans	08/01/2018	06/01/2020
		2.	Videos and coaching for mastery of data meeting	07/01/2018	07/31/2020
		3.	Increased data with trackers	07/01/2018	07/31/2020
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Provide training to develop strong leadership teams with consistent practices	1.	Weekly team feedback and surveys of effectiveness	07/01/2018	07/31/2020
		2.	Clear roles and duties set	08/01/2018	07/01/2020
		3.	Climate survey cites effectives from perception of teachers	12/01/2018	06/012/2020
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Coach leaders on the campus with implementation of all 4 objectives	1.	Outlook calendars and google trackers show consistent implementation	07/01/2018	07/31/2020
		2.	Surveys indicate responsiveness to feedback with continuous learning cycle	12/01/2018	06/12/2020
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
6.	Implement daily Balanced Literacy	1.	Introduce Balanced Literacy components	07/01/2018	07/28/2020
		2.	Set classrooms up for daily balanced literacy	08/04/2018	07/28/2020
		3.	Observe BL, feedback on implementation	08/28/2018	05/18/2020
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
7.	Implement Teaching Trust training	1.	Set professional development plan	07/01/2018	08/01/2018
		2.	Summer intensive, 2018-19	06/04/2018	06/17/2018
		3.	Summer intensive, 2019-20	06/04/2019	06/17/2020
		4.	Implement monthly trainings	08/01/2018	06/01/2020
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Dallas ISD ACE schools have a cycle of learning for continuous improvement that has four main steps:

1. **Professional Development (ACE)**
   - Reinforce rationale
   - Practice
   - Provide Exemplars/Models (ACE)
2. **Campus Create Plans**
   - Create Look Fors/Rubrics
   - Design Redelivery
   - Read & Study to support understanding
3. **Coach Implementation**
   - Customize Google Tracker
   - Conduct Implementation Walks
   - Coach with Feedback
4. **ACE Core Team Support**
   - 6 week Teams walk
   - Design adjustments and support
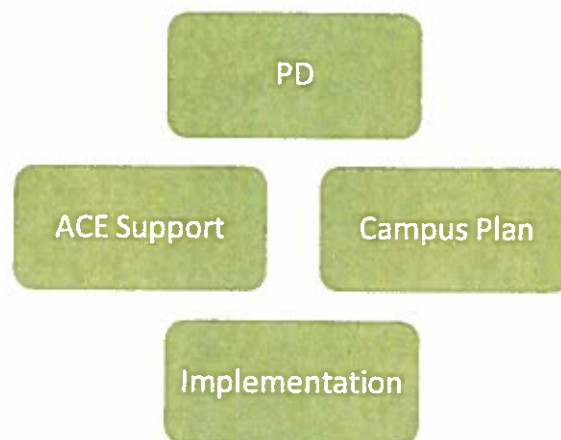
Professional Development modules are shared with all ACE campuses through principals, assistant principal and teacher leaders. Tools and presentation materials are provided to assist with campus redelivery.   Campuses leadership teams personalize the learning needing, identify the steps needed and add their campus context. They redeliver the learning with follow steps to aid in thorough implementation, such as rubrics, implementation calendars, coaching schedules. They implement and then then ACE core team walks to coach and partner. Adjustments are made and the cycle repeats.

Data is collected in four main leadership areas to facilitate continuous improvement: Culture, Early Learning, Literacy and Social Studies, and also Math and Science. Each of the four areas is represented by a campus leadership team. Teams meet to learn and plan together, then implement improvement at their campus.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Part 4: 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.

One ACE school received a TEA School Redesign grant to implement literacy programming beginning in the fall of 2017. If approved, this grant would focus specifically on leadership for two new ACE schools – Dunbar Learning Center and Hotchkiss Elementary School. The leadership teams at these campuses will work closely with the Assistant Superintendent over the ACE initiative as well as the experienced ACE schools to ensure successful implementation of the program and grant funds.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation			

County-district number or vendor ID: 057905	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.	Achievement Data: Math and Reading STAAR (State of Texas Assessments Of Academic Readiness), ACP, Interim Assessments and DOLs	1.	% Meeting Standard - end of year indicator
		2.	% of student at or above Growth Measure - end of year indicator
		3.	Percentage points gained in % passing - end of year indicator
2.	Campus Climate Survey	1.	% scoring positive on "My campus has an effective Leadership Team"
		2.	
3.	Campus Teacher Retention	1.	Retention rates above the district average
		2.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

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.

Achievement Data:
- **Math and Reading STAAR -** In March, students will take the STAAR, as standardized assessment of grade level skills in Math and Reading. A second administration of STAAR will give in May for students who did not meet performance expectations.

