

F. Supporting the Educator Workforce

In this section, the School will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Stabilizing the Educator Workforce:

- i. Describe the extent to personnel involved in safely reopening school.

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	Shortage Experienced at This School	We have one intervention specialist and one teacher's aide. We are currently advertising, but have not been successful in hiring.
Bilingual educators	No Shortage Experienced at This School	N/A
English as a second language educators	No Shortage Experienced at This School	N/A
STEM educators	No Shortage Experienced at This School	N/A
Early childhood educators	No Shortage Experienced at This School	N/A
School counselors	No Shortage Experienced at This School	N/A
Social workers	No Shortage Experienced at This School	N/A
Nurses	No Shortage Experienced at This School	N/A
School psychologists	No Shortage Experienced at This School	N/A

- 2. **Staffing to Support Student Needs:** Describe the extent to which the School has developed or will develop strategies and will support in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Despite the staff shortages seen in education in general, Horizon Science Academy Denison has only experienced a staff shortage in our special education department as a result of the pandemic. This school will continue to explore options to address the needs of students and ensure the best possible learning environment for all students.

G. Monitoring and Measuring Progress

In this section, the School will describe how they are building capacity to ensure high-quality data collection and reporting for intended purposes.

With an emphasis on growth, the school will consistently monitor the individual and whole-group performance of students using both state testing (as available) as well as STAR assessment results. Students in grades K-3 will complete the STAR assessment in the areas of reading and math once per quarter for the duration of the school year. Students in grades 4-8 will complete the STAR assessment in the areas of reading and math once per quarter during academic year. Building administration will meet with teachers quarterly and review available data to support the tailoring of instruction to students’ specific learning needs.

School Operating Status and Instructional Mode Data

Indicate the date or time period represented by the following data.

March 13, 2019 - December 19, 2021

FY20 School FTE 368

FY21 School FTE 364

FY22 School FTE 312

Learning Model	Offered to all students			Offered to some students			Not offered		
	FY2020	FY2021	FY2022	FY2020	FY2021	FY2022	FY2020	FY2021	FY2022
Remote or online only	291	280	0	0	0	0	0	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	291	280	0	0	0	0	0	0	0
School buildings open with full-time in-person instruction	291	280	271	0	0	0	0	0	0

In the most recent time period available, what was the enrollment and mode of instruction for the school?

Number of students FY22	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	271	0	0	271
White, not Hispanic	20	0	0	20
Black or African American, not Hispanic	141	0	0	141
Hispanic, of any race	81	0	0	81
Asian, not Hispanic	0	0	0	0
American Indian or Alaskan Native, not Hispanic	0	0	0	0
Native Hawaiian or Pacific Islander, not Hispanic	0	0	0	0
Two or more races, not Hispanic	29	0	0	29
Race/Ethnicity information not available	N/A	0	0	N/A
English learners	36	0	0	36
Children with disabilities	20	0	0	20
Students experiencing homelessness	0	0	0	0
Children and youth in foster care	0	0	0	0
Migratory students	0	0	0	0

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies. **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

An applicant that proposes to develop instructional materials for classroom use might describe how it will

make the materials available on audio tape or in braille for students who are blind.

An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.