

**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	
Application deadline:	5:00 p.m. Central Time, December 15, 2016	Place date stamp here.
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 #
Sam Houston State University Charter School	236-802		
Vendor ID #	ESC Region #	DUNS #	
746001430	6	074179896	
Mailing address	City	State	ZIP Code
Box 2119	Huntsville	TX	77341-2119

Primary Contact

First name	M.I.	Last name	Title
Ronny	D	Knox	Superintendent
Telephone #	Email address		FAX #
936-294-3338	rdk012@shsu.edu		936-294-3682

Secondary Contact

First name	M.I.	Last name	Title
Sandra	S	Stewart	Associate Dean
Telephone #	Email address		FAX #
936-294-1103	sks050@shsu.edu		936-294-3682

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
Ronny	D	Knox	Superintendent
Telephone #	Email address		FAX #
936-294-3338	rdk012@shsu.edu		936-294-3682

Signature (blue ink preferred)

Date signed

07 December 2016



Only the legally responsible party may sign this application.

701-16-101-009

Schedule #1—General Information

County-district number or vendor ID: 236-802

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 236-802

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
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	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.
x	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.
x	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: 236-802

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x 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 will <u>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.

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and 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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Schedule #4—Request for Amendment

County-district number or vendor ID: 236-802

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: 236-802

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: 236-802

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.

Recent research is showing that young children experience smoother transitions into elementary schools when the schools are connected to early education programming so the practices are aligned (Bogard & Tanishi, 2005; Schorr & Marchland, 2007). Moreover, teachers in kindergarten who engage in practices aligned to strategies that support early childhood and kindergarten transition display improved outcomes in social competencies and academic achievement scores (LoCasale- Crouch, Mashburn, Downer & Pianta, 2008).

According to Shannon, G. and Bylsma, P. (2007), nine characteristics of high-performing schools were identified through the research. This study determined that the more characteristics identified in schools, the higher the performance. It is a goal of SHSU Charter Schools to build the vision, mission, and goals around these nine characteristics:

1. **A vision that is clear and focused**
2. **High learning expectations for all students**
3. **Effective school leaders**
4. **Effective collaboration and communication**
5. **Curriculum, instruction and assessment alignment with state standards**
6. **Continuous monitoring of learning (immediate feedback)**
7. **Professional development that is focused on campus and individual needs**
8. **Learning environments that are supportive and motivational**
9. **Active involvement with parents and community members**

The mission for SHSU Charter School is to be the transformational learning model through a choice education system that can be replicated by Independent School Districts in Texas so young students experience an academic, emotional and social success while they pursue their life ambitions. Our budget was created to leverage the funding from this grant specifically for technological resources that can enhance curriculum, instructional classroom practices, and professional development for staff and parents.

SHSU Charter School's vision is to provide the highest quality instruction in a safe and motivating learning environment for all students using a variety of instructional strategies that are research-based best practices in the field to ensure that each student is academically successful in reaching all his/her learning goals. The goals guiding the SHSU Foundations Charter are:

1. **Each campus cluster will meet state accountability standards in all four indexes and federal AYP standards annually**
2. **Each campus cluster will meet or exceed annual goals developed in collaboration with administration, teachers, staff, parents, and community members**
3. **Every student will meet or exceed standards on state required assessments**
4. **Every student will meet or exceed individualized goals annually**
5. **Every student will take ownership in learning through self-monitoring of progress**
6. **All teachers and staff will meet or exceed individual annual goals through meaningful and targeted professional development.**

The population anticipated in SHSU Charter School covers the entire spectrum of ethnicity, poverty, at-risk and multiple languages in our targeted communities of students. SHSU Charter School anticipates enrollees to come from the current traditional ISD and from within the current existing daycare/pre-school centers in the community. The rationale to attend SHSU Charter School is the need for parents seeking a better opportunity for their child in a small learning environment under a highly recognized University education program. The expertise and research-proven practices each child will receive with personalized attention, due to the size of the center, will be a utopian environment not offered in many public school systems. The community is interested in attending the SHSU Charter School from our feedback due to several factors that include: 1) continuation of the pre-school experience into elementary school;

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 236-802

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.

2) transition consistency; 3) convenience for working families; 4) university authorization and quality research applications and 5) unique concept.

