Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans
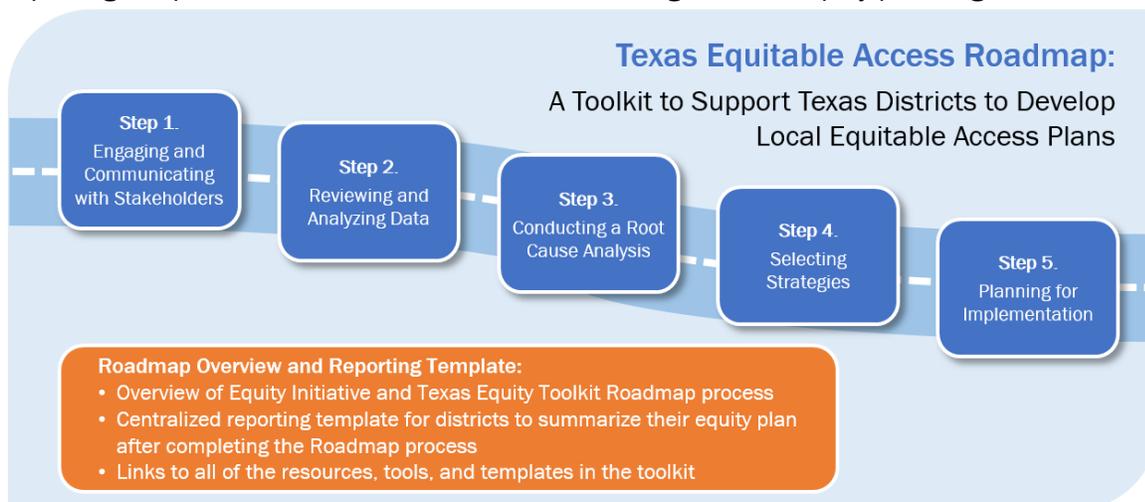
Introduction

In 2014, the U.S. Department of Education launched the Excellent Educators for All initiative to support states and districts in ensuring that students of color and low-income students have equitable access to excellent educators. All 50 states submitted equitable access plans, documenting the equity gaps that students in their state faced, the results of a root cause analysis conducted to better understand the causes of these equity gaps, and plans to implement strategies to close equity gaps and monitor progress of implementation. In December 2015, Congress passed the Every Student Succeeds Act (ESSA),[1] which requires states and districts to determine whether low-income students and students of color in Title I schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and take steps to address any identified disproportionalities (i.e., gaps in equity).

To support Texas districts in better understanding and addressing the challenges they face in providing equitable access to excellent teachers for the students who need it most, the Texas Education Agency (TEA) has developed the *Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans*. The Roadmap will take district teams through a series of processes to understand, interpret, and implement an action plan around equitable access. Please note all of the tools include links to additional resources and materials. Please visit the Appendix at the end of this document for a list of the linked resources throughout all of the tools, by topic. The Appendix provides a "one stop shop" to easily access the resources.

Putting It All Together: The District Roadmap Reporting Template

The overview of the five steps can be found here, with links to the resources for each step of the process. This document provides an overview of the five steps in the toolkit, along with a centralized reporting template for districts to document the findings of their equity planning.

Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans

Step 1. Engaging and Communicating with Stakeholders
Step 2. Reviewing and Analyzing Data
Step 3. Conducting a Root Cause Analysis
Step 4. Selecting Strategies
Step 5. Planning for Implementation

Roadmap Overview and Reporting Template:
- Overview of Equity Initiative and Texas Equity Toolkit Roadmap process
- Centralized reporting template for districts to summarize their equity plan after completing the Roadmap process
- Links to all of the resources, tools, and templates in the toolkit

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[1] For more information on the Every Student Succeeds Act, visit http://www.ed.gov/essa?src=rn. Information on equity as it relates to states is included in section (1111(g)(1)(B)). Information on equity as it relates to districts is included in section (1112(b)(2)).

Purpose

As you complete each step in the Roadmap (i.e., Engaging and Communicating with Stakeholders, Reviewing and Analyzing Data, Conducting a Root Cause Analysis, Selecting Strategies, and Planning for Implementation), you will be asked by TEA to summarize the key takeaways developed while engaging in the processes involved with each tool. This resource provides a space where you and other district staff can transfer content (through the "copy/paste" process in Microsoft Word) from each tool into a centralized Roadmap Reporting Template located at the end of this document. The reporting template will provide a simple way for you to summarize your district's equity plans and submit them to your local education service center (ESC).

