Texas Education Agency
Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	*(date stamp: DOCUMENT CONTROL CENTER, DIVISION OF GRANTS ADMINISTRATION — 2017 JUL 13 PM 1: 52 — RECEIVED TEXAS EDUCATION AGENCY)*
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 #
El Paso Independent School District	El Paso - 071902	Hart Elementary	

Vendor ID #	ESC Region #		DUNS #
1746000769	19		079841979

Mailing address		City	State	ZIP Code
6531 Boeing Drive		El Paso	TX	79925-1086

Primary Contact

First name	M.I.	Last name	Title
Daniel	F	Vasquez	Fund Development & Partnerships Specialist

Telephone #	Email address	FAX #
915-230-2348	dfvasque@episd.org	915-230-3097

Secondary Contact

First name	M.I.	Last name	Title
Norma	D	Nguyen	Grant Writer

Telephone #	Email address	FAX #
915-230-2347	ndnguyen@episd.org	915-230-3097

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
Juan	E.	Cabrera	Superintendent

Telephone #	Email address	FAX #
915-230-2577	superintendent@episd.org	915-230-0575

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-17-101-037

Schedule #1—General Information

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071902	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
☒	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 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: 071902	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: 071902	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 first strategic priority in the 2016-17 EPISD District Improvement Plan is Active Learning and this directly influences EPISD's vision for improving low-performing schools. EPISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary readiness.

Project-based learning, the method behind New Tech Network schools, promotes deeper knowledge of content and develops cognitive skills through three principles: 1) learning is context specific (i.e. concepts are more aptly retained when applied in real-world situations); 2) learners are engaged in the assignment selection, process and assessment; 3) learners interact socially to inquire, share knowledge and attain goals.

The turnaround method was selected because District leadership feels that this method can have the longest-lasting, sustainable effects for Hart Elementary's direct community and beyond. Not only will the turnaround dramatically advance the District's Strategic goals of active learning for the school's students by advancing teacher training and practice, it will also result in incremental changes at the District scale by leveraging facilitators and barriers learned during the process to strengthen the District's capacity to meet community needs within an enhanced public school framework and to incorporate New Tech at additional campuses.

The phase-in approach was selected because it is the method recommended by New Tech Network and is in use at the current six New Tech sites within EPISD. It is the most practical approach because it involves a manageable amount of renovations, acquisitions, and training that need to occur prior to launching. As a result it sets a realistic launch date, allows for adjustments, and permits students, staff and community to become acclimated. After the first implementation year for 4th and 5th grades, subsequent grades will follow.

The District of Innovation Plan was selected for operational flexibility because EPISD is currently in the second year of the 6 year term. In the plan, three of the five EPISD established student learning goals would be directly addressed by implementing the New Tech model at Hart Elementary: Critical, Knowledgeable & Creative Thinkers, Informed Problem Solvers, and Responsible Leaders & Productive Citizens. Implementing the New Tech model requires the flexibilities granted in the District of Innovation to establish new curriculum, instructional methods, campus governance, and school day scheduling.

For more than 15 years, New Tech Network, a non-profit organization has guided schools in updating the traditional didatic teaching model geared toward testing and instead creating a school culture where students take ownership of their learning, become problem solvers and creators, know how to collaborate and communicate, and are engaged in challenging, authentic projects that teach them how to adapt and engage in the world around them. The network has grown to include nearly 200 schools in 28 states as well as Australia. The model is successful because it is designed to be sustainable. From planning to implementation, the work is personalized and extensive in collaboratively defining ideal student attriubtes, aligning learning, and building capacity.

Hart Elementary serves approximately 565 Pre-K through 5th grade students of which 96.8% are economically disadvantaged and 79.4% are English Language Learners. Less than a quarter of students are performing at postsecondary readiness standards across Reading, Writing, and Science, well below District average.

The New Tech model requires a leadership team with a mindset to break status quo, enlist staff and community to develop a collective vision, and see possibilities for growth while modeling an adaptive leadership mindset. The team will be comprised of a campus Principal, an Assistant Principal, and a New Tech Administrator/Assistant Principal. In leading the transition, the team will be integral in attending appropriate New Tech conferences, locally building community and staff support and input for the design process, selecting staff for New Tech training as appropriate for each phase-in step, and scheduling staff trainings. The campus Principal will be newly recruited to oversee both aspects of New Tech and traditional systems within the school. The campus Assistant Principal may be existing or recruited and will oversee the the traditional systems at the campus for the grade levels (Pre-kinder through 3rd grade in the implementation year) as they await transition to New Tech. The administrator will lead the instructional and operational implementation of the New Tech Instructional Program to include coordination of staff, student and leading community partnerships and activities.The administrator conducts New Tech teacher evaluations, leads scheduling, and oversees New Tech student discipline. The New Tech Coordinator, currently employed by the District, supports the Instructional Program across the District and provides support for New Tech Administrators and faculty. The Coordinator will ensure adherence to Redesign plan and oversee staffing and program evaluation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071902	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.

An education plan will be driven by New Tech's outlined requirements for developing elementary curriculum that is project and/or problem based learning that will require students to regularly seek out interactions with adults and community experts, projects are interdisciplinary and incorporate literacy and/or numeracy, and receive ongoing feedback. Students will be assessed on the following: 1) writing that is clearly and consistently organized, fully developed, and fluent; 2) ability to effectively communicate complex ideas in well organized and engaging presentations to a variety of audiences and purposes; 3) students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs; 4) demonstrate mastery of creativity, innovation, technology literacy, researching, social interaction, time management, etc; 5) demonstrate capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies.
A talent plan will be developed by recruiting and retaining leadership and staff with the following criteria: dedicated campus New Tech Administrator is hired under New Tech Network advisement and attends leadership residency along with principal, teachers are hired via a rigorous District-developed New Tech teacher hiring process and participate in all NTN training events, are given flexibility for District managed curriculum as well as common assessments to insure alignment with projects. For staffing, the Administrator will have significant hiring autonomy for the site. For professional development, the school will create a personalized learning environment through grade level teams that allow for adult collaboration, grade level teams will have built-in time for common planning weekly, and 1-2 New Tech Network member teachers per year will participate in New Tech certification programs with a goal of 25% of staff certified by year 4.
School culture plan will be developed by establishing a non-selective admission policy so that student population reflects make-up of whole District and non-teaching staff are included in professional development and play an active role in supporting project based learning. The entire school supports students through positive relationships that engenders belonging, feeling emotionally and physically safe, accepted, and able to take risks and is an environment that supports them being innovative, creative, and able to defend their ideas and conclusions with enthusiasm. The school must participate in NTN Culture Survey annually and take active measures to respond to the findings.
Facilities plan will accommodate the new model through a campus New Tech Administrator, 1:1 technology ratio for grades 3-5 (recommended), network for student access to internet with sufficient bandwidth, the Echo Learning Management System is fully used by staff, email accounts provided for grades 3-5. The school will have ample collaborative space for students to work together in and outside of the classroom.
The redesign project will be overseen by a New Tech Network Coach and the District New Tech Coordinator who will meet weekly to review indicators of accomplishment. The campus New Tech Administrator and supervising campus Principal will maintain day-to-day activities and ensure collection of data points for the redesign project. Oversight of the overall impact of the project in advancing District priorities will be overseen and reviewed by Executive Director of Innovation and Deputy Leadership on a weekly basis. This team will be responsible for ensuring that milestones and performance goals are attained according to the schedule listed in this application. Pre-launch activities such as meetings and visits will be held according to schedule. For program delivery, the Administrator will monitor PEIMS data and STAAR scores for number of participants served, their attendance, and their achievement. For Curriculum & Project Quality, campus Administrator will ensure the authenticity, academic rigor, and applied learning standards are maintained within teacher-created project assignments. For EPISD Student & Parent Climate, campus leadership will ensure that data is collected from all students and parents and the District Department of Strategy and Accountability will analyze results. For NTN Staff Culture, campus Adminstrator will ensure that surveys are collected from all staff and New Tech staff will analyze and results.
The school redesign should provide the school a lasting new outlook, culture, and system formed around serving and learning from student visions, challenges and strengths. School teachers and leaders should communicate, collaborate and revise strategies in PBL within the school, within the District, and within a broader community of peers. Eventually, the school will maintain the new system without the partner entity but have the opportunity continue to grow their expertise to later become trainers themselves. The perceived and measured growth of school leaders, teachers, and students will be critical evaluators of the redesign company's success.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 071902		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	$123,472	$147,858	$	$271,330
Schedule #8	Professional and Contracted Services (6200)	6200	$88,000	$88,000	$	$176,000
Schedule #9	Supplies and Materials (6300)	6300	$11,000	$22,000	$	$33,000
Schedule #10	Other Operating Costs (6400)	6400	$73,400	$55,000	$	$128,400
Schedule #11	Capital Outlay (6600)	6600	$355,619	$297,254	$	$652,873
	Consolidate Administrative Funds				☐ Yes ☐ No	
Total direct costs:			$563,491	$522,112	$	$1,085,603
Percentage% indirect costs (see note):			N/A	$	$	$
Grand total of budgeted costs (add all entries in each column):			**$563,491**	**$522,112**	**$**	**$1,085,603**

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: 071902				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		$72,115	$73,557	$145,672
5	Project coordinator			$	$	$
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title			$	$	$
22	Title			$	$	$
23	Title			$	$	$
24		Subtotal employee costs:			$	$	$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			$10,000	$5,280	$15,280
26	6119	Professional staff extra-duty pay			$27,500	$55,000	$2,500
27	6121	Support staff extra-duty pay			$	$	$
28	6140	Employee benefits			$13,857	$14,021	$27,878
29	61XX	Tuition remission (IHEs only)			$	$	$
30		Subtotal substitute, extra-duty, benefits costs			$51,357	$74,301	$125,658
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$123,472	$147,858	$271,330

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: 071902	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	Planning and implementation meetings, residencies, trainings, learning management system	$88,000	$88,000	$176,000
2		$	$	$
3		$	$	$
4		$	$	$
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$88,000	$88,000	$176,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	**$88,000**	**$88,000**	**$88,000**

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: 071902	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:	$11,000	$22,000	$33,000
	Grand total:	$11,000	$22,000	$33,000

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: 071902		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.	$73,400	$55,000	$128,400
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.	$	$	$
Subtotal other operating costs requiring specific approval:		$73,400	$55,000	$128,400
Remaining 6400—Other operating costs that do not require specific approval:		$	$	$
Grand total:		**$73,400**	**$55,000**	**$128,400**

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 #11—Capital Outlay (6600)		
County-District Number or Vendor ID: 071902				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	$	$	$
66XX—Computing Devices, capitalized						
2	Student Macbooks (4/5th grade)	175	$745	$130,375	$	$130,375
3	Student Macbooks (3rd grade)	95	$745	$	$70,775	$70,775
4			$	$	$	$
5			$	$	$	$
6			$	$	$	$
7			$	$	$	$
8			$	$	$	$
9			$	$	$	$
10			$	$	$	$
11			$	$	$	$
66XX—Software, capitalized						
12			$	$	$	$
13			$	$	$	$
14			$	$	$	$
15			$	$	$	$
16			$	$	$	$
17			$	$	$	$
18			$	$	$	$
66XX—Equipment, furniture, or vehicles						
19	Tables	88	$155	$13,640	$14,415	$28,055
20	Chairs	175	$46	$8,050	$8,510	$16,560
21	Reversible Dry Erase Boards	11	$190	$2,090	$2,090	$4,180
22	Rite Standing Mobile Work Stations	12	$122	$1,464	$1,464	$2,928
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	Building renovations – windows, consolidated classrooms			200,000	$200,000	$400,000
			Grand total:	$355,619	$297,254	$652,873

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: 071902	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	547	96.8%	From 2016-17 OnPoint
Limited English proficient (LEP)	449	79.4%	From 2016-17 OnPoint
Disciplinary placements	0	0.0%	2014-15 (From TEA Report card 2016-17)
Attendance rate	NA	96.2%	2014-15 (From TEA Report card 2016-17)
Annual dropout rate (Gr 9-12)	NA	N/A	

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
65	68	83	80	80	91	98								565

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071902	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.

Although the majority of Hart Elementary students met their previous year progress in STAAR 2015-16 math and reading (78% and 64%, respectively), only a third or less exceeded previous year progress in math or reading (34% and 24%, respectively). Less than a quarter of students are performing at postsecondary readiness standards across Reading, Writing, and Science, well below District average. To define the need, the campus team, composed of District staff, school adminstrators, and teachers examined census data, STAAR scores, attendance records, and student and parent responses to Campus Climate Survey to further quantify and qualify campus needs.The climate survey was conducted in the spring of 2017 and had a response rate of 100% from students and 58.6% of parents.

Geographically, the campus lies adjacent to the US-Mexico border in one of the most underserved neighborhoods in the District. The campus serves approximately 565 Pre-K through 5th grade students of which 96.8% are economically disadvantaged and 79.4% are English Language Learners. The majority of area residents (67%) do not have a high school diploma (American Community Survey, 2011-2015). Aside from dealing with food insecurity regularly and in some cases living apart from their Mexico-bound parents, students often lack role models that have graduated high school and are limited to practicing English oracy skills during the school day.

Staff leaders list the need for staff development to improve quality of instruction and increase active learning, student engagement, and small group instruction. As a result of missing instruction the first time, the current model relies on intervention plans for struggling students to receive tutoring, essentially repeated instruction. Unfortunately, the campus currently only provides instruction and staff list the lack of enrichment clubs to further education and foster self-esteem and collaboration. Although students like their school (90%), feel safe (85%), and feel challenged (92%), they commonly cited the need for more fieldtrips, technology, STEM, and art.

Parents also have a largely positive view of the school environment with most strongly agreeing that they are treated with respect (89%), the school is clean (92%), and that teachers believe in their children (85%). Significantly less parents strongly felt that their child was challenged in class (72%) and that they were included in school processes (77%). Staff leaders acknowledge the lack of parental involvement as an ongoing issue.

A drastic approach would address all of the apparent issues at once, enlisting the voice of students, parents, staff, and community in the decision process while replacing the intervention approach with a deep learning approach that encourages self-guided investigation, experimentation, and presentation of projects. The projects incorporate community needs and partners for salient and relevant projects, such as pairing health with food drives, science with school gardens, and biology with cancer survivors. All NTN projects are required to address five learning outcomes, two of which are collaboration and oral communication, providing opportunity for students to practice their oracy in small group setting before presenting to the class, along the way finding their best attributes to contribute to their team, gaining confidence and skills that they will use in life and career.

In this model, teachers receive training to integrate and plan courses, lead project based learning, check for understanding through benchmarks embedded in the project, and functionally use collaboration for growth. The result is a collaborative process that focuses on refining and examining teacher practice. For missed concepts, students participate in workshops that are facilitated by the teacher or student leader or may access the learning management system on their own to review agendas.

Technology is used as a medium for transparency between administration, teachers, students, and parents, while minimizing duplication of effort. New Tech Network's learning management system, Echo, facilitates communication throughout the process, starting from teachers selecting and planning concepts and projects, communicating these through daily agendas for students and parents, and distributing feedback and grades.

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Schedule #14—Management Plan

County-district number or vendor ID: 071902	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.	New Tech Network Coach	Bachelor's Degree. Ability to coach for leadership and academic improvement, interpret data and identify root causes, employ collaborative decision-making. Knowledge of school administration, operations; Strong organizational, interpersonal skills, promote team building
2.	New Tech Coordinator	Master's Degree, Texas Principal Certificate. Ability to identify root causes, employ collaborative decision-making, foster team building and support. Strong organizational, interpersonal, coaching skills. New Tech experience, three years school administration or instructional leadership.
3.	New Tech Administrator	Master's Degree, Texas Principal Certificate. Instructional leadership ability. Knowledge of school administration, operations and New Tech initiatives. Ability to coordinate campus support operations. Strong organizational, communication and interpersonal skills. Three years teaching
4.	Principal	Master's degree, Texas Principal certificate. Ability in instructional administration, curriculum and evaluating teaching effectiveness, manage budget and personnel. Strong public relations, interpersonal skills. Three years administrative, two years assistant principal, three years teaching
5.		

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Pre-Launch Activities	1.	Tour Conferences, Showcases, Regional Gatherings	08/01/2017	08/31/2017
		2.	Executive Tours	10/01/2017	10/31/2017
		3.	Readiness Visits and Planning Academy	12/01/2017	12/15/2017
		4.	New Tech Network Application complete	01/01/2018	01/15/2018
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Staff Development and Planning	1.	Leadership Residency	02/01/2018	02/28/2018
		2.	Teacher Residency	04/01/2018	04/30/2018
		3.	New Tech Annual Conference	07/03/2018	07/13/2018
		4.	Campus redesign plan and identity complete	07/03/2018	07/13/2018
		5.	Community Advisory Board	08/24/2018	06/05/2019
3.	Post-Launch	1.	School Start Visit	08/01/2018	08/31/2018
		2.	Fall Leadership Summit	10/01/2018	10/31/2018
		3.	4 Onsite Coaching Institutes	08/01/2018	06/15/2019
		4.	Spring Leadership Summit	02/01/2019	02/28/208
		5.	10 Virtual Coaching Institutes	08/01/2018	06/15/2019
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
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		5.		XX/XX/XXXX	XX/XX/XXXX

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071902	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.

The New Tech redesign plan addresses both EPISD's 2020 Strategic Plan and District of Innovation Plan focus areas for providing engaging and challenging learning, building strong supports, and modernizing learning enviroments. The District's partnership with New Tech started with a shared vision of student success – college and career readiness for all. EPISD committed local funds for training, technology, renovations, and materials to create two secondary schools-within-schools, one a low performing school and one a high performer. As positive scores were reported after the first academic year, seen in staff and student culture as well as STAAR scores, the District added four more New Tech schools-within-schools. Then, when scores continued to show gains over previous year and improvement over the traditional model, two more campuses were added: set to launch this fall are one middle school-within-school and one whole-school girls' STEAM academy as the first single-gender New Tech School in the country. Every year, experience from the process translates into roadmaps for expansion projects.

A large factor that has made the relationship successful is the strategic support customized to each school, the onsite and virtual coaching, and District plan-implement-grow model. New Tech essentially works itself out of a job by building capacity within a campus through each teacher or administrator trained and by innovating with District leadership on expanding project based learning District-wide. EPISD New Tech teachers have grown professionally with the model and are presenting their successes in STEM-projects and co-facilitating within the New Tech Network. One of the first New Tech Administrators has built on success in the first New Tech site to become the full-time District New Tech Coordinator that supports all New Tech transitions and oversees and supports planning and implementation processes. The New Tech Coordinator will ensure the project is completed as indicated by this application.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 071902		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.	Pre-launch Fidelity – ensure all functions are held	1.	Showcases, Regional Gatherings, Executive tours, Readiness visits, Planning conferences
		2.	Leadership & Teacher Residency, NTN 101
		3.	Community Advisory Board meeting
2.	Program Delivery – ensure improvement over previous year	1.	Student enrollment data from PEIMS – 100% enrollment at Hart ES
		2.	Attendance from PEIMS – 5% increased attendance over last year
		3.	STAAR scores – 5% growth in 4/5th Reading, Writing, Science, Math
3.	Curriculum & Project Quality – verify against checklist	1.	Authenticity & Adult Connections through research based rubrics
		2.	Academic Rigor through planning, Administrative feedback, implementation and formative assessment
		3.	Applied Learning through planning, Administrative feedback, implementation and formative assessment
4.	EPISD Student, Parent Climate – improvement over 2017 survey	1.	School climate & rules/discipline process
		2.	Testing fairness
		3.	Parent involvement
5.	New Tech Network Staff Culture– Survey is on par compared to other NTN schools	1.	Workplace Connectedness - mean score compared to other NTN schools
		2.	Staff Leadership - mean score compared to other NTN school
		3.	Individual Perspectives & Ideas-mean score compared to other NTN school

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.

Data will be collected on the indicators listed above as an evaluation of project fidelity and for problem correction. The redesign project will be overseen by a New Tech Network Coach and the District New Tech Coordinator who will meet weekly to review indicators of accomplishment. The campus New Tech Administrator and supervising campus Principal will maintain day-to-day activities and ensure collection of data points for the redesign project. Oversight of the overall impact of the project in advancing District priorities will be overseen and reviewed by Executive Director of Innovation and the Area Superintendent on a weekly basis.

- In Pre-launch Fidelity, meeting agendas and attendee lists will be used to document functions being held, attended, and outcomes reached.
- For Program Delivery, Administrator will monitor PEIMS data and STAAR scores for number of participants served, their attendance, and their achievement.
- For Curriculum & Project Quality, campus Administrator will ensure the authenticity, academic rigor, and applied learning standards are maintained within teacher-created project assignments.
- For EPISD Student & Parent Climate, campus leadership will ensure that data is collected from all students and parents and District Department of Strategy and Accountability will analyze results.
- For NTN Staff Culture, campus Adminstrator will ensure that surveys are collected from all staff and New Tech staff will analyze and report results.

Any deviations from the planned indicators of success will follow chain of command to rectify the situation, starting from campus Administrator, campus Principal, District Coordinator, and District Executive Director of Innovation. If issues cannot be corrected, New Tech Coordinaor will advise TEA Redesign Program Officer to review situation and, if necessary, modify implementation plan or evaluation plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071902	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.

Hart Elementary School is a Title I Focus School that will be guided through development and implementation of a targeted school improvement plan by New Tech Network. For more than 15 years, New Tech Network, a non-profit organization has guided schools in updating the traditional didatic teaching model geared toward testing and instead creating a school culture where students take ownership of their learning, become problem solvers and creators, know how to collaborate and communicate, and are engaged in challenging, authentic projects that teach them how to adapt and engage in the world around them. The network has grown to include nearly 200 schools in 28 states as well as Australia.

The model is successful because it is designed to be sustainable. From planning to implementation, the work is personalized and extensive in collaboratively defining ideal student attributes, aligning learning, and building capacity. For example, New Tech offers a two-year Coach Development Program to build local capacity to provide basic support for teacher practice in project-based and problem-based learning model. EPISD is committed to this approach and has committed two EPISD employees from current New Tech schools to the coaching development plan.

The Pre-Launch Activities will begin in August 2017 with Tour Conferences, Showcases, and Regional Gatherings that will inform the campus leadership team of New Tech culture, methods, and successes. New Tech executives will conduct tours of the site in October 2017. New Tech Network Coaches perform the on-site and virtual Readiness Visits to provide information on core design elements and planning process, help make informed decisions about implementation, guage community commitment and capacity to fidelity, and support and build readiness for success. School leadership will complete the Planning Academy, an established method for assessing school planning competencies that includes identifying barriers, developing stakeholders, aligning and allocating resources, and more. The campus leadership team will complete the New Tech Network application by January 2018 in order to begin staff development.

Staff Development and Planning will consist of Leadership Residency and Teacher Residency occuring in Spring 2018. Campus leadership team and teachers will attend the New Tech Annual Conference – NTN 101 track in Summer 2018. At the conclusion of the conference, campus leadership will complete a campus redesign plan and identity and begin a Community Advisory Board to include parents, students, and stakeholders in Summer 2018.

The Post-launch year will begin with a School Start Visit in August 2018. During the year, campus leadership and teachers will attend Fall Leadership Summit, Onsite Coaching and Institutes, and Spring Leadership Summit. Onsite coaching is intensive and experiential, can be delievered in individual, small or large groups settings and includes gathering data, supporting needs, and co-developing next steps. Virtual visits have the same scope as onsite visits, only using virtual conferencing software. Leadership Summits are opportunities for school leaders to meet with peers to review and discuss best practices for growing learning within schools.

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

County-district number or vendor ID: 071902	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.

In schools receiving Title I funding, designated Campus Improvement Teams begin each academic year by assessing campus needs and creating strategies for addressing those needs in Campus Improvement Plans. Each strategy is linked to Title I Part A components and cites an exact source of funds. Throughout the year the campus improvement team reports on the progress of each strategy while EPISDs External Funding Department monitors purchases made against funds for accuracy and allowability. For this Redesign project, the New Tech Campus Leadership Team will report on funding and strategies related to this project in the campus improvement plan.

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.

District and school leadership will collaboratively partner with New Tech Network, an entity that has a proven record of success in leading schools in transformations to dramatically improve student achievement and preparation for post-secondary success. In the selection process, ideas for redesign plans are tested against the specific context of the target school's history, population, community strengths and needs. The target school will benefit most from a partner that has consistently performed in communities of various contexts and that rigorously measures and tracks redesign projects in order to understand and replicate successful components of their model. The school redesign will provide the school a lasting new outlook, culture, and system formed around serving and learning from student visions, challenges and strengths. School teachers and leaders will communicate, collaborate and revise strategies in PBL within the school, within the District, and within a broader community of peers. Eventually, the school will maintain the new system without the partner entity but have the opportunity continue to grow their expertise to later become trainers themselves. School leaderships', teachers', and students' perceived and measured growth will be the primary evaluators of the redesign partner's success.
Per state and District guidelines, any external partner allowed on campuses will first clear criminal background check.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071902	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.

Thus far, EPISD has implemented New Tech schools through state and local funds for training fees and travel, facility redesigns, furniture, student technology, hiring District New Tech Coordinator and hiring six campus New Tech Administrators.

Recognizing the benefits of Dual Language instruction for both English Language Learners and non-ELLs, EPISD has taken its collaboration with the University of Texas at El Paso and their provision of curriculum planning and professional support for teachers at one campus and expanded it District-wide. With successful results from implementing the District's first New Tech- Dual Language program as a result of this project, the Department of Languages and Learning will be able to disseminate best practices such as targeted trainings for curriculum and project planning, Professional Learning Communities support, and student assessment

Redesign grant funds are requested for training fees and travel, student technology (Macbooks), salary for the campus New Tech Administrator, teacher stipends and substitute pay, facility redesign and furniture. An extension request is planned for funds to implement New Tech in 3rd grade in 2019-2020. All ongoing costs associated with New Tech, such as subscriptions and annual conferences will be maintained by local and state funds.

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 EPISD District of Innovation Plan permits a campus or program to establish a new way to deliver curriculum. In this case, the delivery method will be project based learning.

A New Tech Network Coach, along with the distict New Tech Coordinator will select new teacher staff to implement project-based learning. New Tech teachers must have a growth mindset to receive training and perform planning activities outside of their original teaching assignments. As at other New Tech schools, these are not prescribed, but adapted at the school and classroom level, allowing teachers to implement curriculum and assignments to the schedule of state standards, as well as to their own unique strengths and student ability and interest. Teachers are empowered in the campus redesign plan, receive innovative, active learning opportunities, use software to support their curriculum and classroom management, and are able to make decisions on projects and assessment.

The New Tech model requires one integrated course per grade level, such as biology and health. This may require modifications to the school day (such as longer periods) and teacher class asssignments (such as teacher pairs) as needed.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071902	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.

As mentioned above, Hart Elementary has concerns about student engagement and small group instruction, English Language Learners, and parental engagement. Project-based learning (PBL), the method behind New Tech Network schools, promotes deeper knowledge of content and develops cognitive skills through three principles: 1) learning is context specific (i.e. concepts are more aptly retained when applied in real-world situations); 2) learners are engaged in the assignment selection, process and assessment; 3) learners interact socially to inquire, share knowledge and attain goals. This strategy has shown advantages over traditional instruction methods in outcomes including academic achievement, reasoning, curricular relationship comprehension, group work skills, peer acceptance, knowledge retention, self-regulation, and others (Kokotsaki, D, Menzies, V, Wiggins, A, 2016). These outcomes have been found in grade levels from pre-school to post-graduate courses, and for students of varying academic success and social backgrounds, and in several countries (Kokotsaki, 2016).

For English Language learners, project based learning will provide opportunity for written and oral communication skills. For this, teachers must first plan vocabulary instruction, scaffold speaking and listening skills, and consider the functions of language, and ensure collaborative group work (Supporting ELLS in PBL Projects, Edutopia 2015). Furthermore, parental engagement is not just part of the process, it is often part of the culminating presentation of work. With tangible projects, like representational art, books, or videos, parents can see student achievement for themselves and get more test scores or report cards (Barron, B, Darling-Harmmond, L., 2008).

For many teachers and administrators, the PBL model is a drastic shift from what has been trained and practiced for decades so success requires both buy-in and skill-building through extensive and ongoing training. One large study of local systemic change in mathematics and science education defined successful professional development by 5 key characteristics: using providers whose backgrounds include in-depth content understanding and expertise, establishing a supportive and collegial professional development culture that facilitates teacher learning, providing experiences that deepen teachers' knowledge of content and the pedagogy needed to teach the content, providing opportunities to explore and become conversant with high-quality instructional materials and their appropriate pedagogy, providing support for teachers in content, pedagogy, and materials over the course of implementation (Banilower, ER, Boyd, SE, Pasley, JD, Weiss, IR, 2006).

With the New Tech Network, a planning year includes building teacher buy-in with planning visits and building knowledge with professional development for developing class and individual curriculum, supporting group effectiveness, and motivating individual growth. Training begins with residencies but continues through multiple modalities, including on-site and virtual coaching, virtual workshops, annual conferences, site institutes, on-site convenings. Support is also provided through the Echo Learning Management System, Project Library, and Resource Library. Training is intensive at first, but is phased-out as teachers gain confidence, skill and familiarity with the approach. Teachers are expected to use and contribute to the New Tech Network and can potentially become trainers themselves. They are provided latitude to plan instruction and projects around state performance standards and training includes assessing individual student growth and customizing curriculum while school leadership training includes PBL support and community engagement. Recognizing the potential for students as well as teachers, EPISD implemented the New Tech program in school-within-schools at four high schools and two middle schools over the past two academic years. As a result, EPISD has evidence of improved STAAR scores in all six sites. All high school New Tech groups improved over the non-New Tech groups, but three of four high schools saw drastic change: 17 to 42% more New Tech students passed Algebra 1, Biology, English Language Arts 1, English Language Arts 2, and US History. For sixth graders (the first New Tech cohorts), 90% of students passed STAAR reading, which was 24% and 38% higher than non-New Tech while the math passing rate was 11 and 24% higher than non-New Tech students.

Hart Elementary will be the first elementary school in EPISD to incorporate both DL and PBL programs beginning with 4th and 5th grades. For students on both sides of Dual Language learning, anticipated outcomes include provision of authentic language learning experiences, constructing academic vocabulary, opportunities for linguistic development and acquisition of content area knowledge, and supporting written and oral communication. Subsequent years will capitalize on best practices, especially as Dual Language and the embedded PBL are introduced in Fall 2017 for K-3rd grade levels as part of the District-wide initiative.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071902	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 District follows a Campus Tier Model to assess achievement of campuses and correct low performing campuses. The tier system is a weighted calculation of campus performance on the four TEA indices, overall student attendance rate, overall employee attendance rate, student participation rate, and professionals survey participation rate with low-discipline points (0,1, or 2) and state distinction points added (.5 for each distinction). The resulting total is divided by the greatest campus total and multiplied by 100 to get Campus Scaled Score. The scaled campus scores of 90 and greater are entered into Tier 1, 80 to 89.99 are entered into Tier 2, and less than 80 are entered into Tier 3. Tier 3 campuses receive targeted District level support. There are 60 Tier 3 campuses that make up 38.2% of District campuses and they serve 11,336 students which accounts for 19.1% percent of District student population.

EPISD acknowledges that for students to succeed in today's world, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. EPISD believes that in addition to supporting students as they meet core credit requirements, there is a need to focus on college and career readiness, dual language, entrepreneurial mindsets, character development, social and emotional learning, and employability. Accordingly, EPISD has developed a Strategic Plan for the District including strategic priorities, focus areas, and continual forward-looking growth for every student. In other words, the Strategic Plan is designed to create a system that puts learners at the center.

The Strategic Plan signals a transition from test preparation as the primary focus to meaningful, student-centered learning as a core design principle. The Strategic Plan emphasizes a commitment not only to established student priorities such as active learning, but also to offering quality options for every family and providing development opportunities to staff so that they can best support students.

The Strategic Plan has the following three focus areas:
1. Providing Engaging & Challenging Learning
2. Building Strong Supports for Students, Schools, and the Community
3. Modernizing Facilities to Create Great Learning Environments

The promotion of innovative curriculum and instructional methods will help the District provide more engaging and challenging learning to meet the student learning goals of developing critical, knowledgeable, and creative thinkers; informed problem solvers; effective bilingual communicators; responsible leaders and productive citizens; and socially and emotionally intelligent individuals. Promoting innovative ideas regarding community participation, campus governance, and parental involvement will help build strong supports for students, schools, and the community by increasing community partnerships which bring together education, business, and civic agencies so that every school, family and student will feel supported and the community will support the District. Finally, modifications in the scheduling of the school year and the school day will allow for more time for innovative student enrichment opportunities as well as more time for professional development of staff.

Accomplishing these measures should increase student performance in the SPED, ELL, migrant, economically disadvantaged, and at-risk demographic groups with noticeable improvement on all end-of-course exams. In order to guarantee successful implementation at lower performing schools, these campuses will be provided additional resources which include targeted campus support, instructional coaches and focused oversight by area superintendents.

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

County-district number or vendor ID: 071902	Amendment # (for amendments only):

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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.

The New Tech model fosters a culture of Trust, Respect, and Responsibility and all work is strategically focused on student learning and engagement. To that end, education, talent, school culture and facilities will be assessed and targeted with an individualized campus plan.

An education plan will be driven by New Tech's outlined requirements for developing elementary curriculum that is project and/or problem based learning that will require students to regularly seek out interactions with adults and community experts, projects are interdisciplinary and incorporate literacy and/or numeracy, and receive ongoing feedback. Students will be assessed on the following: 1) writing that is clearly and consistently organized, fully developed, and fluent; 2) ability to effectively communicate complex ideas in well organized and engaging presentations to a variety of audiences and purposes; 3) students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs; 4) demonstrate mastery of creativity, innovation, technology literacy, researching, social interaction, time management, etc; 5) demonstrate capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies.

As noted earlier, Hart Elementary has a high population of English Language Learners. Teachers of English language learner classes will continue delivery of instruction and assignments in both langauges as needed. Dual Language is currently being phased into high-need campuses as a District-wide initiative. This method is highly compatible with project-based learning in its use of authentic and meaningful tasks to build student agency and sense of purpose and incorporating social scaffolding (interactive discourse with peers) into learning.

A talent plan will be developed by recruiting and retaining leadership and staff with the following criteria:

- dedicated campus Administrator is hired under New Tech Network advisement and attends leadership residency along with principal,
- teachers are hired and participate in all NTN training events including Teacher Residency and NTN 101
- teachers are given flexibility for District managed curriculum as well as common assessments to insure alignment with projects.

For staffing, the Administrator will have significant hiring autonomy for the site. For professional development, the school will create a personalized learning environment through grade level teams that allow for adult collaboration, grade level teams will have built-in time for common planning weekly, and 1-2 New Tech Network member teachers per year will participate in certification programs with a goal of 25% of staff certified by year 4.

School culture plan will be developed by establishing a non-selective admission policy so that student population reflects make-up of whole District and non-teaching staff are included in professional development and play an active role in supporting project based learning. The entire school supports students through positive relationships that engenders belonging, feeling emotionally and physically safe, accepted, and able to take risks and is an environment that supports them being innovative, creative, and able to defend their ideas and conclusions with enthusiasm. The school must participate in NTN Culture Survey annually and take active measures to respond to the findings.

Facilities plan will accommodate the new model through a campus New Tech Administrator, 1:1 technology ratio for grades 3-5 (recommended), network for student access to internet with sufficient bandwidth, the Echo Learning Management System is fully used by staff, email accounts provided for grades 3-5. The school will have ample collaborative space for students to work together in and outside of the classroom.

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

County-district number or vendor ID: 071902	Amendment # (for amendments only):

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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.

By TEA's 2016 Performance Index, Hart Elementary School surpassed all of their target indicators for the year including Student Achievement, Student Progress, Closing Performance Gaps, and Post-Secondary Readiness and received "met standard" rating. Nevertheless, only 22% of students achieved postsecondary readiness standard in two or more subjects. Turnaround was selected for this school because District leadership feels that this method can have the longest-lasting, sustainable effects for Hart Elementary's direct community and beyond. Not only will the turnaround I dramatically advance the District's Strategic goals of active learning for the school's students by advancing teacher training and practice, it will also result in incremental changes at the District scale by leveraging facilitators and barriers learned during the process to strengthen the District's capacity to meet community needs within an enhanced public school framework and to incorporate New Tech at additional campuses. For example, as the first elementary school in the District to incorporate New Tech, teachers and administrators that are successful with the learning model will be able to advance to training positions as the District scales up the method.

The New Tech Model is-student centered learning that creates a culture of trust, respect, and responsibility. Real world skills are emphasized within every project by assessing student Content Knowledge and Thinking, Written Communication, Oral Communication, and Agency. Agency emphasizes the student's growth mindset and awareness and control of metacognitive skills. Teachers, too, learn to adapt to the unique student abilities and attributes while focusing on building content knoweldge, transferable skills, and technology literacy. Ultimately, this teaching/learning method goes beyond test aptitude by culminating in college and career readiness.

Schedule #17—Responses to TEA Program Requirements (cont.)	
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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 rational for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The phase-in Redesign approach has been selected because it is the method preferred by New Tech Network and is in use at the current six New Tech sites within EPISD. It is the most practical approach because it involves a manageable amount of renovations, acquisitions, and training that need to occur prior to launching. As a result it sets a realistic launch date, allows for adjustments, and permits students, staff and community to become acclimated. After the first implementation year for 4th and 5th grades, subsequent grades will follow.
Management of 4th and 5th grades (student enrollment expected to be 80 and 91) phase-in levels will be managed by a campus New Tech Administrator. Management of other Pre-kinder through 3rd (enrollment expected to be 66, 65, 83, 80) phase-out levels will be managed by the campus Assistant Principal.

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

In 2016, TEA granted District of Innovation status to EPISD beginning in 2016 and ending in 2022. In the District of Innovation Plan, three of the five EPISD established student learning goals would be directly addressed by implementing the New Tech model at Hart Elementary: Critical, Knowledgeable & Creative Thinkers, Informed Problem Solvers, and Responsible Leaders & Productive Citizens. Implementing the New Tech model requires the flexibilities granted in the District of Innovation to establish new curriculum, instructional methods, campus governance, and school day scheduling.

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

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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.

The Planning and Implementation method has been chosen because it is the preferred method used by New Tech and has been used successfully at six current New Tech campuses in the District. While the methods and processes are established by New Tech and District staff, the individual campus will go through a planning year in order to fully benefit from the visioning and planning as well as provide enough time to select and train leadership and teachers.
In Pre-Launch, campus Leadership Team (Principal, Assistant Principal, and New Tech Administrator) will attend Tour Conferences, Showcases, and Regional Gatherings to gain awareness of New Tech culture and possiblities. New Tech will conduct Executive Tours at the site for gathering/analyzing data to gain first-hand knowledge of the community's climate, strengths, and needs. Leadership team will hold Readiness Visits and Planning for New Tech to guide the visioning process of what qualities the new student graduate will hold then adapt to the current environment. The New Tech Network Application will then be completed.
In Staff Development and Planning, school leadership and teachers will attend residency trainings at established NewTech campuses to gain insights on selecting and supporting teachers to receive training to support the NewTech model and complete the online Planning Academy through the learning management system Echo in order to build their capacity to inform the process of training and coaching as defined by their school's needs. Leadership team and teachers will also attend the New Tech Annual Conference. With the help of the New Tech Network Coach at the conference, the planning team will define a redesign plan and campus identity. Furthermore, the Leadership team will begin a Community Advisory Board composed of students and parents who will participate in recruiting community business or non-profit partners for field trips, projects, and other school needs.

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

County-district number or vendor ID: 071902	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.

District and school leadership will collaboratively partner with New Tech Network, an entity that has a proven record of success in leading schools in transformations to dramatically improve student achievement and preparation for post-secondary success. In the design process, ideas for redesign plans should be tested against the specific context of the target school's history, population, and community strengths and needs. The target school will benefit most from a partner that has consistently performed in communities of various contexts and that rigorously measures and tracks redesign projects in order to understand and replicate successful components of their model. The school redesign should provide the school a lasting new outlook, culture, and system formed around serving and learning from student visions, challenges and strengths. School teachers and leaders should communicate, collaborate and revise strategies in PBL within the school, within the District, and within a broader community of peers. Eventually, the school will maintain the new system without the partner entity but have the opportunity continue to grow their expertise to later become trainers themselves. School leaderships', teachers', and students' perceived and measured growth will be critical evaluators of the redesign compnay's success.

Per state and District guidelines, any external partner allowed on campuses will first clear criminal background check.

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

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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.

The New Tech Coordinator, currently employed by the District, supports the Instructional Program across the District and provides support for New Tech Administrators and faculty. The Coordinator will ensure adherence to Redesign plan, and oversee staffing and program evaluation. The process is also guided by a New Tech Network Coach, a New Tech employee that will visit the school in-person to work directly with staff members to gather data, support staff needs, and co-develop next steps in service of continual organizational growth and individual capacity building. The Coach will facilitate some or all of the following: one-on-one coaching, small group or whole group meetings, customized professional development, student focus groups, and observations.

The coordinator and coach will assist in the selection process for the leadership team who will have a mindset to break status quo, enlist staff and community to develop a collective vision, and see possibilities for growth while modeling adaptive leadership. The team will be comprised of a campus Principal, an Assistant Principal, and a New Tech Administrator/Assistant Principal. In leading the transition, the team will be integral in attending appropriate New Tech conferences, locally building community and staff support and input for the design process, selecting staff for New Tech training as appropriate for each phase-in step, and scheduling staff trainings.

The campus Principal will be newly recruited to oversee both aspects of New Tech and traditional systems within the school and will have at least three years experience as a Principal or Assistant Principal with evidence of involvement in improving student performance, advancing strategic priorities, and building rapport with the community. The Principal will have experience in administrating enrichment methods like Active Learning Framework and/or implementing learning management software like Schoology.

The campus Assistant Principal may be existing or recruited and will oversee the the traditional systems at the campus for the grade levels (Pre-kinder through 3rd grade in the implementation year) as they await transition to New Tech. The campus New Tech Administrator will be newly recruited to lead New Tech activities and will have at least three years teaching experience with evidence of improved student outcomes, experience in integrating technology into the classroom, and successfully using and adhering to the Active Learning Framework or Schoology. The administrator will lead the instructional and operational implementation of the New Tech Instructional Program to include coordination of staff, student and leading community partnerships and activities.The administrator conducts New Tech teacher evaluations, leads scheduling, and oversees New Tech student discipline.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071902	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	☐	☐	☐

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

County-District Number or Vendor ID: 071902	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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County-District Number or Vendor ID: 071902	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	☐	☐	☐

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