SHSU Charter School will ensure the best practices, research, metrics and monitoring are embedded in the school's classrooms and centers. The proven results that are balanced with innovative classroom practices aligned to how kids learn will maintain the high quality education all kids and parents deserve from a public school. With a focus on increasing children's school readiness through consistent research-based curricula, classroom resources, technology-driven child progress monitoring, teacher/staff professional development with mentoring, and program evaluation overseen by the SHSU College of Education, SHSU Charter School will lead a new era of innovative classroom opportunities for students.

SHSU Charter School will lead innovation by establishing the use of a transformational report card for reporting student progress to parents; make available to every parent access to the classroom learning environments every school day from home or work to watch their child's learning from a secured web-based system; utilize a year-round track calendar that compliments the preschool model with which parents and children are already familiar; sustain minimal gaps in lengthy time off from learning and ongoing professional development without teacher burnout in the track calendar system; utilize pre-existing wraparound care for parents whose work schedule does not line up with the school's schedule to ensure the ability to care for kids before, during and after the typical school day; agreements with SHSU College of Education to continuously fill the teaching ranks with known quality teachers; professional development and technical instructional support for the consistent alignment of preschool and elementary; implement a unique weighted teacher evaluation system that is coordinated to merit pay; deploy an inclusive lesson plan that engages the critical research components in an orderly manner for teachers to implement when designing robust learning lessons aligned to TEKS; and maximize institutional collaboration with quality preschools with current meta-analysis research that works in all school demographic populations to support student achievement.

The approach in developing a framework will organize the system's strategy and processes in two seamless groupings. The first will be students from kindergarten to second grade and the other will represent intermediate students from grades three through five. The education plan, within the framework, will begin with common understandings, practices and alignment with the existing College of Education staff and the staff of SHSU Charter School.

Professional development will be provided to all faculty and staff for both required annual training (GT hours, TELPAS, ARDs, LPACs) and local professional development that is aligned to the goals of the charter and/or sites. Professional development will be provided by both SHSU faculty experts (special education, bilingual, literacy, differentiation, flexible grouping) and outside entities (rigor, relevance, relationships, PLCs). These professional development opportunities will be based on the needs of the individual sites and will align to the goals and strategies identified in the Site Improvement Plan. Individual teacher professional development will be provided based on the individual growth needs for each teacher.

In conclusion, the continuity for effective classroom instruction, individualized student progress, formal and informal assessments, and professional development will be evident in alignment of curriculum, the classroom learning environment, and teach implementation and growth in focused learning goals. Fiscal resources from other revenue streams including federal Title funds and Instructional Materials Allotment will be prioritized to the objectives of this grant to maintain sustainability.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 236-802			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	\$	\$100,000	\$100,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$55,000	\$55,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$211,174	\$211,174
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$433,826	\$433,826
Grand total of budgeted costs (add all entries in each column):			\$	\$800,000	\$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: 236-802				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	5		\$	\$100,000	\$100,000
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	Title			\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$
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):			\$	\$100,000	\$100,000

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 #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 236-802			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	Special Education Services	\$	\$55,000	\$55,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$55,000	\$55,000

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: 236-802		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:	\$	\$211,174	\$211,174
Grand total:		\$	\$211,174	\$211,174

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 #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 236-802		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:	\$	\$	\$
Grand total:		\$	\$	\$

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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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 236-802				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		N/A	N/A	\$	\$50,000	\$50,000
66XX—Computing Devices, capitalized						
2	iPads and (30) Charging Carts	300	\$666	\$	\$199,800	\$199,800
3	Laptops	40	\$1500	\$	\$60,000	\$60,000
4	Smartboards	33	\$3000	\$	\$99,000	\$99,000
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Teacher Cabinets	43	\$582	\$	\$25,026	\$25,026
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
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:				\$	\$433,826	\$433,826

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 #13—Needs Assessment

County-district number or vendor ID: 236-802

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.

A needs assessment for the structure of the SHSU Charter School was based on data gathered from local Independent School Districts through the following: TAPR reports, TPRI data, Campus Improvement Plans, and data gathered from the individual day care facilities which are participants in the Texas School Readiness Project for pre-K students. Needs were prioritized through the lens that top priorities would focus on needs most closely related to the student-level.

SHSU Charter School wants to take the next step in the innovation of school choice in Texas and ensure Pre-K and elementary learning relationships are embedded in the same environment by "pushing down and pulling up" the academic opportunities for students as one coherent learning unit. Advances in cognitive science disclose that very young children are capable of much more academically than we used to assume. High quality, age-appropriate and rich learning environments are too often unavailable to the poor and minority populations of our communities. These are the children who are most likely to gain the most benefit from these innovations. Therefore, a need exists to ensure school readiness is accomplished through a multi-dimensional process that encompasses connections between the school, the community and the family. A child ready for school, as defined by the National Education Goals Panel, has dimensions that display: physical well-being, socio-emotional development, language development approaches to learning and cognition and general knowledge.

Student learning is measured both formally and informally through curriculum evaluation, state and local data, individual student data and progress monitoring, and teacher observations of student learning. Formal ((TPRI), Tejes Lee, TELPAS, STAAR, MAP in Reading/Math, End-of-six weeks checkpoints) will be used to determine student competencies and levels to make determinations for end-of-year grade placements and growth plans. Informal assessments (classroom learning activities, reading groups, writing and math concepts, rubrics, and teacher observations) will be used to develop lesson plans, flexible groups, individual tutorials, and parent conferences. Teachers at each campus will meet weekly to review student data and progress to adjust learning and groups as needed. This collaborative planning model will ensure student monitoring of progress and provide peer support to meet student needs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 236-802

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.	An Improved Curriculum and Instructional Program	An integrated learning approach (maximizing the use of technology) will be used to teach all grade level and content standards at the student expectation level. A minimum of 90 minutes in literacy (reading and writing) and 90 minutes in math daily will be designed into the curriculum. Explicit instruction of the objectives will be introduced for new concepts, small group practice, and cross-curricular connections to other content will be part of the daily lesson cycle
2.	Focused Professional Development Plan	All faculty and staff that are involved with student instruction will participate in rigor and relevance in the classroom, relationship building and student motivation for learning. Technology afforded through this grant would expand the opportunities to attend sessions.
3.	Effective School Leaders	An emphasis will be on formative and timely feedback to grow people professionally and ongoing conversations with teachers in a two- way communication to establish trusting relationships. Technology will allow Principals to provide this immediate feedback as well as video teachers in the classroom.
4.	Better Prepare Parents for Educational Process	Standards-based grading will be used to provide parents with an understanding of where their child should be performing, based on the TEKS/SE standards in each area. Instead of issuing A-F grades, charter schools will provide Mastery report cards so parents can see student progress. Technology will allow parents to navigate this new grading system and learn strategies to support students at home.
5.	Greater Community Involvement	A review of data has shown that many community partners want to be involved in local schools but need training and technology to better utilize their time with students. This grant would allow the SHSU Charter School to leverage these community members in the learning environment.

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Schedule #14—Management Plan

County-district number or vendor ID: 236-802

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.	Superintendent	Hold a valid Texas Superintendent Certification. Must have at least 10 years experience at the Central Office level to include positions held in the areas of Instruction, Special Education, Federal Programs, and Fiscal responsibilities.
2.	Principal	Hold a valid Texas Principal Certification. Must have at least 5 years experience as a campus leader. Proven ability to manage curriculum and necessary intervention systems within a campus setting. Must have proven ability to create and administer Campus Improvement Plans.
3.	Lead Teacher	Hold a valid Texas EC-6 (or equivalent) Certification. Should also have an ESL endorsement and would prefer a certification in Special Education or at least a strong background in programming for students with special needs.
4.	Associate Dean SHSU College of Education	Hold a valid Texas Teaching Certificate with concentration in Elementary Education. Thorough knowledge of pedagogy and research-based practices for students from diverse backgrounds to include low SES, students of color, and students with special needs.
5.	Dean SHSU College of Education	Hold a valid Texas Teaching Certificate. Experience working in both K-12 education and IHE. Ability to leverage the University's resources to ensure success for all Charter School sites.

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.	By spring 2018, 98% of K-1 st -2 nd grade students will be at the 85 th percentile on the MAP reading assessment	1. BOY 70% on level	08/21/2017	09/29/2017
		2. MOY 85% on level	10/09/2017	12/22/2017
		3. EOY 98% on level	05/21/2018	06/07/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	By Spring 2018 90% of K-1 st -2 nd grade students will be at the 85 th percentile on the MAP math assessment	1. BOY 65% on level	08/21/2017	09/29/2017
		2. MOY 80% on level	10/09/2017	12/22/2017
		3. EOY 90% on level	05/21/2018	06/07/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	By End-of-Year 2018, 100% of Teachers will have earned 85 hours of PD in Curriculum Development and Pedagogy	1. BOY 35 Hours earned	08/16/2017	10/06/2017
		2. MOY 40 Hours earned	10/09/2017	04/30/2018
		3. EOY 10 Hours earned	05/01/2018	06/08/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	By October 2017, 100% of Parents will be trained in guiding principles of school to home academic support	1. All 2 nd grade Parents trained	08/21/2017	09/01/2017
		2. All 1 st grade Parents trained	09/02/2017	09/15/2017
		3. All Kinder Parents trained	09/16/2017	09/29/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 236-802

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.

Standards-based grading will be used at the SHSU Charter School. Student expectation levels for each standard will be developed from the TEKS/SEs for each grade level and content. Parents will be provided student expectations rubrics at the beginning of each year. During conferences, teachers will identify the strengths and areas of concern in each content/skill. All datasources, both formative and summative (at the end of each year) will be used to communicate student learning. Grade placements will be based on these assessments and on the standards-based rubric. The rubric will be developed based on the TEKS/SE-based curriculum.

All students will be responsible for monitoring their progress. Based on age and appropriateness, each student will keep a journal and/or chart progress in reading and math (at minimum). In addition, progress monitoring programs, such as Istation, Think Through Math and MAP, will be used to allow students to chart growth. Teachers will meet with students individually each six weeks to set goals for growth and understand how to monitor progress. Students will participate in parent conferences, with the teacher and Principal, to communicate goals and growth to the parents. Parents will be expected to participate in the learning and growth of their child and will be provided training and materials to assist at home. The SHSU Charter School will provide updates to community partners each semester in an effort to recruit participation in the learning environment.

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.

Currently the SHSU Charter School is not operational so planned activities will begin officially in August of 2017. As stated earlier, the SHSU Charter School is a component of the Sam Houston State University College of Education. As such, there is a tremendous cooperative agreement with the Educator Preparation Program that is supported by the administration of the University and committed to the success of the SHSU Charter School. The proposed sites of the SHSU Charter School would benefit Sam Houston State University teacher candidates for field experiences, provide school settings to support research-based best practices for students, provide graduate level field experiences for candidates in the Principal Program, Library Science, Counseling, Literacy, etc. and would ensure appropriate placements for teacher candidates in areas of Special Education and Bilingual, that have been difficult placements in the past.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 236-802

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.	Success on Formal and Informal assessments	1.	One year of growth or better for each student
		2.	Performance gaps closing for student groups
		3.	Students reading on grade level at End-of Year
2.	Use of Technology integrated into each Lesson	1.	Students proficient on classroom technology to construct learning projects
		2.	All teachers will have Instructional Technology facilitated each day
		3.	All parents trained on homework technology to help students
3.	Teacher/Parent Professional Development surveys	1.	All teachers will convert professional learning to practice in the classroom
		2.	All parents will attend home-to-school strategy training
		3.	
4.	SHSU Faculty/Student-Teacher surveys	1.	Faculty will respond positively about opportunity to give input
		2.	Student-Teachers will report active participation on curriculum creation and instructional facilitation
		3.	
5.		1.	
		2.	
		3.	

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.

Data gathered to judge program success or need for correction will primarily come from formal student assessments, evaluations of Instructional Practices from Principal and Lead Teachers, reflections from SHSU faculty and student-teachers, and survey input from parents and community members. Data will be compared to the "home district" in which the site resides, region esc results, and state results for similar student groups. In addition to comparing scores on formal state assessments, the SHSU Charter School will use the same groups listed above to compare attendance and discipline data for its projected 600 students in 2017-2018.

These performance areas will be audited by a three-tier approach. Level One consisting of the site and designated SHSU Charter School Principal; Level Two consisting of the SHSU Charter School Central Administrative team; and Level Three by designated faculty of the Sam Houston State University College of Education. Each entity can bring to the table a concern and evidence of non-function. If corroborated by at least one of the other Tiers of audit, change in function will occur immediately for the entire SHSU Charter School system with a system-wide intervention. If concern appears to be specific to a particular site then a designated intervention will address that concern.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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.

The SHSU Charter School is part of the Sam Houston State University College of Education. The ultimate governance lays with the Texas State University System Board of Regents. The Dean of the College of Education for Sam Houston State University has been delegated authority to select members to the SHSU Charter School Advisory Board. The board will be responsible for the charter school. The board will lead from the theme that it is in charge of everything but operates from a standpoint of delegation. The board will lead through policies, mission and operational limitations. The board will hire the Superintendent to serve as the operational leader of the charter school and will assign responsibilities aligned to that expectation. The superintendent will supervise the site principals, central office personnel and all operations of the organization. The superintendent will provide legally required approval and ongoing updated interest information to the board for agenda action, notification of school progress and opportunities for stakeholder engagement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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.

Once the SHSU Charter School is operational it will be eligible for other Federal and State funding that can continue the components of this grant without creating a supplant issue. It is projected that all sites of the SHSU Charter School system will qualify for Title IA, Title II, IDEA B, and Title III federal funds. The sites will also qualify for State funding such as SCE, Special Education, Bilingual, and Instructional Materials Allotment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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.

No request for waivers will be sought.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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.

The SHSU Charter School has listed several technology solutions in this grant to accomplish the instructional plans listed below. By utilizing this technology, there will be no delay in a full implementation of the systems that will lead to an improved curriculum and instructional program which is listed as the Number 1 Priority on our needs assessment. The SHSU Charter School will coordinate these funds with other federal revenue streams as they become available during the school's beginning year, specifically to enhance programs for students identified as At-risk, 504, special education, or ELL.

The use of classroom technology such as iPads, laptops, and smartboards allows student learning to be measured both formally and informally through curriculum evaluation, state and local data, individual student data and progress monitoring, and teacher observations of student learning. Formal (TPRI, Tejes Lee, TELPAS, STAAR, MAP in Math, End-of-six weeks checkpoints) will be used to determine student competencies and levels to make determinations for end-of-year grade placements and growth plans. Informal assessments (classroom learning activities, reading groups, writing and math concepts rubrics, and teacher observations) will be used to develop lesson plans, flexible groups, individual tutorials, and parent conferences. Teachers at each campus will meet weekly to review student data and progress to adjust learning and groups as needed. This collaborative planning model will ensure student monitoring of progress and provide peer support to meet student needs. Each summer, grade level teams, from all campuses, will meet with the Sam Houston State University curriculum team and the administrators to review and adjust the SHSU Charter School curriculum.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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.

The SHSU Charter School will be an "open enrollment" charter that will not discriminate against any student with a special need. The SHSU Charter School will serve children with disabilities attending our charter school sites in the same manner as the "home district" serves children with disabilities in its schools, including providing supplementary and related services at the charter school site to the same extent to which the "home district" has a policy or practice of providing such services.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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.* 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: 236-802

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: 236-802

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.* 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: 236-802

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.*

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236-802

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: 236-802

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: 236-802

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

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County-district number or vendor ID: 236-802

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.* 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: 236-802

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: 236-802

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: 236-802

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		200	200	200											600
New School Under Existing Open-Enrollment Charter School															
TOTAL:		200	200	200											600

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

Total Staff	41
Total Parents	900
Total Families	480
Total Campuses	10

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		200	200	200	200										800
New School Under Existing Open-Enrollment Charter School															
TOTAL:		200	200	200	200										800

Total Staff	53
Total Parents	1200
Total Families	640
Total Campuses	10

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

County-district number or vendor ID: 236-802

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)		40	40	40											120
New School Under Existing Open-Enrollment Charter School															
TOTAL:		40	40	40											120

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

☐**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.	Houston ISD	Felix Cook Jr. Elementary School	101912358
2.	Spring ISD	Bammel Elementary School	101919102
3.			
4.			
5.			
6.			

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

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 236-802

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	x	x	x
A02	Provide staff development on eliminating gender bias	x	x	x
A03	Ensure strategies and materials used with students do not promote gender bias	x	x	x
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	x	x	x
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	x	x	x
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	x	x	x
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	x	x	x
B02	Provide interpreter/translator at program activities	x	x	x
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	x	x	x
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x	x	x
B05	Develop/maintain community involvement/participation in program activities	x	x	x
B06	Provide staff development on effective teaching strategies for diverse populations	x	x	x
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	x	x	x
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	x	x	x
B09	Provide parenting training	<input type="checkbox"/>	x	x
B10	Provide a parent/family center	<input type="checkbox"/>	x	x
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	x	x

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

County-District Number or Vendor ID: 236-802

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"/>	x	x
B13	Provide child care for parents participating in school activities	x	<input type="checkbox"/>	x
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	x	x	x
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	x	x
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	x	x
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	x	x
B18	Coordinate with community centers/programs	x	x	x
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	x
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	x	x	x
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	x	x	x
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	x	x	x
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	x	x	x
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	x	x	x
C02	Provide counseling	x	x	x
C03	Conduct home visits by staff	x	x	x
C04	Provide flexibility in scheduling activities	x	x	x
C05	Recruit volunteers to assist in promoting gang-free communities	x	x	x
C06	Provide mentor program	x	x	x
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	x	x	x

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

County-District Number or Vendor ID: 236-802

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	x	x	x
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
C10	Strengthen school/parent compacts	<input type="checkbox"/>	x	x
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	x	x
C12	Provide conflict resolution/peer mediation strategies/programs	x	x	x
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	x	x
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	x	x	x
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	x	x	x
D02	Provide counseling	x	x	x
D03	Conduct home visits by staff	<input type="checkbox"/>	x	x
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	x	x
D05	Provide mentor program	x	x	x
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	x
D07	Provide community service programs/activities	x	x	x
D08	Provide comprehensive health education programs	x	x	x
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
D10	Establish school/parent compacts	<input type="checkbox"/>	x	x
D11	Develop/maintain community collaborations	<input type="checkbox"/>	x	x
D12	Provide conflict resolution/peer mediation strategies/programs	x	x	x
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	x	x
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	x	x
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	x	x	x
E02	Provide program materials/information in Braille	x	x	x

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

County-District Number or Vendor ID: 236-802

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	x	x
G02	Expand tutorial/mentor programs	x	x	x
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	x	x
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	x	x
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	x	x	x
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	x	x
H03	Provide training for parents	<input type="checkbox"/>	x	x
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: 236-802

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	x	x	x
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	x	x
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 type="checkbox"/>	x	x
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	x	x
K03	Conduct home visits by staff	<input type="checkbox"/>	x	x
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	x	x
K05	Provide mentor program	<input type="checkbox"/>	x	x
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	x
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
K08	Strengthen school/parent compacts	<input type="checkbox"/>	x	x
K09	Develop/maintain community collaborations	<input type="checkbox"/>	x	x
K10	Coordinate with health and social services agencies	x	x	x
K11	Coordinate with the juvenile justice system	x	x	x
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	x	x
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	x	x	x
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	x	x
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	x	x
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"/>	x	x
M02	Conduct home visits by staff	<input type="checkbox"/>	x	x

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

County-District Number or Vendor ID: 236-802

Amendment number (for amendments only):

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	x	x	x
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
M05	Establish school/parent compacts	<input type="checkbox"/>	x	x
M06	Provide parenting training	<input type="checkbox"/>	x	x
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	x
M08	Provide program materials/information in home language	<input type="checkbox"/>	x	x
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	x	x
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	x	x
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	x
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	x	x	x
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	x	x
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	x	x
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"/>	x
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	x
N03	Provide mentor program for new personnel	<input type="checkbox"/>	x	x
N04	Provide intern program for new personnel	<input type="checkbox"/>	x	x
N05	Provide an induction program for new personnel	<input type="checkbox"/>	x	x
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	x	x
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	x	x
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"/>	x
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	x

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

County-District Number or Vendor ID: 236-802

Amendment number (for amendments only):

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	x	x	x
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	x	x	x
Q03	Conduct program activities in community centers and other neighborhood locations	x	x	x
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

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