Following is a brief description of the tools to help remind you of the steps and processes you undertook when developing your district's equity plan. At the end of this document, you will find the District Reporting Template along with instructions on how to complete the template.

## Step 1. Engaging a Communicating with Stakeholders

Engaging and communicating with stakeholders helps establish buy-in and participation from your education community in your equity planning development. By involving stakeholders, you have determined critical strategy decisions in a collaborative way and have defined with stakeholders what equitable access should look like in your district.

After completing the Engaging and Communicating with Stakeholder work in Step 1, your district will have:

- Built a district team to lead and be responsible for stakeholder engagement and communications,
- Identified stakeholders,
- Developed a plan to engage stakeholders, and
- Documented results from your stakeholder engagement efforts, which may include results from the root cause analysis or a vision or goals for equitable access in your district.

Note that TEA does not require districts to report this information in the Roadmap Reporting Template.
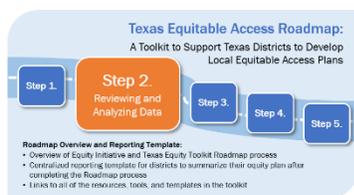
Step 2. Reviewing and Analyzing Data

The purpose of this step is to help you calculate your district's equity gaps by assessing, analyzing, and communicating your district's equitable access data. After conducting a review and analysis of your district data, you and your district stakeholders will have completed the following activities:

- Established definitions of effective teaching;
- Collected required data to calculate equity gaps for access by students of color and low-income students to effective teaching, inexperienced teachers, and out-of-field teachers; and
- Calculated required and optional equity gaps.

Step 3. Conducting a Root Cause Analysis

The purpose of conducting a root cause analysis (RCA) is to review data to identify possible root causes that have the greatest effect on inequitable access for low-income students and students of color to effective teaching, and inexperienced and out-of-field teachers. By the end of the process, you will have identified key root causes for the identified equity gaps in your district.

Step 4. Selecting Strategies

You and your district team will use the results of the data review and root cause analyses (*Steps 2 and 3*) to identify strategies that address district equitable access gaps. *Step 4* will guide you through the process of developing and prioritizing strategies and activities most likely to address the root causes identified in *Step 3*.

Step 5. Planning for Implementation

In the fifth and final step in the Texas Equitable Access Roadmap, you will have used the information generated from earlier activities, including data review and analysis (*Step 2*) and selecting strategies (*Step 4*) to develop a progress monitoring plan so you and your district can effectively evaluate and track progress toward equitable access.

Putting It All Together: The Roadmap Reporting Template

The reporting template on the subsequent pages provides a space for you to report the key findings from each step of the Roadmap and report these findings to your ESC. The reporting template can be filled in by directly copying/pasting content from the Putting It All Together section of each step of the toolkit.

For more information on the district equity plan submission, please visit the Texas Equity Toolkit website or reach out to the Equity Toolkit lead at your local ESC.

# <u>Putting It All Together</u>: Roadmap Overview and Reporting Template

Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

District Reporting Template

District Name	Anthony Independent School District
County District Number (CDN)	071906
Date	10/29/2018
Name/E-mail of District Point Person	Oscar Troncoso/otroncoso@anthonyisd.net
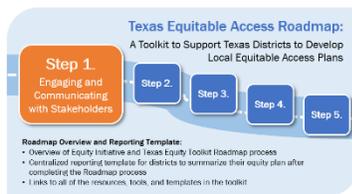
Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district's equity plan development.

Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template" from the ***Step 2. Reviewing and Analyzing Data*** tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district's definition of effective teaching.

Table A. Districts with Four or More Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
Equity Gap Calculations: Low-Income Students			
A	High-poverty quartile		
B	Low-poverty quartile		
C	**District equity gap:** High-poverty quartile minus low-poverty quartile (**row A–row B**)		
D	State average		
E	**State equity gap:** High-poverty quartile minus state average (**row A–row D**)		
Equity Gap Calculations: Students of Color			
F	High-minority quartile		
G	Low-minority quartile		
H	**District equity gap:** High-minority quartile minus low-minority quartile (**row F–row G**)		
I	**State equity gap:** High-minority quartile minus state average (**row F–row D**)		

[a] State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit website.

