

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

<b>2017–2019 School Redesign Grant, Pilot Cycle</b>		
<b>Program authority:</b>	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	August 28, 2017, to July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">           2017 JUL 13 PM 2:59            Place date stamp here         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, July 13, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Manor ISD	227-907	Decker Elementary / 104	
Vendor ID #	ESC Region #	DUNS #	
1746003097	13	050223239	
Mailing address		City	State      ZIP Code
10335 US Highway 290E		Manor	TX      78653-4686
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Gary	Lee	Frye	District Grant Writer
Telephone #	Email address		FAX #
806-787-6137	<a href="mailto:gary.frye@manorisd.net">gary.frye@manorisd.net</a>		512-278-4017
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Christopher		Harvey	Federal Programs Director
Telephone #	Email address		FAX #
512-278-4454	<a href="mailto:christopher.harvey@manorisd.net">christopher.harvey@manorisd.net</a>		512-278-4017

**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
Royce		Avery	Superintendent
Telephone #	Email address		FAX #
512-278-4000	<a href="mailto:royce.avery@manorisd.net">royce.avery@manorisd.net</a>		512-278-4017

Signature (blue ink preferred)

Date signed

07/12/2017

*Only the legally responsible party may sign this application.*

**701-17-101-051**

**Schedule #1—General Information**

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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

County-district number or vendor ID: 227-907-104

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: 227-907-104

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.

Manor ISD (MISD) is developing two proposals for its two Priority Campuses of Decker Elementary and Manor Excel Academy (2 of 13 campuses or 15.38% for 2016/17 which qualifies MISD for 5 points on Item 5 of Priorities for Funding Points more than 10% total campuses). The new district administration through the DIP (District Improvement Plan) and the newly developed Strategic District Plan developed a vision to make MISD a School of Choice Destination for Central Texas. We are defining this as a place that people see the progress in school culture, climate, family support, and meeting total students needs (both academic and social/emotional) at such a level they move into the MISD attendance zone. For the two campuses this translates into bring in a new campus administrator who will promote a culture of success and culturally competent programs that support the staff, students, and parents in a manner where positive post-secondary Career and College Readiness outcomes are the norm. We are focused at Decker Elementary at expanding the AVID (Advancement Via Individual Determination) program to provide individualized instruction and family support that increases the expectations for all our students. With the Turnaround Transformation School Redesign Model that we selected we are also supporting systems that promote the inclusion of families, provides additional tutoring to the students to close gaps, have dedicated family involvement staff, and leadership development for teachers and administrators design to provide them with the skills to meet our students/family academic and related needs. Decker Elementary has a 2016–2017 Priority Campus Designation (4 points on Item 4). From the 2015/16 TAPR (Texas Academic Performance Report) it has 507 student who have the follow make up - African American 12.4%, Hispanic 83.2%, White 3.0%, and American Indian 0.6%: Economically Disadvantaged 63.1%, English Language Learners 66.1%, At-Risk 83.0%, and Mobility 20.8%. This is the anticipated student population for the 2017/18 school year. These items show the clear need for the programs and resources that this grant will provide to this campus. MISD wish to implement its motto of Growth Through Innovation by providing the setting where the campus administration with support from the district can use MISD District of Innovation status to redesign the overall programs to support the academic, social/emotional, and family involvement growth for each student.

The selected redesign model we are using the Turnaround Model. We have replaced the principal and several of the instructional staff in accordance with the design of this model. We are integrating this effort into the CIP (Campus Improvement Plan) so that the restructuring and subsequence sustaining of these efforts will be a part of the culture of the campus. At the district level various support services (Student data analysis, Special population programs, Resource development, etc.) are including items in the DIP to provide ongoing support to the Turnaround effort. We are going to use CTE (Career and Technology Education) programs in Videography to allow us to "film" various staff development trainings, exemplary lessons, and other support information to create an online library of materials in 8-12 minute "lessons" to allow for on-demand staff and parental information design to meet the goals of the this grant, the CIP goals of increasing staff skills, and methods to make the campus more welcoming so that parents understand their role as their child's first teacher. This library will be posted to MISD web-site and we will make it available to other school district and people who wish to learn more about effective methods of using the knowledge that we have gained to provide better instruction to similar students.

The selected implementation plan is to use the information gained in writing other grants where the parents, students, and staff of Decker Elementary were surveyed at the start of the 2016/17. These surveys showed that the stakeholders at this campus wanted more information about student academic performance, extended day services, better parent / teacher communication, and ways to develop a culture of high expectations for all students that included special populations. The information gained was used in the development of the 2017/18 CIP and this grant proposal. When Pearson Learning Services developed the Change of Practice Proposal (attached) the consensus was to accelerate the planning to allow for program items to be running by the end of the first six-week. In September, Decker Elementary will use Pearson's system of determining the specific Turnaround Model items to be implemented with timelines to be developed for the trainings. MISD district staff will support the grant goals with the notification of grant award so that when the NOGA (Notification of Grant Award) is received we will be in position to spend funds to obtain the staff and materials to begin to effect instruction and related services in the first 6-weeks. This implementation plan will allow Decker to begin to change the culture of the campus so that we will have almost two full years to track our results. This will allow the CIP/DIP to be updated in a manner that will allow sustainability of our efforts.

The selected operational flexibility plan comes from MISD being a District of Innovation where we have more latitude to change our system. Next we will use Pearson's team of named staff to help Decker Elementary create a leadership

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 227-907-104

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.

taskforce that will work with central office leadership to change system in a manner that support the goals of this grant. To further this change Gary Frye will be the single point of contact to assure that needed modification are made. As the district grant writer, he obtains additional funds for various programs. Dr. Frye also has 14 teaching and 4 professional certifications from TEA which allows him to coordinate content areas and grade levels for both campuses (see resume). He will work with the campus leadership team to align their goals to the district while providing grant specific related services.

The qualifications of the proposed school redesign partner, Pearson Learning Systems, are as follows. MISD and other divisions at Pearson have over 15-year history of working together. In 2010 Pearson acquired America's Choice, a national known providers of Turnaround School Restructuring. Pearson Change of Practice Services offers a flexible and strategic approach to professional learning. A data-driven action plan guides teachers and school leaders through the implementation of research proven strategies. The Pearson consultants work alongside MISD staff to form a long-term commitment of systemic engagement consists of connected parts. We will begin with a comprehensive needs analysis. This helps us create a plan of personalized professional learning and job-embedded, targeted coaching. Progress monitoring ensures that training is relevant and always informed by need. Examples of the focused Turnaround programs are: Leadership Institute, The Math Institute, The Literacy Institute, Pam Allyn's Integrated Literacy Approach (ILA), The Literacy Institute for Social Studies Teachers, Science, Technology, Engineering, and Math (STEM) Institute, Meeting the Needs of Special Education Students, Meeting the Needs of English Language Learners, Coaching for Change, Standards-Based Instruction (SBI), Network Meetings, Data Culture Program, and other specific content area programs. When paired with MISD's system of Instructional Coaching for Success, this will give Decker as complete Turnaround system that will be enhanced by the other supports that this grant will provide.

The school leadership team will be the principal, assistant principal, grade level lead teachers, grant support staff, and district coordinator. This team will form the taskforce core group. In the taskforce we will include parents, community members, and students so that the culture of the campus is focused on the goals of this grant. The Pearson team will provide support and training to these groups. The school education plan is to provide at the classroom teacher level, information from various assessment of each student's abilities and academic needs. The MISD assessment office will provide the items for day-to-day measures of meeting TEKS (Texas Essential Knowledge and Skills). The STAAR (State of Texas Assessments of Academic Readiness) will provide end-of-year measures for the grades that take this test. The cohort of students will be measured to determine the longitudinal effects of the program. With the other related programs at MISD, we will be able to build a plan that addresses the academic needs of our students.

The school cultural plan is to have family involvement staff funded from the grant and integrated into the newly form system of family engagement at MISD. In our inaugural family engagement conference, we had over 1000 people attend the two-day event in June. We were able to bring many area social service providers, officials from governmental agencies, community business partners, etc. to this event. The feedback showed that the families liked the chance to obtain information and felt that MISD was becoming a more welcoming place that wanted them to be a much great part of their child's public school experience. We will be providing similar mini-conferences/training specific to Decker so that we can build on this success to increase the level of family involvement in culturally competent manner.

The school talent plan is to have leadership development from Pearson for administration and staff. We will include the support staff (e.g. food service, bus drivers, custodial, etc.) because these staff can be used to improve the general culture of the campus and are often overlooked in terms of the change they can create (e.g. a smiling bus driver can set a positive outlook for the students that they bring to school). The Instructional Coaches, with Pearson specific content aids, will help the teachers develop sounder lessons and management of outcome within their classroom. They will also aid the staff in developing the online content that can be use in the future to provide on-demand staff development. The other critical feature of our school redesign program will be the linkage to other grant and local improvement programs that will be developed. The campus performance goals are to move the attendance level from 95.9% to 96.4% (or 0.5% improvement), raising STAAR by 10% from 2015/16 levels (TAPR report for baseline) and providing focused interventions for any sub-group that is 8% points lower than the state average on any of these measures. We will provide data to teachers on the students who meet Advanced Standards so that we have a focus in moving 5% more students into that rating. We will move 6% more of the Non-Proficient Students to proficiency. We will have 5% drop in discipline referrals. We will have 10% increase for parents coming to the campus and taking part in activities.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 227-907-104

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	\$	\$817,466	\$12,000	\$829,466
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$327,500	\$	\$327,500
Schedule #9	Supplies and Materials (6300)	6300	\$	\$137,900	\$	\$137,900
Schedule #10	Other Operating Costs (6400)	6400	\$	\$ 86,000	\$	\$ 86,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$100,000	\$	\$100,000
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$1,468,866	\$ 12,000	\$1,480,866
1.718% <u>indirect costs</u> (see note):			N/A	\$	\$ 19,134	\$ 19,134
Grand total of budgeted costs (add all entries in each column):			\$	\$1,468,866	\$ 31,134	\$1,500,000

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

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

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
<b>Academic/Instructional</b>					
1 Teacher			\$	\$	\$
2 Educational aide	1		\$	\$ 37,370	\$ 37,370
3 Tutor			\$	\$	\$
<b>Program Management and Administration</b>					
4 Project director - District Coordinator		1	\$	\$ 48,480	\$ 48,480
5 Project coordinator			\$	\$	\$
6 Teacher facilitator			\$	\$	\$
7 Teacher supervisor			\$	\$	\$
8 Secretary/administrative assistant		1	\$	\$ 34,845	\$ 34,845
9 Data entry clerk			\$	\$	\$
10 Grant accountant/bookkeeper			\$	\$	\$
11 Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>					
12 Counselor			\$	\$ 84,840	\$ 84,840
13 Social worker	1		\$	\$	\$
14 Community liaison/parent coordinator			\$	\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21 Instructional Coach	2		\$	\$161,600	\$161,600
22 Family Involvement	1		\$	\$ 78,780	\$ 78,780
23 Title			\$	\$	\$
24	Subtotal employee costs:		\$	\$445,915	\$445,915
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25 6112 Substitute pay			\$	\$ 17,500	\$ 17,500
26 6119 Professional staff extra-duty pay			\$	\$160,000	\$160,000
27 6121 Support staff extra-duty pay			\$	\$ 85,000	\$ 85,000
28 6140 Employee benefits			\$	\$121,051	\$121,051
29 61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs		\$	\$383,551	\$383,551
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$	\$829,446	\$829,446

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: 227-907-104

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$
	Specify purpose:			
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$	\$

**Professional and Contracted Services**

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Pearson Learning Services Turnaround Model Provider	\$	\$198,300	\$198,300
2	Social / Emotional Learning Programs	\$	\$ 32,500	\$ 32,500
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$230,800	\$230,800
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$ 96,700	\$ 96,700
<b>(Sum of lines a, b, and c) Grand total</b>		\$	\$327,500	\$327,500

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: 227-907-104		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:	\$	\$137,900	\$137,900
<b>Grand total:</b>		<b>\$</b>	<b>\$137,900</b>	<b>\$137,900</b>

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

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 227-907-104

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.	\$	\$ 41,000	\$ 41,000
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:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$ 45,000	\$ 45,000
<b>Grand total:</b>		<b>\$</b>	<b>\$ 86,000</b>	<b>\$ 86,000</b>

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

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

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 227-907-104

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1	Spanish and other books	N/A	N/A	\$	\$100,000	\$100,000
<b>66XX—Computing Devices, capitalized</b>						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				\$	\$100,000	\$100,000

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

County-district number or vendor ID: 227-907-104

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	320	63.1%	MISD district average is 73.2% which shows the general support needed for the EcoDis families so that they better understand the effects that families can have on their children's life outcomes.
Limited English proficient (LEP)	335	66.1%	MISD district average is 36.0% which shows the higher number of these students on this campus which is why we are obtaining the larger number of Spanish language books and literacy services for this campus from the grant. We are seeking bi-lingual staff so that we can make more efforts to have people who can translate.

**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
	76	77	82	89	97	86								507

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 227-907-104

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.

While NOT a district level grant the two campuses applying for the grant are Decker and Manor Excel Academy (MEC). These two campuses were selected because they both were Priority campuses with MEC also being a needs Improvement campus. Both campuses wrote TTIPS (Texas Title I Priority Schools) grant proposals at the beginning of the 2016/17 school year which the stakeholders from the campuses were surveyed concerning their needs, programs that they would like to have, and the support systems that they felt would improve student outcomes. Students, parents, staff, and general community members were given surveys. We received approximately 350 returned surveys of the 950 that were given to these stakeholders. This return level was enough to allow us to make generalizations about the needs of the targeted campuses. The programs on these campuses are based on this input from the stakeholders of the campus. The second item use to develop the needs of the campus was based on the TAPR STAAR data. While not all students were tested, these data provide a general set of academic needs of the student's at Decker. For all the measures Grade 3, 4 and 5 except for Grade 4 Math (Decker 78% v 73% for State) the campus' scores were below the State average - examples are: Grade 3 Reading Decker 63% v 73% for State, Grade 4 Reading 62% v 75% (with 9 point gap in sub-group scores), Writing 63% v 69%; Grade 5 Reading 65% v 81% (with 9 point gap in sub-group scores), Math 72% v 86% (with 19 point gap in sub-group scores). When data from the STAAR Percent at Level II Satisfactory Standard or Above were analysis the White sub-group had enough students to be included and showed a 9 point gap in All Subjects and 16 point gap in Math. These data establish the need for increased rigor at Decker and programs to cultural impact and close the gaps among our sub-groups of students. The STAAR Postsecondary Readiness showed similar needs - Decker Two or More Subject 29% v 45% for the State. All of the STAAR Percent at Advance Standard All Grades showed similar trends (e.g. All Subjects 12% v 18%). The one area where some of the programs already being done have shown positive effects were in the area of student STAAR Progress (Met or Exceeded Progress) - All Subjects 77% v 62%, Reading 68% v 60%, and Math 86% v 63%. The Progress of Prior-Year Non-Proficient Students Sum of Grades 4-8 show similar results with 39% growth for Decker versus 35% for the State. This establishes that Decker with the aid of the Turnaround Pearson services will be able to increase the outcomes for these students when these trends are considered. The Student Requiring Accelerated Instruction support the need for this grant-funded set of services in that Decker had 47% v 27% for the State in Reading and 43% v 23% in Math.

These data were used in the development of the needs for Decker. The first was for creating a more welcoming campus where parents are supported to be their child's first teacher and the non-school needs of the families area addressed. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than \$1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Since our programs will be meeting specific family need, we believe that we can form a strong connection of the parents to the campus which will translate into the parents/families feeling welcomed at the campuses and therefore more involved in their child(ren)'s education. The early literacy of our students will be addressed by providing the teachers with Big Books and other literacy programs that will aid our parents in being their child's first teacher (Villarreal, 2005) which has been shown to increase academic outcomes. To support the social/emotion needs we are expanding wellness to include being healthy in mind and body. Student success depends on a blend of academic skills, good health, and physical and mental fitness. Black (2006) indicates that school-based physical activity may help improve students' grades and test scores and positively affect other factors that influence academic achievement. Poe (2010) showed family involvement in afterschool programs yields benefits for young people, from greater involvement in school events to increased family assistance with homework. Inclusion of the families brought an understanding between the home and school that greatly benefited the students and helped form relationships among the groups that would not otherwise have been possible. The various academic support programs will focus on the second goal of provide all the students with increase academic skills that will be measured by the STAAR to show that we are increasing general level of academic expectations while closing the gaps among the sub-groups.

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Schedule #14—Management Plan				
County-district number or vendor ID: 227-907-104			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> 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.	Family Involvement Specialist (FIS)	Bachelor level with 3+ years related experience, Teaching certificate a plus but life experience may be used. Provide direct link to the families of the students to aid in making the campus a welcoming center and have the knowledge of other resources in the area to meet the non-academic needs of the families		
2.	Instructional Coaches (IC)	Bachelor level with 15+ years related experience, Teaching certificate, proven classroom success, understanding of pedagogy and ability to provide aid to new teachers to develop more effective lessons, provide support, and be a non-evaluation staff member to increase the skills and retention of the new teachers		
3.	Social Worker (SW)	Bachelor level with 1+ years related experience, Social Worker certification a plus but life experience to provide links of the families to other social services in the Manor area design to meet the non-school needs of the families.		
4.	Support Staff Members (SS)	Teacher aide and PEIMS & campus attendance High School or equivalent with ties to the community, with 2+ years related experience.		
5.	District (DC) Coordinator	Doctoral level with 20+ years of related experience, Multi-teaching and professional certifications. Provide overall management of the program and links the campus to central office.		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Family Involvement with the campus	1. Hiring of FIS and SW	08/28/2017	09/30/2017
		2. Integrate Pearson Program with MISD system	08/28/2017	11/30/2017
		3. Campus staff development on the use of FIS & SW	09/15/2017	07/31/2019
		4. Evaluate effects of FIS & SW	05/30/2018	07/31/2019
2.	Increase Academic skills training	1. Hiring of IC	08/28/2017	09/30/2017
		2. Integration of Pearson, MISD, and Campus training	09/30/2017	05/30/2019
		3. Developing of video for on-demand staff development library	10/15/2017	05/30/2019
		4. Weekly meetings with new teachers and bi-weekly grade level meetings	09/01/2017	05/30/2019
		5. Monthly meetings with DC	09/15/2017	06/15/2019
3.	Increase support to campus	1. SS staff hired	08/28/2017	09/30/2017
		2. SS staff provide related services	08/28/2017	06/15/2019
		3. Evaluation of the work of SS on grant goals	10/15/2017	06/15/2019
4.	Pearson Turnaround Program	1. Additional needs assessment	08/28/2017	11/01/2017
		2. Schedule of training provide to staff	09/10/2017	07/31/2019
		3. Evaluation of the results of the program	01/15/2018	07/31/2019
		4. Integration of Pearson data into the CIP / DIP	06/01/2018	07/31/2019
		5. Monthly meetings with DC	09/15/2017	07/31/2019
5.	Support from other MISD department	1. DC give other departments evaluation and schedules of trainings	08/28/2017	07/31/2019
		2. Other department integrate services into grant	08/28/2017	07/31/2019
		3. Evaluation of Decker done to determine changes related to having this grant formative & summative	10/30/2017	07/31/2019
		4. DIP integration of findings	06/01/2018	07/31/2019
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>				

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 227-907-104

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.

MISD's Central Office Departments are providing their related services at no cost to the grant. These include fiscal management, student performance assessments, designing effective pedagogy based on the TEKS and MISD's Scope and Sequence, and integrate the yearly staff development with the grant finds to use this grant to improve the results throughout MISD. The evaluations of the grant will be integrated into the CIP, which helps to drive the DIP. This will help change the culture of Decker while integrating these changes into the greater MISD culture. The Pearson Learning Services are related to other ongoing items purchased from the parent company. This aids us in having an ongoing working relationship with our Turnaround service provider. The multi-services will aid MISD in retaining staff and increasing their level of knowledge so that they are better able to meet the needs of our students and their families. This will allow us to have a Grow Your Own (GYO) pipeline to increase the skills of our teacher, administrators, and other staff member that has show to be an effective method to increase outcomes (DESE, 2016) because of the following. Approximately one-third of all teachers leave the teaching profession in less than three years, and almost half of all teachers leave teaching within five years (Irizarry, 2007). Educational research also indicates that not only do people tend to go to college near where they were raised, but also they often tend to return to their hometowns to teach (Swanson, 2011). Furthermore, more than 60 percent of America's teachers work within 20 miles of where they went to high school (Brown, 2016). MISD is committed to a GYO system of building the skill sets of staff who are working on this program. The District Coordinator (DC) would be the hardest to replace, given his 14 teaching and 4 professional certifications along with \$60 million of funded grants, but he is commitment to train other staff members on the role of seeking non-traditional resources. He will work to find staff members at the campus level who would want to assist in the management of this grant. He will be working with the other central office management staff to provide them with the knowledge to provide TEA the data and reports needed to meet the requirements of the program. To aide in this Dr. Frye will make his grant development book available in a form to staff of Decker. He will develop policies handbook

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 227-907-104

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.	Determination of the effects of the Pearson Turnaround trailing	1.	Determination of the effects of the various items using Pearson assessment tools that have been tested and validated
		2.	Provide Campus and District staff with data for formative and summative assessment
		3.	Supply ongoing effectiveness reporting
2.	Determine the academic outcomes for the students	1.	Determine the obtaining of skills by the student using MISD current systems
		2.	Use TAPR results for summative evaluation of academic gains
		3.	Use TEKS MISD's assessments for formative evaluation of academic gains
		4.	Determine the effects of the Instructional Coaches on the ability of the teachers to meet student academic needs
3.	Determine the non-academic skill gain in social/emotional area	1.	Evaluate the student discipline referrals
		2.	Use the Social Emotional Learning (SEL) programs assessment tools to determine the effects of these leveraged program
		3.	Evaluate the Family Involvement and Social Worker

**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.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal, designated grant staff, Pearson staff, and the District Assessment team.. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Within this system we have develop formative evaluation system that will determine if there are and problems with the delivery of service and Pearson has systems to correct these problems in the delivery of services.

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

County-district number or vendor ID: 227-907-104

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.

Decker Elementary is a Priority the school without Improvement needed. The CIP is being use as the base for the development of the school improvement plan. When the Pearson training is done the staff members selected to serve on the CIP yearly updating committee will provide suggestions to update the 2017/18 current CIP. This system uses the establish system at MISD for the development of the initial changes to the CIP based on information gain during the school year. MISD as a district has contracted to develop a total strategic plan that will help assure that reforms and improvements to the culture of MISD are maintained beyond any one person.

The basic strategic plan was done over the 2016/17 school year and in in the process of being integrated into the DIP. This DIP update is being used for the CIP to drive updates that are aligned with the overall district vision of making MISD a Destination District in Central Texas. Decker leadership team and MISD leadership team will be working together to assure that the CIP and DIP align to this grant's goals and the overall goals of MISD.

To drive these updates multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Pearson will provide data driven decision making training to the campus and the central office assessment team will link this training to MISD's current methods of determine success of campus programs. Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved this aspect of culture at Decker.

The Family Involvement and Social Worker staff members will have their effects determined as part of the normal job evaluation. This will be done to determine that the culture of the campus is welcoming and the non-academic needs of the students and families are being met. Pearson and the STAAR TAPR system provides other measures that will allow for a total picture of the results of the program to be obtained.

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Federal Programs Director tracks the funds received by the Title 1 Campuses (Decker Elementary does receive funds). In the CIP/DIP process the amount of Title funds by campus are allotted. From this allotment, the Business Office provides the campus with fund-codes. Requests for purchases are given to the Federal Programs Director who reviews the request and supporting documentation to assure that the Title 1 guidelines are being met and then the request is forwarded to the Business Office for processing. This system assure that Maintains of Effort requirements are met and the grant funds fund supplement these funds.

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

The review of Pearson and their slection is being used as a model. Requests for Turnaround Providers were sent to a number of companies. Three proposals were received. A rubric was used to determine MISD past history with the provider, the establishing that the services were evienced based, and the cost of the services. This provided an objective system to determine the best value for MISD in meeting the grant goals.

If any other partners are needed for the program this same system will be used. Items such as being on a State Buy Board, other district's comments about providing, TEA recommendations and similar items are used in the determination of who to let a contract.

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

County-district number or vendor ID: 227-907-104

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.

MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program is the one of the methods that we assure the leveraging of resource. The use of the Family Involvement and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. The services provided by the social worker will again aid MISD in connecting to all our families.

The cultural changes that the Growth Through Innovation vision brings will be built into the CIP of Decker Elementary. The link to the CIP will allow the TTIPS programs items to have a way to obtain tax-based resources for program operations. This will allow a standard operational system to be accessed to continue various aspects of the program.

MISD is experiencing rapped growth and the overall ADA of the district is growing. With increased attendance that we believe will be a byproduct of the TTIPS grant we will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment.

All of these items will help MISD maintain the program beyond the life of the grant and assure that all funds from all sources are used effectively. The various department at the district offices will use Maintenance of Effort concepts to link the other funding sources to this program so that the most effective use of all resources is achieved.

**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 current District of Innovation guidelines will be used by Decker to allow for campus level changes to be made that supports the efforts of this program. Pearson Learning Services will work with the development of policies and procedures that promote the goals of the Turnaround Model. The CIP/DIP process will be used to develop campus specific systems that support the efforts and make the Turnaround Model a success. The various district offices at MISD, because of goals set in the strategic plan, have system to change methods of providing services that align with the District of Innovation guidelines and allow for the effective operation of grant funded programs.

Within this system MISD uses guidance provide by TEA and TASB (Texas Association of School Boards) which we are a member. TASB provide information for the management of schools that has both local and legal updates.

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the school redesign plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The major evidence-based strategy for the Turnaround model comes from Pearson Learning Services. Their program is listed as a Clearinghouse evidence based program. Within the the content areas and the social/emotional learning system we are using programs that provide links to their being determined to be evidence based. We will use this framework for determining with a vender or program is evidence based.

Does the program:

- 1) Having a strong theory as demonstrated by a well-conceptualized framework articulated in a logic model; or
- 2) Meeting the conditions of having a statistically significant or substantively important favorable finding in a correlational study with statistical controls for selection bias; a quasi-experimental study that meets the What Works Clearinghouse Evidence Standards with reservations; or a randomized controlled trial (RCT) that meets the What Works Clearinghouse Evidence Standards with or without reservations.

Within this overall framework we will determine if the program we will determine if the program uses any or all of the seven research-based principles that are designed to work synergistically to help under-performing schools graduate all students ready for college and careers. The seven principles serve as a framework to transform a school's organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community and produces a college-going culture.

1. A college-preparatory instructional program to provide all students with rigorous inquiry-based curriculum and instruction aligned with state standards, and which embeds content and numeric literacy in the content areas;
2. An extended school day and year to provide additional opportunities for student enrichment and remediation;
3. A dedicated team of teachers and counselors that provides a consistent support network and safety net throughout students' four years of high school;
4. Counseling in which all faculty take responsibility for students' academic, social, and emotional development and produce trusting and caring relationships with students that can be leveraged to increase students' achievement;
5. Continuous professional development to establish a collaborative professional learning community in which teachers, counselors, and school leaders participate in job-embedded coaching and other forms of professional development opportunities;
6. Parental involvement and engagement in their child's education;
7. Continuous organizational improvement through the use of multiple forms of data to monitor program implementation and student progress and performance outcomes.

Having a great number of these guiding factors will aid in the capacity-building approach that includes individual and team job-embedded coaching, summer and winter institutes, workshops, technology, and other professional development strategies to help schools: (1) improve student academic achievement and attainment; (2) build school leadership skills for implementing the organizational and instructional changes necessary for whole school reform; (3) improve teaching and learning in the disciplines as well as numeracy and literacy in the content areas; (4) provide students with the social and emotional (non-academic) supports necessary for school success; and (5) foster family and community engagement. This will allow Decker and MISD to meet the goal of having effective evidence based program that build College and Career Readiness for all our students.

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

County-district number or vendor ID: 227-907-104

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.

MISD and Decker are looking to a Grow Your Own (GYO) model for improving the effectiveness of each of our campuses. The Pearson Learning Services Turnaround Model is based on the following:

To change educational outcomes, we need to change our practices. Pearson Change of Practice Services offer a flexible and strategic approach to professional learning. A data-driven action plan guides teachers and school leaders through the implementation of research proven strategies. Shoulder-to-shoulder support helps you work through the challenges in real time, and:

- Re-engage your educator workforce
- Build teacher capacity and school leadership
- Create a new culture of collaboration
- Uphold rigorous standards
- Personalize learning for participants

Change takes time. Pearson consultants work alongside you until we see results. A longterm commitment of systemic engagement consists of connected parts. We begin with a comprehensive needs analysis. This helps us create a plan of personalized professional learning and job-embedded, targeted coaching. Progress monitoring ensures that training is relevant and always informed by need. One of the best ways for educators to continuously improve! Job-embedded professional learning allows for one-on-one guidance, modeling, teamwork, and application of day-to-day teaching practices. Ask questions, share thoughts, get fresh perspectives, and build lasting relationships.

This system from Pearson aligns to what our new superintendent, Royce Avery, was looking to bring to MISD. Dr. Avery saw that we must support teachers to allow them to effect students in the manner that would allow us to meet our motto of Growth Through Innovation and raise the outcomes for all our student groups. He felt that a district-wide strategic plan was need to determine what the Manor community wanted from their school and how MISD could become a Destination District where people would move to Manor just to have their children in our schools. To operationalize that statement the teacher is the adult in the room so they need to figure out how to 'reach' every student by meeting their academic and social/emotional needs while central office with campus leadership needs to find the teachers the resources to let them reach every student! Decker Elementary is moving towards a "Great" campus in the manner describe in the book "Good to Great" (Collins, 2011). So we can achieve MISD vision of Growth Through Innovation while giving other ISDs, through publications and presentations, our K-12 CCR concept. The new central office leadership team is another reason for the urgency in that we wish to validate the school board's belief that this team can move MISD to provide a world class education to all our students where college focus is the norm. Also, we believe, that we can providing more value to Texas beyond only having MISD improves its two campuses because of the framework will be produced that other schools can use which is a secondary but value added goal of both our proposals. We are committed to:

- Responsibility- honesty, integrity, transparency, strong work ethic, high morals & standards
- Respect- honor self, one another, the district, and the community
- Culture- positive community, diversity, collaboration, standard of excellence, "Team Manor" to develop Mustang Pride
- Service- quality customer service, effective communication, and developing welcoming campus where all community members feel supported
- Discovery- all stakeholders are life-long learners, continuous improvement, and innovative practices where the power of technology to gain knowledge is understood

We are using this grant to aid in the development of this demonstration concept which will allow our campus to better meet the needs of all our stakeholders but increase the knowledge base on how to effectively provide a world class education to this population of students that builds future visioning that college graduation is the norm. MISD has developed campus level programs that have had similar national impacts - the best example is on May 9, 2013 President Obama visited Manor New Technology High School where he stated "students are learning the real-world skills they need to fill the jobs that are available right now" but we have not been as successful at bringing evidence based effective programs to all of our campuses.

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By TEA staff person:

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the applicant will develop and/or implement a supported school redesign that responds directly to the unique needs of the specific campus. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

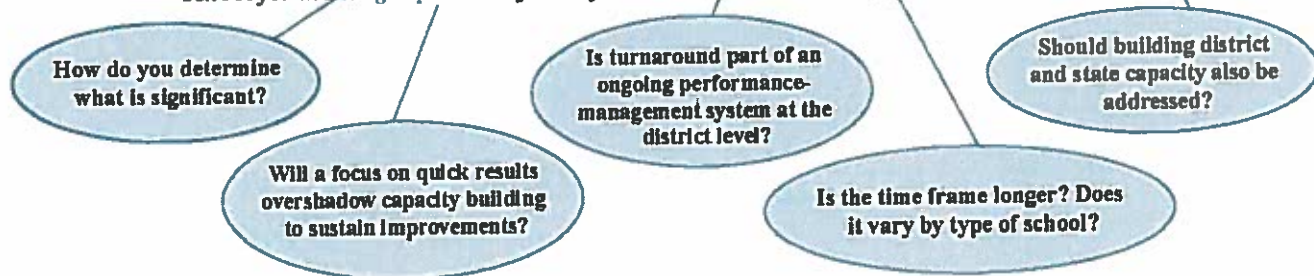
Decker and MISD are partner with Pearson Learning Services to provide the Turnaround Model services and evaluation of the effects of the program on meeting the grant goals. The Turnaround Model is designed to respond have this basic framing of now to make school-wide changes:

**Collective Actions to Fill Gaps**

Gaps	Collective Actions
<b>Capacity</b>	Promote the entry of new quality providers and scale proven operators. Create training and recruitment approaches to attract and develop turnaround talent. Create and staff distinct turnaround offices or divisions.
<b>Funding</b>	As possible, repurpose current ongoing funding sources to address turnaround needs. Ensure that specific turnaround funding streams are included in ESEA reauthorization. <del>Promote the use of one-time funding to build long-term capacity and</del>
<b>Public and Political Will</b>	Build awareness of the need for change among students, parents, educators, policy makers, and communities. Engage and mobilize stakeholders, and build public demand to advocate for needed changes. Establish laws and policies that support those making difficult decisions.
<b>Conditions</b>	Change the culture of engagement between schools, districts, and states from compliance to cooperation. Establish laws and policies that ensure needed school and district autonomies and capacity. Develop and implement shared accountability systems at the system and school levels.
<b>Research and Knowledge</b>	Ensure funding and attention are directed to rigorously studying and comparing the efficacy of turnaround interventions. Document and share turnaround successes and challenges to improve implementation. Create opportunities and infrastructure to collect, organize, and share research and best practices.

This Model of the Turnaround, in terms of making an effective program align to MISD DIP and Decker's CIP, is another reason why we selected this model. While MISD cannot provide all of above items, we support the general concepts and see the ongoing non-traditional funding sources as something we can use to support the long range goal of making MISD a School Destination for Central Texas. Further, when we answered the following questions in Turnaround model it aligned to MISD goals.

*"Turnaround is a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and, b) readies the school for the longer process of transformation into a high-performance organization."*

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Restart☒ Turnaround☐ Closure/Consolidation

**TEA Program Requirement 3b:** Describe the rationale for selecting the school redesign model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Decker and MISD chose the Turnaround model because we were replacing the principal and a number of the instructional staff. This Turnaround model is a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and b) readies the school for the longer process of transformation into a high-performance organization. Within this model we are specifically use the Transformation aspects because of our Grow Your Own (GYO) focus that lends increase teacher and school leader effectiveness, institute comprehensive instructional reforms, increase learning time, create community-oriented schools, and provide operational flexibility and sustained support. This system with the Pearson and MISD support will allow Decker to implement the following:

**Planning**

- Identify school leadership early so as to build in planning time to engage the community, establish the vision, and create a new school culture.
- Prepare to meet student needs that are severe and pervasive — hire specialized staff, recruit and train teachers with specific capabilities, and engage with effective external providers, as appropriate.

**Human Capital**

- Provide strong classroom and teamwork skills and additional support to teachers.
- Empower principals and leadership teams with key autonomies over staffing, program, budget, schedule, and data.
- Ensure principals and school leadership teams have the will, skill, and authority to drive change in demanding environments.

**Maintaining Support and Building Sustainability**

- Signal change early and build momentum by delivering and communicating “quick wins.” • Build capacity for long-term sustainable results.

**Creating Conditions and Building System Capacity**

- Create the necessary school-based conditions for success, collaborating with relevant partners.
- Develop turnaround-specific capabilities and capacity.
- Build accountability and data systems to track progress and inform decisions.
- Build systems and structures that allow for sharing lessons across schools.

This model with MISD District of Innovation and the partners / programs will allow Decker to benefit from the research on the model, Pearson's programs to support the above items, and the new system at MISD to obtain non-traditional funding sources to drive improvements for our staff, students, and their families.

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Select the designated school redesign implementation plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Phase-in Redesign

☒ Whole-School Redesign

**TEA Program Requirement 4b:** Describe the rationale for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Decker will implement the Turnaround Model across all grade levels. We are doing this because of input from Pearson in that the culture of the similar campuses where they have done the program have the best result when there is a campus-wide change. This will allow Decker to have a clean break from the past and establish that there are new goals for all of the students' sub-groups. This total approach will allow to see how to best use the District of Innovation status that MISD has already received. Further the new strategic plan for MISD support bold moves that are intended to accelerate student outcomes in terms of academic, social/emotional, and College and Career Readiness. Additionally several studies have shown that change a whole campus culture is more effective than have different grade levels doing different "things" ( Anderson, 2010; Bifulco, Bordeaux, Duncombe, & Yinger, 2002; Borman, Hewes, Overman, & Brown, 2003; Chiu, Ho, & Zhang, 2013; Heck & Hallinger, 2009; Hubbard, Mehan, & Stein, 2006; McChesney, 1998; Slegers, Thoonen, Oort, & Peetsma, 2014; Staresina, 2004; Yung, 2017)

The research and the discussions with Pearson along with the District of Innovation goals of MISD lead us to do the Whole-School Redesign model so that we could change Decker in the 2017/18 year so that we would have a second year to determine the improvements that we could to our students' outcomes. The surveys of the stakeholders also supported taking this total campus approach because they stated they did not want to wait to see the improvements that this type of grant could bring to their children.

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Alternative Management

☐ Campus Charter

☒ District of Innovation

☐ Applicant Assurance

**TEA Program Requirement 5b:** Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD has received the District of Innovation from TEA and is using the flexibility that this system provides to restructure the programs at the 15 campuses. The District of Innovation concept, passed by the 84th Legislative Session in House Bill 1842, gives traditional independent school districts most of the flexibilities available to Texas' open-enrollment charter schools. This allows Decker and all of MISD to have the benefits of:

- Local control: Districts decide which flexibilities best suit their local needs.
- Customization: Districts can create an innovation plan for a level of school (e.g., only high schools), grade level, or a single campus.
- Autonomy: Districts must submit a district of innovation plan to the commissioner of education, but approval is not required.
- Flexibility: Districts will have the flexibility to implement practices similar to charter schools, including exemptions from mandates such as:
  - School start date
  - 90% attendance rule
  - Class-size ratios
  - Site-based decision-making processes
  - Certain student discipline provisions
  - Use of planning and preparation periods
  - Teacher appraisal requirements

This allow the Turnaround model and the programs done by Pearson to be tailored to the needs of the Decker's stakeholders while pursuing specific innovations in curriculum, instruction, governance, parent / community involvement, etc. that align to the goals of this grant.

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County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**TEA Program Requirement 6a:** Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Planning and Implementation

☐ Implementation Only

**TEA Program Requirement 6b:** Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD's program will basically be only implementation but we will have approximately a month where Pearson Learning Services in conducting evaluation of the needs of the campus which tends to Planning. In discussion with Pearson we stated that we wanted to implement as soon as possible so that we would not lose a year of instructional time. The Pearson team stated that they had the same desire and during the evaluation of needs they would be able to start general training. This will allow Decker's students, parents, and staff to have the maximum amount of time to move to close the gaps among sub-groups of students.

The other district programs of developing a District of Innovation are being integrated into the grant so that we will be able to leverage funds and sustain the new culture that we are developing at Decker. This will allow the staff development that is occurring before the start date of the grant to be aligned with the goals of this grant. This was another reason the Pearson was selected as the Turnaround Service Provider - MISD does currently use materials for the parent company which will be leveraged in this grant.

The reason we are accelerating the implementation of the program we have items in place at Decker that can promote the overall Turnaround concept while Pearson determine the specific types of training that will be needed for the effective implementation of this model. At Decker we will use the AVID program to provide parents with the information that they need to understand their role at an early age to moving their child toward obtaining a college degree or career certifications. We will be able to integrate The AVID elementary concepts to middle school and then to high school. This will provide our first generation and low income families with the support that they need to see college as something that their child can do because of the continuing support that MISD and this program will provide. The student even at this age will be exposed to higher level courses and receive the scaffolding that will move them from just seeing themselves as a high school graduate who gets a job to a person that is College and Career Ready and can choose any career path because they will have had the future visioning to see themselves as graduation from college and/or obtaining industry certification(s).

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

County-district number or vendor ID: 227-907-104

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.

The attached Pearson Learning Service proposal provides information on the evidence based program for Turnaround that Pearson acquired, gives the resumes of the staff that will be associated with the MISD program, and the results that Pearson has obtained at similar schools - attached. A summary of that information is as follows.

For more than 20 years, Pearson has dedicated time and attention to systems-aligned instructional and leadership solutions for schools and districts. With the ongoing challenges of presenting rigorous instructional practice as demanded by current college and career readiness standards, increased attention to testing and accountability, steady emphasis on student and community mental health, and ever-present financial concerns, district and school leaders can find themselves feeling pulled in multiple directions and even stretched to the point of ineffectiveness.

Pearson's Change of Practice (COP) professional development solutions are designed to ease these pressures by, first, giving educators the flexibility to prioritize and target areas of need and, second, allowing them to incorporate the professional development flexibly into daily instructional and leadership practice. Because change of practice occurs only with practice, our approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators. Our Change of Practice Institutes offer research-based solutions for a broad spectrum of school needs, including mathematics, literacy/English language arts (ELA), data culture, leadership, and special education. Manor Independent School District has identified focus areas that include leadership, instructional expertise, and Career and Technical Education for Decker Elementary and Excel Academy. To assist the district with supporting the instructional improvement goals of these schools, Pearson proposes change of practice institutes and lesson analysis.

Decker Elementary: 2017-2018:

- Change of Practice Leadership Institute for up to 30 school and district leaders to build capacity and increase sustainability of effective leadership practices in the elementary school setting.
- Change of Practice Literacy Institute for up to 30 Decker Elementary teachers to learn, practice, and implement sound instructional strategies that increase student outcomes in literacy.
- Small-Group Lesson Analysis provides collaborative lesson planning and analysis based on a specified focus area, includes pre-conference, lesson modeling and post-conference.

2018-2019:

- Change of Practice Meeting the Needs of English Language Learners Institute for up to 30 Decker Elementary teachers to embed sound instructional strategies for English Language Learners in their daily classroom routines.
- Change of Practice Data-Driven Culture Institute for up to 30 Decker Elementary faculty and staff focus on assessments and data in the classroom, discussing trends, identifying problems, teasing out causes, crafting instructional interventions, and measuring changes.
- Two add-on job-embedded support days for participants of the 2017-2018 Leadership Institute. During these days, the education specialist provides flexible support based on the current needs of the school's leadership. Support could include a follow-up support meeting to check in with leadership, help mitigate any challenges, and bridge the momentum from the previous year into the self-management phase of Year 3.

The institute begins with a comprehensive needs assessment. To gather baseline information that guides the professional development components of the Institute, we collect data from multiple points, including classroom observations, focus groups, and teacher and administrator surveys. Once the needs analysis is complete, the Pearson education specialist works with district leadership to identify learning modules selected from the Pearson professional learning library which are evidence based. Following the introduction of training modules, strategies, and solutions, the Pearson education specialist delivers job-embedded coaching support designed to help teachers and coaches translate knowledge acquired from the professional learning modules into classroom practice. Regular and frequent monitoring verify that progress is being made. Pearson education specialists gather quantitative and qualitative input throughout implementation. The program evaluation measures the effectiveness of training so school administrators can evaluate the fidelity of the professional learning during the Change of Practice Institute.

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

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

**TEA Program Requirement 8:** Describe how the applicant will recruit and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD is using the GYO (Grow Your Own) model to attract teachers and administrators to Decker Elementary. A search was done and with recommendation from the superintendent, a new principal was hired who has 15+ year experience. She has been successful at another school district and was excited by the fact that the district was developing this proposal. The newly hired teaching staff members were hired by committee and were told that we were seeking this grant. They were told that they would have access to new teacher support systems and the Pearson Learning Services programs. The Central Office staff members along with the Decker staff members are committed to receive similar training as the campus and provide support services that will allow the campus staff to focus on the Turnaround training to build a culture where the needs of the students and the families are being met. Within the joint training Professional Learning Communities (PLC) will be formed. PCL is a method to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups of practice-based professional learning.

We will work with the Pearson staff members to form PLCs that support the Turnaround Model and are designed to meet the needs determined by the various surveys, TAPR data, and stakeholder input. These data will be integrated into the CIP/DIP so that the successful aspects of the program can be maintained beyond any one grant. Pearson's successful work with similar schools in the Turnaround Model will be used to develop the on-demand staff development and lessons that we will put online and share with other schools. This will allow the information we gain on how to effectively move Decker Elementary to higher measured performance level to be used by other schools. We will also develop presentation to be shared at conference and publications in journals with the idea that that by building the general knowledge base we will be able to sustain the program because it will be evidence based. The training that Pearson will provide in Leadership Institute provides high-quality, research based training for district and school leaders. Participants will gain insight and strategies for developing a 21st century learning culture. Topics include: Leading Change, Leading for Teaching and Learning, Using Data, Inter-rater Reliability (focusing on teacher-evaluation models or program implementation look-fors), Providing Effective, Actionable Feedback, and Engaging Families and Communities. The Leadership Institute supports change management efforts for schools/districts that are implementing new programs that involve a shift in classroom instructional expectations. Participants have the opportunity to take a deeper dive into the program from the aspect of strategies to support and ensure implementation fidelity. Learn how to support students with special needs and provide access to the curriculum. These sessions focus on teaching students with social, emotional, academic, or physical disabilities. Topics include special education leadership, the power of co-teaching, and Response to Intervention (RtI). Explore Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and Assistive Technology (AT). This institute provides support in the area of scaffolding instruction when implementing new curriculum programs by using various components including: the use of text-to audio functionality, visual representations, and the use of technology to enhance and deepen instruction. English language learners (ELLs) are the fastest-growing student population. These sessions help teachers support ELLs and meet Rigorous State Standards. Learn research based strategies and sound pedagogical practices for English language development. Recognize language proficiency levels, review language acquisition theory, and discover how to facilitate language learning. Build on cultural and equity assumptions to motivate ELLs. This institute provides support in the area of scaffolding instruction when implementing new programs by using various components including the use of visual representations, vocabulary/academic language development, and the use of technology to enhance and deepen instruction. Technology and data are transforming school culture. What does an effective data-driven school system look like? How do you use data to make smart decisions about instruction, policy, and effectiveness? In these sessions, we focus on using data to guide decisions in your school and district. Work with advisors to develop action plans, analyze data, and course-correct as needed. Look at short-term and long-term plans for continuous improvement. Topics include: data literacy, analysis of student data, triangulation, and effective instructional strategies. Build a common vision across your school and district for high-quality instruction. These sessions, delivered in the setting of district-level PLC's, examine how a standards-based system helps promote the success of all students. Your leadership and district coaches will get hands-on support and guidance. Explore standards-based instruction, focused teaching, and in-class interventions. Learn routines to differentiate instruction and improve classroom management.

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

County-District Number or Vendor ID: 227-907-104

Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

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

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

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

County-District Number or Vendor ID: 227-907-104

Amendment number (for amendments only):

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

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

**Barrier: Gang-Related Activities**

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

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County-District Number or Vendor ID: 227-907-104

Amendment number (for amendments only):

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Tuancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

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

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

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

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

**Barrier: Other Barriers**

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

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