

Texas Education Agency Standard Application System (SAS)

| 2017–2019 Public Charter School Program Start-Up Grant | | |
|---|--|--|
| Program authority: | PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12 | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period | May 1, 2017, to July 31, 2019 | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 DEC -7 AM 11:13 Place date stamp here. </div> |
| Application deadline: | 5:00 p.m. Central Time, December 15, 2016 | |
| Submittal information: | Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div> | |
| Contact information: | Arnoldo Alaniz: CharterSchools@tea.texas.gov : (512) 463-9575 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|------------------------|-------------------|--|----------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Harmony Public Schools | 161-807 | Harmony School of Innovation – Grand Prairie | |
| Vendor ID # | ESC Region # | DUNS # | |
| 76-0615245 | 10 | 085187438 | |
| Mailing address | | City | State ZIP Code |
| 540 East Polo Road | | Grand Prairie | TX 75052- |

Primary Contact

| | | | |
|--------------------------|--|-----------|----------------|
| First name | M.I. | Last name | Title |
| Azem | | Cure | Grants Manager |
| Telephone # | Email address | | FAX # |
| (713) 343-3333 Ext. 2191 | acure@harmonytx.org | | (713) 777-8555 |

Secondary Contact


| | | | |
|--------------------------|--|-----------|--|
| First name | M.I. | Last name | Title |
| Yalcin | | Akyildiz | Chief Financial Officer / Associate Superintendent |
| Telephone # | Email address | | FAX # |
| (713) 343-3333 Ext. 2181 | yakyildiz@harmonytx.org | | (713) 777-8555 |

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 |
| Zekeriya | | Yuksel | Superintendent of Schools |
| Telephone # | Email address | | FAX # |
| (713) 343-3333 Ext. 2271 | zyuksel@harmonytx.org | | (713) 777-8555 |
| Signature (blue ink preferred) | | | Date signed |


12/5/2016

Only the legally responsible party may sign this application.

701-16-101-006

Schedule #1—General Information

County-district number or vendor ID: 161-807

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 type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input 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"/> |
| 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.**

For TEA Use Only

Changes on this page have been confirmed with:

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: 161-807

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 (Note: Only school districts applying on behalf of a campus charter need to submit these attachments) | Description of Required Program-Related Attachment |
| 1 | Documentation of Authorization to Charter | <ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521). |
| 2 | Board of Trustees Approval | <ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted. |
| 3 | Narrative Description from Superintendent | <p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; A detailed description of the admission requirements for the campus charter; |

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| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined. |
| 4 | Federal Definition of a Public Charter School | A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.) |
| 5 | Campus Charter Information Form | A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.) |

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 <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> 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 <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161-807

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. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 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. | <p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p> |
| 4. | The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds. |
| 5. | The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately. |
| 6. | <p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and |

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| | |
|----|--|
| | <p>secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p> |
| 7. | <p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p> |

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|---|----------------------|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #4—Request for Amendment

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total costs: | | \$ | \$ | \$ | \$ |

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161-807

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.

Harmony School of Innovation – Grand Prairie (HSI-Grand Prairie) will open in Tarrant County in 2017-2018 school year. The school will be an addition to twelve existing Harmony schools in greater Dallas/Fort Worth (DFW). HSI-Grand Prairie accepts students via lottery. HSI-Grand Prairie will enroll 624 students in grades K-5. There is a high demand for quality public school options in greater DFW area. The school is expected to mirror the similar demographics of existing Harmony DFW schools; 41.8% Hispanic, 23.7% Black, 12.9% Asian, 20.9% White, 0.4% Native, 69% Economically Disadvantaged, 24.8% LEP, and 8.9% Special Ed.

Mission: *HSI-Grand Prairie will be a unique campus focusing on coding and programming skills. Coding is a form of language, and as such, teaching students to be able to read and write code is a skill that will help them thrive in tomorrow's society. As digital age citizens, the earlier children are introduced to coding and technology skills, the more comfortable they will be when presented with more in-depth learning opportunities in middle school, high school, and beyond. Students will begin learning how to code and use programming skills to design, create, and communicate via technology, as they problem solve, collaborate with peers, and build logical thinking skills.*

Background: HSI-Grand Prairie is part of Harmony Public Schools (HPS) system. Harmony has a 16 year track record of consistently supporting all students, regardless of race or income level, in achieving outstanding academic results. Beginning with the launch of its first STEM-focused school in Houston in 2000, Harmony has transformed the way Texas students, especially educationally disadvantaged populations, engage with math and science. As a result of their performance, Harmony schools have earned numerous national recognitions: U.S. News & World Report's "Best High Schools in the Nation" list, The Washington Post's "Most Challenging High Schools" list, and Newsweek's "America's Best High Schools" list. HSI-Grand Prairie will build student achievement and outcomes on four core instructional elements:

1. Challenging math and science curriculum, with an emphasis on project-based learning (PBL)
2. Blending mastery of core knowledge with personalizing learning
3. Focus on assessment and interventions with differentiation for students with special needs
4. Culture of constructive competition, discipline, and parental engagement

To deepen its impact and organizational strength, Harmony is looking for financial support for HSI-Grand Prairie. The school will use the Start Up fund to implement the four core instructional element listed above.

Core Values: HSI-Grand Prairie will adopt a set of in-house developed core values that inform and guide the organization in all aspects and contribute to a consistent, results-oriented culture across all regions and schools:

1. **High Expectations:** Every student will learn and grow into a successful and productive citizen.
2. **Dedicated Staff:** We do whatever it takes to help our students reach their goals.
3. **Working Together:** Our students, parents, and staff work in harmony to create a strong community of success.
4. **Character Matters:** We guide our students to value integrity, show respect, and be responsible.
5. **STEM for All:** Every student will graduate with a strong understanding and appreciation of STEM and how it connects to the real world.

Curriculum: As part of its core values, HSI-Grand Prairie will provide STEM-focused education. Harmony campuses have been part of the T-STEM network since beginning of the initiative. There are currently 121 TEA designated T-STEM Academies across the state and 23 of them are Harmony Schools. There are seven T-STEM designated Harmony campuses in DFW. Existing campuses will offer their STEM knowledge base and expertise to HSI-Grand Prairie. Harmony STEM program provides curriculum, instructional resources, and professional development for STEM teachers and has the following components:

HPS Project Based Learning Program (PBL): HPS provides curriculum, instructional resources, and PBL training to the teachers. Curriculum specialists and instructional coaches support teachers on site to assist the implementation of PBL.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161-807

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.

- **Professional Development:** HSI-Grand Prairie believes that *content-focused professional development* is a critical need to ensure the quality of teaching science and mathematics. Our STEM training model has two major components; the mastery of content knowledge and delivery of the content with effective instructional practices.
- **STEM Culture:** Harmony's central STEM department will provide HSI-Grand Prairie strategies and resources for schools to build STEM school atmosphere connecting the students to higher education. The school will design a variety of opportunities for students to take STEM education "beyond the classroom" and provide opportunities to how instruction connects to career and lifelong learning

Assesment: The school's core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. Harmony's ongoing assessment system includes NWEA MAP and College Board Readistep. HSI-Grand Prairie's comprehensive approach to assessment will provide teachers the information they need to understand the specific skills and abilities of each student, set accelerated goals, differentiate instruction, and provide timely corrective instruction where necessary to ensure student mastery. The school will offer Saturday tutorials for the struggling students. The school will utilize specialized assessment tools for ESL and special ed students to ensure equitable access to education.

Teachers and Professional Development: HSI-Grand Prairie will employ a body of distinguished faculty. Most DFW area charter schools face challenges in attracting and retaining gifted instructors. HSI-Grand Prairie will overcome this issue by recruiting experienced individuals from diverse backgrounds. In addition, experienced Harmony staff, if and when needed, will be transferred over to HSI-Grand Prairie. Harmony has developed innovative human capital strategies that support attracting and retaining the highest quality teachers for its schools:

- Incentives for hard-to-staff subjects (math, science, computer/technology applications, bilingual/ESL, and special education)
- Financial assistance to teachers to obtain a Master's of Education degree or principal's certificate for future school leaders
- Financial assistance to support subject-based advanced degrees for Harmony school leaders
- Ongoing high-quality professional development

HSI-Grand Prairie will adopt Harmony's teacher evaluation and professional development model. The school's teacher evaluation will be based on Danielson Framework.

Parental Outreach: An indispensable element for HSI-Grand Prairie's success will be parental involvement. We believe that when parents, communities, and the school work together, children succeed and that when families take part in their children's education, children do better at school. For this reason, Harmony created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for the course including online access for curriculum materials as well as other online resources that enhance learning beyond school hours. Parents of HSI-Grand Prairie will have access to those amazing online resources for free of charge.

The school will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. HSI-Grand Prairie will employ a home visit program which encourages teachers make home visits to discuss student progress with the parents. In addition, the school will communicate school news and available programs to parents via e-newsletters.

Providing all services listed above the grant funds will be used for the initial start-up needs of HSI-Grand Prairie. These needs however will not include extracurricular activities for students, competitions, interventionist salaries, teacher salaries, financial assistance for teachers to get advanced degrees, and the compensation system that rewards staff for performance.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: May 1, 2017, to July 31, 2019

Fund code: 258

Budget Summary

| Schedule # | Title | Class/ Object Code | Planning: Direct Program Cost | Implementation: Direct Program Cost | Total Budgeted Cost |
|--|--|-----------------------------------|--|--|--------------------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$7,500 | \$4,500 | \$12,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$10,000 | \$33,000 | \$43,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$0 | \$663,696 | \$663,696 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$2,500 | \$2,500 | \$5,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0 | \$76,304 | \$76,304 |
| Grand total of budgeted costs (add all entries in each column): | | | \$20,000 | \$780,000 | \$800,000 |

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Planning Costs | Implementation Costs | Total Budgeted Costs |
|---|---|---|--|-------------------|-------------------------|----------------------------|
| Academic/Instructional | | | | | | |
| 1 | Teacher | | | \$ | \$ | \$ |
| 2 | Educational aide | | | \$ | \$ | \$ |
| 3 | Tutor | | | \$ | \$ | \$ |
| Program Management and Administration | | | | | | |
| 4 | Project director | | | \$ | \$ | \$ |
| 5 | Project coordinator | | | \$ | \$ | \$ |
| 6 | Teacher facilitator | | | \$ | \$ | \$ |
| 7 | Teacher supervisor | | | \$ | \$ | \$ |
| 8 | Secretary/administrative assistant | | | \$ | \$ | \$ |
| 9 | Data entry clerk | | | \$ | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ | \$ | \$ |
| 11 | Evaluator/evaluation specialist | | | \$ | \$ | \$ |
| Auxiliary | | | | | | |
| 12 | Counselor | | | \$ | \$ | \$ |
| 13 | Social worker | | | \$ | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | \$ | \$ | \$ |
| Other Employee Positions | | | | | | |
| 15 | Principal | 1 | | \$5,000 | \$3,000 | \$8,000 |
| 16 | Secretary | 1 | | \$2,500 | \$1,500 | \$4,000 |
| 17 | Title | | | \$ | \$ | \$ |
| 18 | Subtotal employee costs: | | | \$7,500 | \$4,500 | \$12,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | |
| 19 | 6112 | Substitute pay | | \$ | \$ | \$ |
| 20 | 6119 | Professional staff extra-duty pay | | \$ | \$ | \$ |
| 21 | 6121 | Support staff extra-duty pay | | \$ | \$ | \$ |
| 22 | 6140 | Employee benefits | | \$ | \$ | \$ |
| 23 | 61XX | Tuition remission (IHEs only) | | \$ | \$ | \$ |
| 24 | Subtotal substitute, extra-duty, benefits costs | | | \$ | \$ | \$ |
| 25 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$7,500 | \$4,500 | \$12,000 |

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| Schedule #8—Professional and Contracted Services (6200) | | | | |
|--|---|-----------------|------------------------------------|----------------------|
| County-district number or vendor ID: 161-807 | | | 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 | | | | |
| # | Description of Service and Purpose | Planning Costs | Implementation Costs | Total Budgeted Costs |
| 1 | Contracted publication and printing costs for student and teacher recruitment | \$0 | \$10,000 | \$10,000 |
| 2 | Curriculum and instructional training for teachers and coaches to assist implementation of Harmony instructional system | \$0 | \$5,000 | \$5,000 |
| 3 | PBL and assessment training for teachers and coaches for the implementation of the PBL and assessment | \$5,000 | \$0 | \$5,000 |
| 4 | Supplemental training/PD for Special Ed/ESL students purposes | \$5,000 | \$0 | \$5,000 |
| 5 | Contractor evaluation of the Start-Up grant program | \$0 | \$8,000 | \$8,000 |
| 6 | | \$ | \$ | \$ |
| 7 | | \$ | \$ | \$ |
| 8 | | \$ | \$ | \$ |
| 9 | | \$ | \$ | \$ |
| 10 | | \$ | \$ | \$ |
| 11 | | \$ | \$ | \$ |
| 12 | | \$ | \$ | \$ |
| 13 | | \$ | \$ | \$ |
| 14 | | \$ | \$ | \$ |
| a. Subtotal of professional and contracted services: | | \$10,000 | \$23,000 | \$33,000 |
| b. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$0 | \$10,000 | \$10,000 |
| (Sum of lines a, b, and c) Grand total | | \$10,000 | \$33,000 | \$43,000 |

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

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Schedule #9—Supplies and Materials (6300)

| | | | | |
|--|---|---|-----------------------------|-----------------------------|
| County-District Number or Vendor ID: 161-807 | | Amendment number (for amendments only): | | |
| Expense Item Description | | Planning Costs | Implementation Costs | Total Budgeted Costs |
| 6300 | Total supplies and materials that do not require specific approval: | \$0 | \$663,696 | \$663,696 |
| Grand total: | | \$0 | \$663,696 | \$663,696 |

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

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 161-807 | | Amendment number (for amendments only): | | |
|---|--|---|----------------------|----------------------|
| Expense Item Description | | Planning Costs | Implementation Costs | Total Budgeted Costs |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$ | \$ | \$ |
| 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 must attach Out-of-State Travel Justification Form, if applicable. | \$ | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ | \$ |
| | Remaining 6400—Other operating costs that do not require specific approval: | \$2,500 | \$2,500 | \$5,000 |
| Grand total: | | \$2,500 | \$2,500 | \$5,000 |

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

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

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

County-District Number or Vendor ID: 161-807

Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Planning Costs | Implementation Costs | Total Budgeted Costs |
|---|--|----------|------------|----------------|----------------------|----------------------|
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | | |
| 1 | Non Consumable Literacy Book Collections | N/A | N/A | \$0 | \$10,000 | \$10,000 |
| 66XX—Computing Devices, capitalized | | | | | | |
| 2 | | | \$ | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | | |
| 12 | | | \$ | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | | |
| 19 | Server Sonicwall | 4 | \$5,600 | \$0 | \$22,400 | \$22,400 |
| 20 | 48-Port Managed Switch (Power over Ethernet-POE) | 1 | \$6,800 | \$0 | \$6,800 | \$6,800 |
| 21 | Cabling | 1 | \$18,000 | \$0 | \$18,000 | \$18,000 |
| 22 | Camera System - IP | 1 | \$8,000 | \$0 | \$8,000 | \$8,000 |
| 23 | FileServer | 1 | \$5,732.86 | \$0 | \$5,732.86 | \$5,732.86 |
| 24 | WebServer | 1 | \$5,371.38 | \$0 | \$5,371.38 | \$5,371.38 |
| 25 | | | \$ | \$ | \$ | \$ |
| 26 | | | \$ | \$ | \$ | \$ |
| 27 | | | \$ | \$ | \$ | \$ |
| 28 | | | \$ | \$ | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | | |
| 29 | | | | \$ | \$ | \$ |
| Grand total: | | | | \$0 | \$76,304 | \$76,304 |

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

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161-807

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 or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HSI-Grand Prairie needs this grant to supplement its four core instructional elements for student achievement:

1. Challenging math and science curriculum, with an emphasis on project-based learning (PBL)
2. Blending mastery of core knowledge with personalizing learning
3. Focus on assessment and interventions with differentiation for students with special needs
4. Culture of constructive competition, discipline, and parental engagement

In addition, the Start-Up funds will also supplement to recruit, develop, and retain a talented workforce.

1. HSI-Grand Prairie will implement a standards-focused **project-based learning (PBL)** approach. Integrating technology and standards-based PBL into our core STEM curriculum has proven success record in other Harmony campuses. In order to be able to implement PBL and integrate this delivery method into our core curriculum with fidelity, HSI-Grand Prairie will need classrooms, computer stations, and science labs equipped with project materials and supplies to be able to assign individual PBL projects to each student. HSI-Grand Prairie will also need carefully crafted training modules to be able to deliver high quality PBL training and model various project demonstrations for new teachers. For students to acquire 21st century skills and showcase their learning artifacts through their projects, HSI-Grand Prairie will also need technology equipment such as portable classroom laptop sets, digital cameras, etc.
2. HSI-Grand Prairie will adopt **the custom day program**, which provides two hours of targeted instruction every day in math and reading, where students are provided with intervention, enrichment and advancement opportunities. Students work on a multitude of learning opportunities in 1:1 settings, small groups, and extended learning opportunities where they have the capability to work and progress at their own pace through leveraging adaptive learning technologies. In this setting, teacher acts as a facilitator to both ensure students are on-track with their personalized learning plans and also provided much needed targeted feedback on their personalized growth, and provide 1:1 and small group support when needed. HSI-Grand Prairie will create the same personalized learning structure and the school will need software licensing as well as computer equipment to set up these blended learning spaces and strong PD modules to train teachers to make sure they adjust to their new role as a blended learning facilitator.
3. HSI-Grand Prairie will identify **intervention** needs early in the year using NWEA MAP, STAAR practice, and in-house developed assessments. Intervention program will include 1:1 pull out tutoring, after school and Saturday tutorings. Continuous data analysis will be utilized to monitor student learning and growth. Reading and math interventionists will be hired to support students in need of interventions. Personalized learning softwares will be utilized to support reading and math instruction for all students including students with special needs. Extra hour/period for reading and math courses in upper grades will decrease achievement gap and support student learning in meeting academic goals. Small group instruction will take place in extra hour/period classes based on individual student needs. Data meetings, parent meetings, and department meetings will support intervention programs and advocate for student learning.
4. To promote strong school culture and classroom management, Harmony has developed a **discipline point system** that allows teachers to spend more time on instruction, and less time on discipline. This information is tracked in the Harmony student database, enabling students, teachers, and parents to collaborate. **Harmony Parent website** provides information about the subjects and resources that is taught in the school and informative website links to enhance the child learning at home. Teachers will be encouraged to make home visits to discuss student progress with parents. Parents surveys will be utilized to evaluate the strength and weaknesses of the school and various parent informative gatherings will be held to support student academic achievement.
5. HSI-Grand Prairie will have a body of of **highly-qualified teachers**. Teachers and administrators will be provided professional development to ensure that they understand the Harmony instructional system and continue to get this support for the whole grant term.

Financial assistance will be given to the teachers to get Master's in education or principal certificate to create their own administrators. No grant funds however will be used for teacher salaries, financial assistance for teachers to get a Master's in Education, incentives.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|--|
| 1. | Focus on assessment and interventions with differentiation for ESL and special ed students | Implementation of the core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. School's comprehensive approach to assessment will give teachers the information they need to understand the specific skills and abilities of each student, set accelerated goals, differentiate instruction, and provide timely corrective instruction to ensure student mastery. |
| 2. | Recruit, develop, and retain a talented workforce | To minimize the challenges new campus will enhance salary scale with a compensation system that rewards all staff for performance. The school will design multiple career pathways for high performing teachers. Ongoing PD will be provided for administrators and teachers to ensure they have regular support and guidance from instructional leadership at Harmony Central Office. |
| 3. | Maximize academic achievement of every child especially focusing on challenging math and science curriculum, with an emphasis on project-based learning (PBL) | The school will implement standards-focused project-based learning (PBL). Highlighting the STEM areas, the Harmony model emphasizes a cross-disciplinary, multi-secondary approach. This approach leads to higher levels of student engagement as a result of students having the opportunity to determine the focus of their intellectual exploration based on their own unique interest. |
| 4. | Blending mastery of core knowledge and personalizing learning | Individual attention in the form of blended learning strategies, intensive counseling, and personalized goals will be employed to motivate and support all students. Custom Day program which addresses the need for more differentiation to accelerate the learning of all students in math and English language arts. As part of this program two hours a day are spent on individualized intervention, enrichment, or elective courses. |
| 5. | Build Parent Involvement and Public Support | HSI-Grand Prairie will have a Parent web site that provides information on academic achievement and has various resources that enhances child learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations. |

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Schedule #14—Management Plan

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|---------------------------------|---|
| 1. | Project Director | Bachelor's Degree or higher from an accredited educational institution. Minimum three years' experience in a school environment, thorough knowledge of local/state/and federal requirements. |
| 2. | Grant Manager | Bachelor's degree or higher from an accredited college or university, finance field is preferred. Three years of grant writing experience in an educational environment. |
| 3. | External Evaluator | To be vetted by Harmony Public Schools administrative team. Required to produce referrals or testimonials from prior clients as well as research-based evidence their subject-matter knowledge and approach to their subject matter is measurable and highly effective. |
| 4. | Campus Principal | Bachelor's Degree or higher from an accredited educational institution. Minimum three years exemplary school administration experience as an administrative Assistant Principal or Principal. |
| 5. | Assistance Principal-Assessment | Bachelor's degree or higher from an accredited college or university. Two years exemplary teaching experience and thorough knowledge of curriculum, district policies and procedures. |

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

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | 80% of all students assessed will achieve Satisfactory performance in Reading/ELA in 2018 STAAR | 1. Measures of Academic Progress® (MAP®) will be administered two times a year to assess academic goals and student growth | 09/01/2017 | 02/20/2018 |
| | | 2. 70% or more students will pass STAAR practice 1 | 10/05/2017 | 10/20/2017 |
| | | 3. 75% or more student pass STAAR practice 2 | 01/20/2018 | 02/20/2018 |
| | | 4. Students identified will be enrolled in campus intervention programs | 10/05/2017 | 02/20/2018 |
| 2. | 80% of all students assessed will achieve Satisfactory performance in Math in 2018 STAAR | 1. Measures of Academic Progress® (MAP®) will be administered two times a year to assess academic goals and student growth | 09/01/2017 | 02/20/2018 |
| | | 2. 70% or more students will pass STAAR practice 1 | 10/05/2017 | 10/20/2017 |
| | | 3. 75% or more student pass STAAR practice 2 | 01/20/2018 | 02/20/2018 |
| | | 4. Students identified will be enrolled in campus intervention programs | 10/05/2017 | 02/20/2018 |
| 3. | 70% of ELL students assessed will achieve Satisfactory performance in Reading/ELA in 2018 STAAR | 1. Measures of Academic Progress® (MAP®) will be administered two times a year to assess academic goals and student growth | 09/01/2017 | 02/20/2018 |
| | | 2. 60% or more students will pass STAAR practice 1 | 10/05/2017 | 10/20/2017 |
| | | 3. 65% or more student pass STAAR practice 2 | 01/20/2018 | 02/20/2018 |
| | | 4. Students identified will be enrolled in campus intervention programs | 10/05/2017 | 02/20/2018 |
| 4. | 70% of ELL students assessed will achieve Satisfactory performance in Math in 2018 STAAR | 1. Measures of Academic Progress® (MAP®) will be administered two times a year to assess academic goals and student growth | 09/01/2017 | 02/20/2018 |
| | | 2. 60% or more students will pass STAAR practice 1 | 10/05/2017 | 10/20/2017 |
| | | 3. 65% or more student pass STAAR practice 2 | 01/20/2018 | 02/20/2018 |
| | | 4. Students identified will be enrolled in campus intervention programs | 10/05/2017 | 02/20/2018 |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

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. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project Director will be responsible to monitor the attainment of goals and objectives of the Start-Up program with the oversight of the Chief Academic Officer of Harmony. An implementation committee will be established and consist of Project Director, Federal Programs Director, Grant Manager and Principal. This committee will meet quarterly to discuss and examine the effectiveness of project strategies and attainment of goals and objectives. The Project Director will be responsible for working with the external evaluator and coordinating all activities of the grant objectives. Each quarter Project director will meet with the external evaluator and examine the effectiveness of the program with qualitative and quantitative data. External evaluator will make a site visit each year to HSI-Grand Prairie and collect the necessary data in assessing outcome and effectiveness and prepare an evaluation report for the Houston South Area Superintendent and Chief Academic Officer. This evaluation report will be used to make modifications as needed to ensure the success of the program.

Grant Manager will be responsible for financial management of the program and submitting expenditure reports to TEA. Grant Manager will coordinate with the implementation committee and determine the allocability and allowability of costs in accordance with provisions of the federal costs principles and the terms and conditions of the award.

At the campus level Principal and Assistant Principal – Assessment are the key people to implement the program with fidelity. Principal and the Assistant Principal will have ongoing weekly meetings about the student progress including the special population. Assessment data results will be used o fine tune the program after each benchmark. Intervention programs will be identified based on the needs of the students.

Part 4: 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.

Harmony central office leadership team will integrate, share resources from other existing programs and assist the new campus to implement the grant objectives after the Start-Up grant funds expire. Our development team is currently reaching out philanthropic community in Houston area to cultivate relationships.

HSI-Grand Prairie will use NWEA Measures of Academic Progress® (MAP®) to assess the student academic goals. To ensure all participant stay committed to the project, leadership team at Harmony central office will conduct ongoing meetings with all departments (Math, ELA, Science, Social Studies, Special Programs) to communicate program goals, objectives and expectations, and solicit feedback. To ensure the implementation of the quality grant objectives teachers will receive professional development in their content areas.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161-807

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. | Review of criterion-referenced student achievement data (MOY/EOY; benchmark tests) Review of criterion-referenced student achievement data of ELL & special ed students (TELPAS & MAP) | 1. | All teachers have access to most recent criterion-referenced student academic data within two weeks of school opening each year |
| | | 2. | All teachers have attend and participate in 6 hours or more PD related to data interpretation and application annually |
| 2. | Review of criterion-referenced advanced performance data (MOY/EOY; benchmark tests) | 1. | All teachers have access to most recent criterion-referenced student academic data within two weeks of school opening each year |
| | | 2. | All teachers have attend and participate in 6 hours or more PD related to data interpretation and application annually |
| 3. | Review of quality teacher and administrator professional development (PD) | 1. | All teachers have access to most recent criterion-referenced student academic data within two weeks of school opening each year |
| | | 2. | All teachers have attend and participate in 6 hours or more PD related to data interpretation and application annually |
| 4. | Review of parental involvement (interviews and surveys) Review of criterion-referenced student achievement data (MOY/EOY; benchmark tests) | 1. | PD topics are identified within 2 month of school opening |
| | | 2. | Teachers and Administrators will be provided PD certificates |
| | | 3. | The principal will analyze teacher evaluation reports |
| 5. | Review of criterion-referenced student achievement data of ELL & special ed students (TELPAS & MAP) | 1. | Parental involvement meeting and parent evaluations will be tracked |
| | | 2. | Interviews with parents, teachers/staff and students will be conducted |

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.

The evaluation of the project will be done by an external evaluator. Evaluation of the project is complementary but separate from the management plan. External evaluator will be identified by the HPS administrative team. The external evaluator will be required to produce referrals or testimonials from prior clients/ The evaluator will evidence that their subject-matter knowledge os research-based and his/her approach to their subject matter is measurable and highly effective. After the identification of the external evaluator, grant implementation team will have a meeting with the evaluator about the evaluation process and required documentation.

Some evaluation activities will include:

- Site visits (total 2 visits), review of quantitative and qualitative data, conduct focus groups with teachers/staff, parents, students.
- Review of grant-related expenditure
- Quarterly reports submitted to HPS leadership team and based on data gathered and reviewed.

The Project Director will liaise the evaluation activities with the evaluator. They will meet minimum twice a year and as needed. For the quality data collection purposes the evaluator will also communicate with campus administrators and grant implementation team any time during the grant period.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Harmony Public Schools, sponsoring entity of Harmony School of Innovation – Grand Prairie, is a 501 (c) (3) corporation recognized by IRS as a non-profit foundation. Harmony Public Schools is chartered with the State Board of Education (SBOE) to establish and operate open enrollment charter schools in the State of Texas. Harmony School of Innovation – Grand Prairie, like other public schools, is a part of the Texas Education Agency accountability system and accountable to the State Board of Education.

Harmony Public Schools has already developed a strong positive relationship with TEA and local school districts and regional service centers such as Houston ISD and ESC Region 4 for its Houston campuses for its Houston campuses. We will continue to collaborate with the local and State agencies after the approval of this grant.

Harmony Science Academy – Waco (LEA) applied to the Commissioner for New School Designation (NSD) status for this new charter school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Start-Up program funds will be used only to supplement and, to the extent practical, increase the level of funds that would be made available from non-Federal (State and local) sources for the education of participating students.

Once the Federal start-up grant has expired, the school will continue its operation with the state and local revenues and title grants. The school mainly will be funded through foundation school program (FSP) by Texas Education Agency (TEA). This funding is available to the school based on the 6-week reports that the school reports to TEA electronically via the FSP system.

In addition, HSI-Grand Prairie will participate in other federal grant programs (i.e. Federal Title Grants as per NCLB, IDEA (B) Special Education Grant) via TEA. In the past, Harmony Public Schools has been awarded State and Federal grants and has successfully implemented the grant programs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will not apply to any request for waivers of any Federal statutory or regular provisions.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Harmony School of Innovation – Grand Prairie will use Start-Up grant funds in conjunction with other federal programs. The school will participate in Federal Title Grants as per NCLB and IDEA (B) Special Education Grant.

The project director will be responsible for managing the grant activities in conjunction with those of other grants so that the duplication of activities of different grants is avoided and/or eliminated, and grant activities are carried out in the most efficient manner. The following are the major grant activities:

- Supplement recruitment activities of highly qualified teachers
- Supplement recruitment activities of quality administrative personnel including school administrators who will oversee the vital initial startup activities
- Supplement purchasing of instructional equipment and supplies that will be necessary to build up the school structure in the first year of operation
- Supplement essential expenditures related to direct instruction and school operation in supplies and materials (classroom furniture, office supplies) and professional and contracted services (professional development)
- Supplement programs aimed at improving technology integration into curriculum (computers, data projectors, etc.)
- Supplies and materials that do not require specific approval (Schedule 9) are essential instructional supply needs of the campus (e.g. ESL, special ed books/media, student assessment materials and various classroom furniture (desks, chairs, shelves, bulletin boards, library, science/lab furniture) and administrative office furniture)).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Harmony School of Innovation – Grand Prairie is considered a local education agency under Chapter 12, Subchapter D, Texas Education Code and Section 12.101 (a), Texas Education Code. Harmony School of Innovation – Grand Prairie will satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code and related State Board of Education rules as well as the student performance accountability criteria.

Harmony School of Innovation – Grand Prairie will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act by adhering to the legal responsibilities in the following areas:

- Child Find
- Free Appropriate Public Education

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 12: Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161-807

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2017-2018. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|-------------|-----|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| Campus Charter Schools | | | | | | | | | | | | | | | |
| Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| College/University Charter School | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | 0 | 104 | 104 | 104 | 104 | 104 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 624 |
| TOTAL: | 0 | 104 | 104 | 104 | 104 | 104 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 624 |

Not Applicable – No students will be served during the 2017-2018 school year.



| | |
|-----------------------|-----|
| Total Staff | 52 |
| Total Parents | 936 |
| Total Families | 500 |
| Total Campuses | 1 |

TEA Program Requirement 2: Population to Be Served in 2018-2019. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|-------------|-----|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| Campus Charter Schools | | | | | | | | | | | | | | | |
| Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| College/University Charter School | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | 0 | 104 | 104 | 104 | 104 | 104 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 624 |
| TOTAL: | 0 | 104 | 104 | 104 | 104 | 104 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 624 |

| | |
|-----------------------|-----|
| Total Staff | 52 |
| Total Parents | 936 |
| Total Families | 500 |
| Total Campuses | 1 |

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| Schedule #17—Responses to TEA Program Requirements (cont.) | | | | | | | | | | | | | | | |
|---|-------------|-----|-----|-----|-----|-----|-----|---|---|------------------------------------|---|----|----|----|--------------------------|
| County-district number or vendor ID: 161-807 | | | | | | | | | | Amendment # (for amendments only): | | | | | |
| TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School. | | | | | | | | | | | | | | | |
| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Campus Charter School (TEC Subchapter C) | | | | | | | | | | | | | | | |
| Open-enrollment Charter School (TEC Subchapter D) | | | | | | | | | | | | | | | |
| College/University/Jr College Charter School (TEC Subchapter E) | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | 0 | 104 | 104 | 104 | 104 | 104 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 624 |
| TOTAL: | 0 | 104 | 104 | 104 | 104 | 104 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 624 |
| Not Applicable – No students will be served during the 2017-2018 school year. | | | | | | | | | | | | | | | <input type="checkbox"/> |

| TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above. | | | |
|---|-------------------|-------------------------|--------------------------|
| | District Name | Campus Name | 9 Digit CDC Number |
| 1. | Grand Prairie ISD | Hobbs Williams EI | 057910131 |
| 2. | Duncanville ISD | Clint Q Smith EI | 057907106 |
| 3. | Duncanville ISD | Fairmeadows EI | 057907102 |
| 4. | Duncanville ISD | James R Bilhartz Jr EI | 057907112 |
| 5. | Duncanville ISD | William Lee Hastings EI | 057907104 |
| 6. | Arlington ISD | Anderson EI | 220901160 |
| Not Applicable – No students will be served during the 2017-2018 school year. | | | <input type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 161-807 | | 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" 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 checked="" 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: 161-807

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 type="checkbox"/> | <input 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 type="checkbox"/> | <input 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 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input checked="" 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161-807

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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input checked="" 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: 161-807

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input checked="" 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 checked="" 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161-807

Amendment number (for amendments only):

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input checked="" 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 checked="" 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 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 | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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