Table B. Districts with Three or Fewer Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I district	20.8%	0.07%
B	State average[a]	14.4%	8.9%
C	**State equity gap:** Title 1 district minus state average (**row A – row B**)	6.4%	(8.83)%

[a] State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit website.

What is your district's definition of effective teaching?

In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.
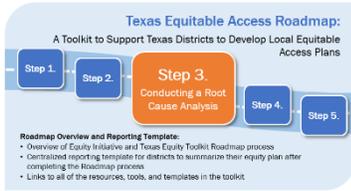
Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
Selected data to measure teaching performance:	*Selected data to measure student learning*	*Selected data to measure student engagement:*
Texas Teacher Evaluation and Support System (T-TESS) ratings in selected areas	Student Learning Objective (SLO) ratings	T-TESS Planning Dimension 1.4 – Activities; Instruction Dimensions 2.4 – Differentiation and 2.5 – Monitor and Adjust; Learning Environment Dimension 3.3 – Classroom Culture
Definition of effective teaching using these data	*Definition of effective teaching using these data*	*Definition of effective teaching using these data*
An average, or mean rating of a 3 (Proficient), a 4 (Accomplished) or 5 (Distinguished) overall score on the 17 dimensions evaluated for each teacher will be considered effective	Teachers at three campuses who receive a "Proficient" rating of 3, "Accomplished" rating of 4 or a "Distinguished" rating of 5 on their SLO will be considered effective	A "Proficient" rating of 3, "Accomplished" rating of 4 or a "Distinguished" rating of 5 in selected domains (1.4, 2.4, 2.5, and 3.3) for teachers on our three campuses will be considered effective

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

Anthony ISD is a District of Innovation and we are a small, rural school district. Our K-12 population is at about 850 total students. Thus, our size necessitates that we maximize the existing teaching talent. Thus, we have a couple of teachers teaching one or more sections out of field. Even with this being the case, our committee noticed that we are still well below the state average in this area. In regard to inexperienced teachers, the committee also believes that the fact that we are small also works against us. We had our lowest turnover at the elementary, only two teachers changed. We added two new teachers in the area of special education, one each at the middle and high school. We had one English teacher retire at the middle school and two other middle school teachers who moved to school districts in the city of El Paso. At the high school we had five teachers leave but we were able to replace three of them with experienced teachers. The new teachers are in the area of Art/Theater and Sports Medicine. The equity gap in teaching experience is only 6.4%.

While our data on equity gaps based on teaching experience is not significant (6.4%), we see a need to increase our scores in regard to English Language Learners and Special Education students. Our conclusion is that effective teaching in these areas, along with tiered support, will have the greatest impact on these sub groups. Addressing the referenced T-TESS dimensions in PLCs, walk-throughs, and in professional development is the best way to promote effective teaching.

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Step 1. | Step 2. | **Step 3.** Conducting a Root Cause Analysis | Step 4. | Step 5.

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Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template" section of your RCA tool and transfer the information to the following spaces.

Problem Statement:		
Because we are a small staff in a rural district, when we lose teachers in key areas, their experience and training leaves with them. As an example, two out of our three overall English teachers in middle school left. While we tried, we were not able to find experienced teachers (6th and 8th grade). Thus, we hired two first-year teachers (who we believe will eventually develop into excellent teachers with time) in tested areas.]		
Root Causes as They Relate to ATTRACTING Excellent Teachers	**Root Causes as They Relate to SUPPORTING Excellent Teachers**	**Root Causes as They Relate to RETAINING Excellent Teachers**
Our rural location may be a deterrent to hiring experienced and quality teachers.	There is one instructional coach to support struggling or inexperienced teachers because they require extra support.	Once teachers get some experience, some leave to neighboring El Paso districts due to more money, because it is closer to where they live or for professional growth opportunities.
For several years, AISD has provided a 1% raise to teachers. Last year, there was a 3% increase Thus, we are playing catch-up to close the gap in regards to a salary scale that is competitive with surrounding districts.	Principals' time is spread too thin. The amount of time needed to mentor, support and provide guidance is challenging to find due to having many responsibilities.	

Results of Steps 4 and 5. Selecting Strategies and
Planning for Implementation

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template" section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district's long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

> Long-Term Outcomes (from Step 5):
>
> All (100%) teachers new to our profession, and any other inexperienced teachers (1-2 years) will participate in a newly created district mentorship program. This will be an additional support system for new and inexperienced teachers.
>
> Secondly, 90% of all AISD teachers will meet the T-TESS standard average of "Proficient," or higher in each Domain (this would include the Student Learning Objective).

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
Our rural location may be a deterrent to hiring experienced and/or quality teachers.	Continue to provide 3% salary increase, if possible to 0-15 teachers and a 2% to others. Consider noting a marketing campaign to highlight the benefits of employment in a small & growing educational community.	Budget development begins in February to identify and target funds. Investigate and market an incentive package to encourage certified educators to apply to Anthony ISD.	Approve proposed district budget for the 2019-20 school year so it will be in place by May. Approve a budget line item that supports an incentive package.	Superintendent presents recommendations to AISD school board in July.
For several years, AISD has provided a 1% raise to teachers. Last year (2017-2018), there	Continue to provide 3% salary increase, on an alternating budget cycle (i.e., every other year to teachers with	Identify and target funds during February budget planning each year.	Approve proposed district budget for 2019-20 school year so it will be in place by May.	Superintendent presents recommendations to AISD school board in July.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
was a 3% salary increase approved for all teachers. Thus, we are playing catch-up to close the gap in regards to a salary scale that is competitive with surrounding districts.	0-15 years experience and a 2% salary increase to teachers with 6+ years experience. (Note; this would create less of a financial burden on the ISD).			
Once teachers get some experience, some leave to neighboring El Paso districts due to more money or because it is closer to where they live. Some teachers leave to nearby districts due to more money, proximity to home in El Paso, or professional growth opportunities	Continue to provide 3% salary increase, if possible to 0-15 teachers and a 2% to others. Investigate and market an incentive package to encourage certified educators to remain in Anthony ISD (i.e., scholarships or partial payment to complete Master's Degrees, additional endorsements, serving as mentors, growth opportunities, etc.	Identify and target funds during February budget planning each year.	Approve proposed district budget for the 2019-20 school year by May.	Superintendent presents recommendations to AISD school board in July.
There is only one instructional coach to provide support to	Plan and document weekly PLC meetings, ~~and~~	Discuss T-TESS dimensions in weekly PLC meetings.	T-TESS dimensions 1.4, 2.4, 2.5, 3.3 will emphasized in	Engaged teachers will provide each other feedback during PLCs and

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
struggling or inexperienced teachers because they require extra support.	embedded planning days, and walk-throughs.		PLCs and during feedback on SLO videos and appraiser videos to provide extra support with instruction of special populations.	during the SLO process) in order to support instruction
Principals' time is spread too thin. The amount of time needed to support and mentor new teachers is challenging to find due to principals having many responsibilities.	Develop an internal mentoring program designed to support & mentor new teachers that is funded locally to provide stipends for mentors and mentees who will meet on a monthly basis.	Meetings will be held by mentors and mentees on a monthly basis. Implement the new, locally developed mentoring program by September	Monitor the progress of mentorship; provide opportunities for mentees & mentors to visit each other's classrooms.	Evaluate mentor program outcomes and recognize mentors and mentees.

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.

As mentioned earlier in this report, our data on equity gaps based on teaching experience is not significant (6.4%). Nonetheless, our committee does see a need to increase our scores in regards to English Language Learners and Special Education students. We do understand that effective teaching in these areas, along with tiered support, will have the greatest impact on these sub groups. But something that needs a renewed focus is for our administrators to ensure that the strategies learned during the professional development (by the Seidlitz Education company and Region 19) are being implemented with fidelity in the classroom.

In order to effectively monitor the referenced T-TESS dimensions (1.4–Activities; 2.4–Differentiation; 2.5–Monitor and Adjust; 3.3–Classroom Culture) that address student engagement and teacher effectiveness in meeting the needs of struggling special populations, it is our belief that walk-throughs and formal observations will be the best way to ensure fidelity. There needs to be follow through by administrators after professional development sessions that target instructional strategies designed to make content accessible to a growing population of English Language Learners. In addition, we are also working to get all our English teachers certified in ESL, providing training opportunities for them. Our district is exploring the possibility of adding an ESL teacher at the secondary level to provide further instructional support to our 6-12 students.

In regard to Special Education, we were able to hire an additional teacher for the 2018-2019 in school year. We were also able to replace an ineffective teacher and another who left our district. Adding Special Education teachers was part of the plan last year and fortunately we were able to add one teacher with two years of experience, as well as hire two replacements with experience – one with ten years and the other with four years of experience. This addressed some of our concerns from last year's Texas Equity Plan (TEP) for Anthony ISD.

We also addressed, based on last year's TEP, our locally developed mentorship program. Each new or inexperienced teacher has been assigned a mentor and they meet on a regular basis to discuss various topics in order to provide support. Our school board approved a stipend for the mentors. Even though we did not have it last school year, we did utilize a mentor program from Region 19 for our new and inexperienced new teachers.

Finally, we are hoping to maintain and perhaps boost our fiscal standing at AISD by focusing our efforts on increasing our overall attendance rates. The district had a 96% attendance rate last year and our goal this year is 98%. If we are able to keep our enrollment and attendance rates up, it will result in increased funding. This will help in our efforts to remain competitive with our teacher salaries in the region.

Appendix

List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
Every Student Succeeds Act (ESSA)	• Information from the U.S. Department of Education (ED) (http://www.ed.gov/essa?src=rn). • Information on equity as it relates to states is included in section (1111(g)(1)(B)). • Information on equity as it relates to districts is included in section (1112(b)(2)).
Equity Plans	• State Equity Plans—plans submitted by all of the states to ED in 2015 (https://www2.ed.gov/programs/titleiparta/resources.html). • Texas 2015 Equity Plan (http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I,_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/).
Engaging and Communicating with Stakeholders	• The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc). • Communications planning resource from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). • Developing key messages—Ideas and suggestions from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). • Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc).
Reviewing and Analyzing Data	• ED definition of "out-of-field" teachers (https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html). • Best practices in defining an "ineffective" teacher. Resource from the GTL Center *Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide* (http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf). • The reference above also helps guide consideration of the role district resources, including time, money, and educator engagement, play in the decision-making process in defining effective teaching. • Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD). • Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at http://ritter.tea.state.tx.us/peims/standards/weds/. • Definition of person of color—New Oxford American Dictionary (2015) definition is a person of color is a person who is not White or of European parentage (https://en.oxforddictionaries.com/definition/us/person_of_color). • The PEIMS 110 record includes an "at-risk indicator code." This code indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria that are based on whether the student meets one or more of 13 criteria. For more information, please visit http://ritter.tea.state.tx.us/peims/standards/weds/. • Chronic absenteeism refers to excessive absences during the school year while truancy refers to a certain number or certain frequency of unexcused absences. In Texas, chronic absenteeism generally refers to a student who is absent for 10% or more of the days school is offered (see Texas. Education Code §25.092; http://www.statutes.legis.state.tx.us/?link=ED). Truant conduct is defined as failing to attend school without an excuse on 10 or more days or parts of days within a 6-month period in the same school year (see Texas Family Code §65.003(a); http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm).

Topic Area	Resource and Link to Access Resource
	• Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., & Theobald, R. (2014). *Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students* (CEDR Working Paper 2014-14). Seattle: University of Washington. Retrieved from http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf.

Conducting a Root Cause Analysis	• Problems of Practice Related to Talent Management—As districts explore the root causes of their equity gaps, it may be helpful to carefully examine current talent management strategies, policies, and practices and consider how they may be supporting or hindering equitable access. The following GTL Center resources and tools can help districts as they consider how their current approaches support attracting, supporting, and retaining excellent educators in their highest need campuses.
	   – Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf).
	   – Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf).
	   – Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611).
	• After conducting a root cause analysis, districts may want to collect feedback from participants/stakeholders. Your district may develop its own feedback form, or you could choose to use or adapt an existing feedback form like the one developed by the GTL Center available at http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc.

Selecting Strategies	• How to select strategies to address equity gaps—The GTL Center's Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf).
	• Reviewing existing strategies may prompt some districts to consider a more comprehensive review of the alignment and coherence of their district's policies and practices. The resources below can assist those efforts.
	   – Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf).
	   – Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf).
	   – Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611).

Planning for Implementation	• Developing a logic model. Although a formal logic model is not required when planning for implementing your district strategies, it might be helpful to create one, especially if you are using many strategies. Logic model development resources are available from:
	   – The Kellogg Foundation (https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide).
	   – Regional Education Laboratory Northeast and Islands (http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html).
	• If you need help generating a list of common barriers, you can refer to the GTL Center's Monitoring Tool for a list of common barriers (http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf).