Program-Specific Instructions for the 2018–2020 School Transformation Fund - Implementation

In addition to the standard instructions prepared for the application schedules, program-specific instructions are also available to assist you in completing your application for review.

Program Schedules

The following schedules are designed to capture information about the applicant’s planned program. All instructions for these schedules are included in this document:

- Schedule #8—Professional and Contracted Services (6200)
- Schedule #12—Demographics and Participants to Be Served with Grant Funds
- Schedule #13—Needs Assessment
- Schedule #14—Management Plan
- Schedule #15—Project Evaluation
- Schedule #16—Responses to Statutory Requirements
- Schedule #17—Responses to TEA Program Requirements

Schedule #8—Professional and Contracted Services (6200)

School Transformation Partners

Exceptional applicants will present a strong will to plan a school transformation supported by a TEA designated and matched school transformation partner. School transformation partners will be rigorously vetted and selected by the TEA, demonstrating a strong track record of developing and implementing school transformations.

Applicants should budget using the following guidance for a matched school transformation partner:

- For **P2 Partnership** and **Talent Transformation Model** grants, at least 10% of the application budget must be designated on Schedule #8 Professional grants, at least 10% of the application budget must be designated on Schedule #8 Professional and Contracted Services as “Matched School Transformation Partner” to support the services provided by the identified school transformation partner. During negotiations, the school district may request an amendment to this threshold to meet the needs of the implementation process.

- For **IMO Partnership**, **Reset**, and **Fresh-Start** grants, at least 20% of the application budget must be designated on Schedule #8 Professional and Contracted Services as “Matched School Transformation Partner” to support the services provided by the identified school transformation partner. During negotiations, the school district may request an amendment to this threshold to meet the needs of the implementation process.

- For **Talent Transformation Model** grants, at least 10% of the application budget must be designated on Schedule #8 Professional and Contracted Services as “Matched School Transformation Partner” to support the services provided by the identified school
transformation partner. During negotiations, the LEA may request an amendment to this threshold to meet the needs of the implementation process.

- For Redesign grants, at least 50% of the application budget must be designated on Schedule #8 Professional and Contracted Services as “Matched School Transformation Partner” to support the services provided by the identified school transformation partner. During negotiations, the LEA may request an amendment to this threshold to meet the needs of the implementation process.

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

**Demographics**

“Demographics” refers to the characteristics of a population as it is represented by statistics. The data requested in this schedule create a profile of the applicant’s student and/or teacher population.

This profile is important to the review of the grant application because it assists reviewers in determining the areas in which an implemented grant program might serve the applicant’s student or teacher population.

Applicants should note when data questions require a number (#) and/or a percent (%). In the cases that both a number and percent are required, please provide both. These data items are standard data points that are required in state reporting and applicants should have a response.

**Schedule #13—Needs Assessment**

The needs assessment process is critical to the planning stage of the grant, as it is a major factor in determining whether and how grant funds would benefit the applicant’s population. In this schedule, the applicant is required to document the elements of the needs assessment in order to assist reviewers in understanding how the applicant determined that grant funding would serve the applicant’s needs.

If only specific campuses will be served by the grant program, applicants must list those campuses and describe why they are being selected.

A strong response will, at minimum, describe the specific needs of the campus, district, and/or LEA.

**Schedule #14—Management Plan**

In order to demonstrate ongoing readiness to manage the grant program, the applicant must be able to describe a well-thought-out and carefully constructed management plan. This plan must include a description of program milestones, or points at which the grant program is planned to have achieved certain measurable goals.

**Part 1: Staff Qualifications**

List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications.
A strong response will, at minimum, identify the title or position and qualifications of a LEA or school district staff member to coordinate the grant and act as project manager. Applicants should not provide specific names in the grant application.

Part 2: Milestones and Timeline
Summarize the major objectives of the planned project, along with defined milestones and projected timelines.

Part 3: Feedback and Continuous Improvement
Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives.

Part 4: Sustainability and Commitment
Describe any ongoing, existing efforts that are similar or related to the planned project, and how you will coordinate efforts to maximize effectiveness of grant funds.

Schedule #15—Project Evaluation
In order to demonstrate the ongoing ability to evaluate the grant program and assess what elements need correction, the applicant must be able to document an evaluation plan.

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.

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.

Schedule #16—Responses to Statutory Requirements
The requirements defined in the statute authorizing this program are listed in the Program Guidelines. In the SAS, the applicant is required to respond to each of those requirements. Refer to the General and Fiscal Guidelines, Statutory Requirements, for a description of the consequences of failure to address all statutory requirements.

Schedule #17—Responses to TEA Program Requirements
The requirements defined for this program by TEA staff and the Texas Legislature are listed in the Program Guidelines. In the SAS, the applicant is required to respond to each of those requirements. Refer to the General and Fiscal Guidelines, TEA Program Requirements, for a description of the consequences of failure to address all TEA program requirements.

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected.

The applicant should select one option from the following:
**Partnership Implementation**

**P2 Partnership** grants support the launch of partnerships, including models that receive accountability and funding incentives pursuant to S.B. 1882 (2017, 85th Leg., R.S.), between school districts and open-enrollment charter schools (P2). There are two types of P2 partnerships: a P2 Campus, in which an open-enrollment charter school partners with a school district to manage the entire campus, pursuant to Texas Education Code (TEC) 12.0522; and P2 School, in which an open-enrollment charter school partners with a school district to manage a school within a campus, pursuant to TEC 12.0521(2).

**IMO Partnership** grants support the launch of partnerships, authorized by S.B. 1882 (2017, 85th Leg., R.S.), between school districts and IMOs. This must include significant school-level autonomy (for staffing, budget, curriculum, and calendar) and could be an existing or new campus. Eligible entities to lead an IMO must have an independent board and may include public IHE, private, non-profit IHE, NPO, or a government agency.

**New School Implementation**

**Reset** grants support schools that are low-performing to relaunch as new schools with a new county-campus (CDC) number. This could include schools impacted by H.B. 1842 (2015, 84th Leg., R.S.). Unlike the P2 or IMO partnerships, the school district would continue to manage the school. Nevertheless, the new campus must have a significantly different program design and be aligned with TEA guidance related to school district-initiated closure. This model is for closing one campus and then opening a new campus one grade level at a time. Compared to Redesign, Restart has a higher level of change to its staffing and program.

**Fresh-Start** grants support the launch of a new school for the 2018–2019 school year which will guarantee and prioritize enrollment of students currently enrolled in a 2017–2018 Priority School or a 2017–2018 Focus School.

**Transformation Implementation**

**Talent Transformation Model** grants support the implementation of a strategic staffing initiative across multiple low-performing schools. Talent transformation models will develop and implement proven strategies that will increase the quality of leadership and instructional staff in order to improve student outcomes.

**Redesign** grants support the implementation of aggressive school-level programs to improve learning environments that can substantially increase student achievement. While the LEA would retain the existing CDC number and may retain a majority of staff, the LEA must still pursue ambitious program redesign to improve a target set of student outcomes.

**TEA Program Requirement 1b:** Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the district.

A strong response will, at minimum, have the following characteristic(s):  
- Holistic picture of the school transformation including, at a minimum, the following elements:  
  - Education plan  
    - Instructional program  
    - Assessment & evaluation
- Plan for specific student sub-populations
  - Talent plan
    - Recruitment & retention of leadership & staff
    - Staffing model
    - Professional development
  - School culture plan
    - Core values
    - Comprehensive student support
  - Facilities plan
    - General information
    - Specific needs

**TEA Program Requirement 2:** *Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual).*

A strong response will, at minimum, have the following characteristics:

- Description of the process used to evaluate school performance and identify low-performing schools.
- Brief overview of number and percent of low-performing schools as well as the number and percent of students attending these low-performing schools.
- Compelling, well-articulated strategy outlining how the LEA will improve low-performing schools and increase the number and percent of students in highly-rated schools.