- **Math and Reading ACP-** In December, students will take the Dallas ISD Assessment of Course Performance (ACP), to measure student achievement for the fall semester.

- **Common Assessments-** At the end of the 1st, 2nd, 4th, and 5th six weeks grading periods, students will take district created common assessments to measure achievement at critical points within the fall and spring semesters.

- **Demonstration of Learning (DOL) -** DOLs are daily assessments that measure student mastery on a daily basis. DOLs are directly aligned to STAAR in both complexity and rigor. Students will be provided opportunities to show mastery in both qualitative and quantitative DOLS throughout each week. Quantitative data will be collected using All in Learning, which is a software application used for collecting and tracking data.

Process/Qualitative Data:
- **Data Meetings and Action Plans -** DOLS-Weekly review and discussion on DOL Tracker in All in Learning will help identify gaps in learning, students in need of small group instruction, or whole group reteach. Both small group and whole group reteach will be conducted during the regular school day due to the double-blocking of Reading and Mathematics classes.
- **Climate Surveys related to effectiveness of leadership Team –** district surveys are given twice a year to measure teachers' perceptions of the effectiveness of their campus leadership teams.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, 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.

Dunbar Learning Center is a Priority campus and Hotchkiss Elementary Schools is a Focus Campus. Our strategic planning process includes creating a committee to develop a Comprehensive Needs Assessment (CNA), create a Root Cause Analysis (RCA), and to use these documents to create the Campus Improvement Plan (CIP).

Comprehensive Needs Assessment (CNA)-
The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for each school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of NCLB and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

Step 1: Review the purpose and outcomes

Step 2: Establish committees

Step 3: Determine which types of data will be collected and analyzed by committee to develop the school profile.

Step 4: Determine areas of priority and summarize needs.

Root Cause Analysis (RCA):

Step 1: Data Review

Step 2: Causal Data Charting

Step 3: Root Cause Identification

Step 4: Recommendations and Implementation

Campus Improvement Plan (CIP):

Using data and input from the Comprehensive Needs Assessment and the Root Cause Analysis, each Campus Improvement plan is written according to federal guidelines.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE schools monitor the implementation of campus improvement strategies through a bi-monthly cycle of observation and six week data analysis cycle.

The Assistant Superintendent and Academic facilitators for ACE visit campuses weekly to monitor effective implementation of campus improvement plans. Visits follow a regular protocol of instructional exemplar rubric review, classroom visits with rubrics to calibrate and record strengths and needs, then a debrief to collaboratively plan next steps for action. Next steps include a combination of coaching, professional development, modeling, and resource allocation. All visits and action steps are recorded in a Google drive to support accountability and follow through.

Each six weeks, data is provided to measure progress towards goals. The data includes attendance, discipline offenses, interim assessment, reading progress and classroom observation data. Principals of the ACE schools review these collectively to share ideas, then make individual plans for continued improvement. When data indicates a lack of progress, the team analysis from multiple viewpoints and modified actions for greater results. Teams are encouraged to be nimble and quickly responsive to data.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

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

Dallas ISD utilizes a combination of procurement options authorized by Texas Education Code, Section 44.031(a). More specifically, our formal procurement process is listed below:

- Department procurement request received by Procurement Services
- Timeline set and Board of Trustees approval date identified
- Specifications/scope of work for request goods/services written
- Department review of documentation
- Procurement documentation, including all Procurement Department forms, Term or Master Agreement, and finalized specifications/scope of work, prepared
- Legal Notice of the procurement opportunity is a minimum of two consecutive weeks
- Pre-proposal conference if necessary
- Receipt of questions from potential bidders
- Addendum(s) posted if necessary
- Closing date of proposal/bid
- Evaluation and analysis of bid offers and negotiation, if necessary
- Preparation of the recommendation to the Board of Trustees for approval if the expenditure of funds will exceed $150,000
- Master Agreement, Term Agreement or contract executed after Board approval
- Process purchase orders (includes Assignments of Work, Customized Supplemental Service Agreements for services).

To allow for a fair and competitive bidding process for external partners Dallas ISD Board of Trustees has adopted a stringent Restricted Contact policy that is in effect throughout the entire procurement process. The Restricted Contact policy prohibits any communications between all prospective suppliers, their parent companies, and any subsidiaries.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905	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 ACE program is supported through federal, state and local dollars. The budget for ACE 3.0 has not yet been approved. In addition to regular school allocations, cohort ACE 2.0 received an additional $4.9 million dollars in general operating monies. These funds provided the following:
- Stipends to recruit highly effective teachers and leaders to struggling schools
- Additional administrative personnel to assist with campus cultural changes, including increased attendance, improved discipline management, and improved instructional coaching and supervision
- Additional professional developed focused on teaching, learning, and social-emotional support
- Transportation for extended school hours until 6 PM two to three nights each week to ensure all students have adequate time for tutoring, intervention and enrichment
- Funds are allocated for each student to receive new school attire as an effort to rebrand the school and set high expectations for school spirit.

ACE schools also Title Me dollars according to the district's PPA. In previous years they have also received focus and priority school dollars.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

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

As a district initiative to transform low performing schools, the schools within the ACE network have flexibility to modify practices and provide operational flexibility in the following ways:
- One hour extended school day for additional, intensive reading and math support with longer instructional blocks
- Open until 6 PM two to three nights a week for tutoring, intervention and enrichment with transportation and dinner provided free of charge for students
- Provide intensive, additional professional development days for teachers
- Provide standard dress attire for each student
- Provide additional administrative support

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

Statutory Requirement 2: Describe how the 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.

Dallas ISD's ACE program has a strong track record of success. Six of the seven ACE campuses moved from an Improvement Required to a Met Standard accountability rating after the first year of the initiative. Six of these seven inaugural schools will be rejoin their high school feeder patterns, with 11 schools (consisting of the second and third ACE cohorts) continuing the ACE program for Dallas ISC.

Big Rock Educational Services and Teaching Trust will provide proven professional development services for campus teachers and administrators. Over the past year, they trained 750 leaders across more than 140 schools. Data from 2013-2016 shows that 72% of schools led by Teaching Trust leaders 86% of schools led by Teaching Trust Leadership Teams are closing the gap faster than peer schools. Teaching Trust will provide this proven support to the Dunbar and Hotchkiss school teams through the Transformation Fund grant funding.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation

☐ **P2 Partnership**

☐ **IMO Partnership**

New School Implementation

☐ **Reset**

☐ **Fresh-Start**

Transformation Implementation

☒ **Talent Transformation Model**

☐ **Redesign**

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD is committed to student success. In an effort to increase opportunities and success for student attending low performing schools, the district has created the ACE, or Accelerating Campus Excellence, Initiative.

ACE is a model intended to activate the three primary enablers of campus success: a strong leadership team, effective teachers in every classroom, and consistently high expectations for both staff and students. When these three enablers work in concert on a campus, the rate of growth for students with the greatest need is accelerated and student achievement is significantly amplified. The backbone of the ACE model is effective leadership teams and teachers. In the 2014-15 school year, the distribution of top talent in the district was inequitable: 27% of teachers at magnet schools were eligible for the Distinguished Teacher Review (DTR), and only 7.9% of teachers at Improvement Required (IR) schools were DTR-eligible. The district chose seven campuses to pilot the ACE program beginning in 2015-2016, Thomas A. Edison Middle Learning Center was among the three selected middle schools.

ACE campuses prioritize:
- Effective principals and teachers,
- Instructional excellence in planning, delivery, and support (e.g., curriculum alignment with backwards design, data-driven instruction, and research-based pedagogy)
- Extended learning time (extended tutoring hours until 6 PM Tuesday-Thursday)
- Positive culture for social-emotional development
- Parent and community partnerships.

Principals are selected for their willingness and ability to implement the model, and each principal selects teachers from among the pool eligible for Distinguished Teacher Review. As a result of a strategic and concerted recruitment effort, distinguished teachers at ACE campuses grew from 6.8% in 2014-15 to 39.5% in 2015-16, ensuring student access to some of the district's most effective teachers. Instructional staff at each campus -including principals, assistant principals, instructional coaches, counselors, media specialists, and teachers -received incentive stipends for taking on the challenge ranging from $8,000 to $15,000. Parents of students at ACE campuses are able to "opt-out" of their zoned ACE campus and instead attend a nearby non-IR campus if they choose.

Based on a fall 2015 review by the Evaluation and Assessment department, the ACE campuses met or exceeded their middle-of-year learning targets on 83.3% of the ACP tests administered in December and demonstrated growth on 91.7% of tests administered, rapidly closing achievement gaps and performing competitively with peer campuses districtwide. Moreover, the average number of disciplinary offenses decreased by 60.9% at each ACE campus, representing tremendous growth in campus culture, safety, and stability. In addition, results from the 2016-17 school year showed continued positive trends. Overall, passing rates for the majority of ACP tests administered on ACE campuses in the fall and spring exceeded passing rates on the assessment from the previous year. On the STAAR, 88.9% of exams administered exceeded passing rates on the assessment from the previous year. The ACE program has quickly demonstrated its efficacy and impact on student achievement, and it is proposed to be continued for the existing campuses.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the <u>Lone Star Governance Participant Manual</u>). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district has 13 "Improvement Required" schools out of 220 schools, for a total of 6% of our schools serving approximately 7,439 students. In addition to the state's accountability system, we also identify campuses as struggling by utilizing our Dallas ISD School Performance Framework (SPF). The SPF evaluates schools on several criteria (performance over time, attendance, climate, state ratings, growth and peer group analysis. Addition resources and support are deployed to their campuses with close supervision from their principal supervisor.

Of the 13 "Improvement Required" schools, eight are severed within the Dallas ISD ACE program. The ACE program is entering the fourth year of service. Our experiences emphasize that our most struggling schools need our best, most qualified and effective leaders and teachers. Once schools are strategically staffed for equity, training and development is paramount for sustained and continued growth. Teaching Trust and BRES have been key partners in our success.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program represents Dallas ISD's innovative approach to accelerate the transformation of historically struggling, multi-year "Improvement Required" schools through the implementation of strong campus leadership with an effective teaching force and holding high expectations to ensure that each and every student receives the necessary resources to develop a strong academic foundation. The program will implement the ***"Five Strategic Components of ACE"*** as **outlined below,** which *will continue to be* continuously evaluated for effective implementation:

(1) **Effective Principals and Teachers**: National research and best practices reflect that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. To that end, ACE will continue financially incenting the district's more effective teachers (as identified by TEI) and principals into relocating to the campuses of most need within the city's highest poverty communities.
- Coaching will continue to be provided from the ACE program office for principals, assistant principals, teachers, and campus instructional coaches.
- *Measurable Goals include: 4th or 5th quintile scores on the Culture of Feedback and Support section of the campus Climate Survey; high percentages (70% in fall, 85% in spring) of proficient teachers as measured by Teacher Excellent Initiative (TEI) spot observation scores.*
(2) **Instructional Excellence:** Each campus will implement structure literacy and math blocks. Using six weeks' interim assessments data, the schools will facilitate structured Professional Learning Communities (PLCs) focused on curriculum alignment. Data will continue to be used as a visual reference for goals at the campus-, classroom-, and student-level.
- *Measurable Goals include: Growth toward district averages on test scores [within 15 percentage points of district averages in the fall for Assessment of Course Performance (ACP) exams; within 10 percentage points of district averages in the spring for ACP and State of Texas Assessments of Academic Readiness (STAAR) exams]. Measurable Goals include: Growth in literacy as measured by Istation Indicators of Progress (ISIP) (increase number of students at or above grade level by 10 percent every six weeks, attain ISIP Tier 1 scores within 10 percentage points of district averages, OR attain growth of at least 15 percentage points over the previous year); fewer than 10 percent (elementary) or 15 percent (middle) of students with at least one failing grade.*
(3) **Extended Learning:** Campuses will remain open until 6PM, with dinner and transportation provided in order to foster a comfortable and child-focused environment: two days a week for elementary schools and four days a week for middle schools.
- *Measurable Goals include: less than 10% failing elementary courses, and 15% secondary courses.*
(4) **Social-Emotional Support:** Additional personnel (assistant principals and counselors) allows campuses to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, campuses will use restorative justice discipline practices for positive reductions in discipline offenses. Discipline data will be reviewed each six weeks for collaborative Response to Intervention (RTI) planning. Uniforms will be provided for the students.
- *Measurable Goals include: Reduction of disciplinary offenses by 10 percent every six weeks as compared to the previous year.*
(5) **Parent and Community Support:** Campuses will increase communication with families and opportunities for engagement, encourage support from community groups, and receive non-brick and mortar facility improvements (paint, floors, landscaping).
- *Measurable Goals include: At least 96% attendance rates.*

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057905	Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All ACE schools are managed and supported by the Assistant Superintendent within the Office of School Improvement in Dallas ISD. There are five support team members, called ACE Core Team, to support transformation and leadership. The ACE Core Team plans with Teaching Trust and BRES before monthly trainings, attends training together, and then debriefs training afterwards. As added support for implementation, the ACE Core team, Teaching Trust and BRES as conduct campus walks to calibrate expectations and offer principals and leadership team's support and coaching.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905	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	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905	Amendment number (for amendments only):

No Barriers

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 057905	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057905		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 057905	Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 057905	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 057905	Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 057905	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: