

**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 <small>Write NOGA ID here:</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY NOV 12 PM 2:11 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	May 1, 2017, to July 31, 2019	
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 #
School of Science and Technology	015-827	School of Science and Technology Excellence	NA
Vendor ID #	ESC Region #	DUNS #	
010758906	4	144076457	
Mailing address	City	State	ZIP Code
4241 Woodcock Suite B-206	San Antonio	TX	78228

Primary Contact

First name	M.I.	Last name	Title
Mehmet		Nalcaci	Superintendent
Telephone #	Email address		FAX #
915-218-3833	mnalcaci@ssttx.org		210-530-8208

Secondary Contact

First name	M.I.	Last name	Title
Fevzi		Simsek	Director of Academics
Telephone #	Email address		FAX #
469-615-7549	fsimsek@ssttx.org		210-530-8208

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
Mehmet		Nalcaci	Superintendent
Telephone #	Email address		FAX #
915-218-3833	mnalcaci@ssttx.org		210-530-8208

Signature (blue ink preferred)

Date signed

12/12/2016

701-16-101-010

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015-827

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.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-827

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.

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: 015-827

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 <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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Schedule #4—Request for Amendment

County-district number or vendor ID: 015-827

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: 015-827

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: 015-827

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.

The School of Science and Technology (SST) is a high performing K-12 college preparatory open enrollment charter school, in operation since 2005, with central offices located in San Antonio, Texas.

SST Mission. *Prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on science technology, engineering and mathematics.*

Campuses. SST currently has three campuses in **San Antonio** – Alamo (K-8), Discovery (K-8) and Main/High School (6-12), one in **Corpus Christi**, SST-CC (K-12), and two campuses in **Houston**, SST Houston (K-6) and SST Advancement (K-6). The high number of inquiries by parents about SST and their interest in having their students enroll in its schools, in both San Antonio and Houston, has led SST to conduct formal needs assessments and initiate efforts to open more campuses in these areas.

Students and School Services. The SST student body, faculty, and parents come from diverse backgrounds including different races, religions, abilities and ethnic backgrounds. This diversity provides an opportunity for the students to experience and embrace different cultures and lifestyles. Hispanic students currently comprise 59% of the students, White students 24%, Black students 9%, Asian students 7% and less than 1% Native American. Many of these students live in under-served communities. At SST they have the opportunity to excel in their studies in a small classroom environments where teachers develop the skills they need to excel and move on to rewarding careers. All the academic programs include specialized services through special education, section 504, English as a second language, gifted and talented programs.

Highlights of Academic Success. The SST schools have a record of excellence and its successful educational approach will be the foundation of the innovative programs offered at the new campus. SST schools in recent years have received the following **recognitions**: Niche Best Schools - US News and World Report Gold Ranking as 4th Best High School in San Antonio; Washington Post, one of America's Most Challenging High Schools; and Children at Risk, Grade A Ranking as one of the 8th Best High School in San Antonio.

Additionally, SST students have consistently performed well in **state accountability** exams. In 2015 all school campuses met standards in key areas of student achievement, student progress, and closing performance gaps. Further, the district received a *Distinction Designation* in Post-Secondary Readiness. The percent of eligibility measures in the top quartile was 78%. The number and percent of Indicators met were: Performance Rates – 96%, Participation Rates 100%, and Graduation Rates 100%. As a result, demand for an SST education has been strong and growing, as evidenced in the waiting lists of students in each of the current SST campuses in both San Antonio and Houston.

Educational Focus. At SST, dedicated **teachers and staff** do whatever it takes to meet the needs of each student, working together with students and parents to create a community of success. Specifically, student achievement and outcomes are built on **four key educational objectives**: (1) Provide a challenging STEM curriculum, with an emphasis on project-based learning (PBL); (2) Stress mastery of core knowledge blended with personalizing learning within a culturally diverse setting; (3) Focus on assessment and interventions keeping in mind the differentiated needs of students with special needs; (4) Foment a culture of constructive competition, discipline, and parental/family engagement. All campuses implement the required curriculum and instruction keeping these targets in **focus**:

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- A. College Prep Begins in Kindergarten. A college-bound education starts in the elementary grades at SST schools. Beginning in kindergarten, each school focuses on developing proficiency in core subjects, and this continues throughout an SST education. An advanced curricula is featured in the schools, as well as Project Based Learning, AP and dual credit courses. Cultural diversity and character education are also stressed at SST.
- B. Early Emphasis on Math and Science Education. Students attending SST schools begin specialized math and science instruction in the fourth grade, enabling them to develop a strong math and science foundation at an early age. At the secondary level students take advanced STEM courses including engineering, robotics courses with technology integration in these and studies.
- C. Extended School Hours and Days. At SST schools, we believe every student can master the skills they need to succeed. Students who need additional academic instruction or support are provided extended after school and Saturday tutorials. These tutorials use computer-based learning aids, and dedicated educators help students understand the concepts with which they are having difficulty. Extended hours are not just for individuals needing additional help; gifted, talented and advanced students also receive extended, advanced instruction.
- D. Safe, Small, Caring School Environment. The small classroom environment found at SST Schools creates an inviting, safe, and purposeful environment in which students can learn to their maximum potential. The friendly and wholesome atmosphere encourages creative expression and a desire for knowledge.

SST Campus Seeking Grant Request.

This grant seeks funding support specifically for SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE IN HOUSTON.

Through funding from the Start Up grant SST will be able to replicate and broaden its educational successes in the School of Science and Technology Excellence, and, in addition, implement several innovative programs. This school is a K-6 campus that will open on in the 2017 academic school year.

In this first year, **2017-2018**, the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE **will have enrolled 468 students in K to 6th grades.** In the **second year, 2018-2019**, the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE projects an enrollment of **494 students in K to 7th grade.**

The campus will continue to expand and add grade 7 in the second year and grade 8 the subsequent year. The SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE is expected have similar student demographics at other SST campuses – Low SES rate, high English language learner and special education populations. Additionally, the campus will probably have students from culturally diverse backgrounds mirroring the demographics of many of its schools.

The SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE is seeking support from the Public Charter School Start-Up Grant **for Planning and Initial Implementation** activities in the newly opened campus.

Planning Phase: In Year 1, SST will be involved in the Planning Phase of, engaging in these tasks: (1) finalize the location of the campus (2) prepare to open offices in the new building; (3) initiate the hiring and recruitment process; (4) order/purchase needed curricula and educational programs, as well as furniture, equipment, and other material resources actualize services to students. Additionally, during Planning phase there will be (5) orientation sessions for administrators, teachers, students and their parents and (6) other activities needed to open the school by the beginning of the academic year. During the Planning Phase of the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE, SST leaders will continue to assess needs to complete and integrate the new campus into the SST system.

Initial Implementation Phase: Within 24 months, the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE will become operational and SST students will be fully participating in the innovative programs offered in this campus. Specifically, **all students will receive rigorous instruction tailored to their personal needs and interventions aligned with the TEKS-based standards which they must master to be successful in STAAR, as well as be recipients of assistance to help them excel in competitive STEM focused higher education and careers.**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015827			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	640,096	\$640,096
Schedule #10	Other Operating Costs (6400)	6400	\$2,500	\$2,500	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$0	98,904	\$98,904
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$799,000

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: 015827				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		\$5000	\$3000	\$8000
16	Secretary	1		\$2500	1500	4000
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$7500	\$4500	\$12000
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):			\$7500	4500	12000

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: 015-827			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	Publication and printing costs (student & teacher recruitment)	\$0	\$10,000	\$10,000
2	Professional development for teachers and instructional coaches (on integrate curriculum & instructional system)	\$	\$5,000	\$5,000
3	PBL and assessment training for teachers and coaches	\$5,000	\$0	\$5,000
4	Professional development for Special ed and ESL supplemental staff	\$5,000	0	\$5,000
5	External Program Evaluator	\$	\$8,000	\$8,000
6				
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$10000	\$23000	33000
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: 015-827		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	\$640,096	\$640,096
Grand total:		\$0	\$640,096	\$640,096

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: 015-827		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:		\$,2500	\$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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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015-827

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	20,000	\$20,000
66XX—Computing Devices, capitalized						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12	Reading (Learning A-Z) software		\$	\$	\$2,000	\$2,000
13	STEM Gateway (PLTW)		\$	\$	\$3,000	\$3,000
14	STEM (Engineering is Elementary)		\$	\$	\$4,000	\$4,000
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	48 Port Managed Switch Power over Ethernet (POE)	4	\$27,200	\$0	\$27,200	\$27,200
20	Server (Sonicwall)	1	\$5,600	\$	\$5,600	\$5,600
21	Cabling	1	\$18,000	0	\$18,000	\$18,000
22	IP Camera System	1	\$8,000		\$8,000	\$8,000
23	File Server	1	\$5,732.86	0	\$5,732.86	\$5,732.86
24	Web Server	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	\$98,904	\$98,904

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: 015-827

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.

The School of Science and Technology continually assesses the need to serve students in under performing areas in Texas. Data from annual recruitment efforts in the campuses in San Antonio, Corpus Christi and Houston reveal an increased number of parents seeking enrollment at SST. Data from 2016-2017 demonstrates a **NEED to serve students and their families in both San Antonio and Houston, the two largest urban areas where SST operates.** Given this assessed need, the School of Science and Technology seeks financial assistance to supplement the current resources it has to establish SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE

Through systematic needs assessment SST **also has determined that what is needed in the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE is to replicate what has worked in other schools and, in addition, provide several innovative programs** to create within it a state of the art effective and welcoming learning environment for its students. With support from the PCS Start Up Grant students can begin learning and achieving to high standards at NEW CAMPSU as are other students at the SST.

The programs at SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE will be guided by the SST **Key Educational Objectives.** Below are these objectives and **corresponding programmatic activities** which serve as the foundation for the outstanding education SST has provided since 2005 and which it proposes at this school. The **needs identified and prioritized through our needs assessment process are also stated.**

1. Providing a challenging curriculum that is STEM focused with an emphasis on project-based learning (PBL) in addition to the Core Curriculum. SST has implemented a standards based instruction with a *project-based learning (PBL)* focus across all schools beginning in 4th grade for a number of years. In reflecting on those years we have discovered that integrating standards-based PBL into the Core Curriculum has been quite effective in all these campuses.

With Start Up funding, it will be possible to set up the Core and STEM Curriculum and to acquire resources to integrate the delivery of instruction with fidelity at the new campus at all grade levels (K-6 in Year 1 and K-8 in Year 2). A new more **innovative PBL program for middle school** called **Gateway**, part of Project Lead the Way (PLTW), will be used with 6th grade students in the first year of the grant and with other middle grades as they are added in the second year. PLTW Gateway curriculum units empower students to lead their own discovery of science. The hands-on program promotes classroom engagement, collaboration, and inspires "aha! moments" and deep comprehension. As students engage in Gateway PLTW's activities in computer science, engineering, and biomedical science, they will see a range of paths and possibilities which they can look forward to in high school and beyond. **Grant support needed.** Support will be needed install, activate and start up the SST Curriculum at the new campus. Additionally, funds will support the recruitment and professional development of high qualified staff to implement this curriculum and instruction. Funds will be used as well for acquiring and training teachers in the PLTW Gateway program. For **elementary school students**, an innovative program, **Engineering Is Elementary** (by Boston Museum of Science) will be selected to provide added STEM opportunities to young children. Through this **innovative program** children will apply basic math and science skills to engineering-related activities. In addition to curricular materials (books, hands on materials, etc.) computer stations and science labs equipped with project materials and supplies for individual students will be needed. Other materials which may need to be purchased include specialized training modules 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, technology equipment such as portable classroom laptop sets, digital cameras will also be needed. SST Excellence will extend the current coding program in the middle school to all elementary grade levels.

2. Stressing mastery of core knowledge blended with personalizing learning in culturally diverse settings for all students. At SST campuses the instructional program involves daily targeted instruction especially in math and reading. Students receive at least two hours targeted instruction every day to develop core knowledge. In addition, there are classes

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-827

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.	To maximize academic achievement of every child especially focusing on challenging math and science curriculum and other STEM areas, at both secondary and elementary levels	Grant support will assist in setting up (install, activate, start up) the core curriculum and to integrate the delivery of instruction with fidelity at the new campus. Additionally, Start-Up funds will acquisition of new PBL program, <i>Project Lead the Way (PLTW) -Gateway (6th gr)</i> and <i>Engineering is Elementary (K-5)</i> – technology (Internet access, laptops, software, digital cameras) as well as classroom materials, supplies, books.
2.	Blending mastery of core knowledge, personalizing learning and extended learning time	SST will create a personalized learning structure in this campus which will need software licensing as well as computer equipment to set up these blended learning spaces and strong professional development to prepare new staff to undertake the role as a blended learning facilitator. Also some grant funds will be used to set up in School Homework in selected classrooms as "quiet study centers" with technology, study aids, essential supplies, comfortable furniture, lighting & colors, timers, and background music. Additionally, the study areas will be led and supervised by teacher assistants and/or college student mentors/tutors who will be specially trained and compensated through stipends.
3.	Focus on assessment and interventions with differentiation for students with special needs	Newly hired reading and math interventionists at this school will need to be trained to support students in the SST Intervention Model. New teachers that are not familiar with SST Intervention model will need training as well. Grant funds to extend professional development to instructional staff would help SST to build highly qualified and specialized teaching force. Funds can also support the acquisition of software and other reading, math and materials.
4.	Recruit, develop, and retain a talented workforce	SST will design multiple staffing and retention strategies to hire the best teachers for this school. Funds can support recruiting incentives, new teacher support and career paths for high performing teachers. SST will use grant support to broaden and extend its ongoing professional development to administrators, teachers and other instructional staff to ensure they can function as instructional leaders within the SST system.

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Schedule #14—Management Plan

County-district number or vendor ID: 015-827	Amendment # (for amendments only):
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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, minimum three years' experience working in a public school environment, in program management skills, working knowledge of local/state/and federal guidelines including charter school grant funding regulations.
2.	Campus Leader/Coordinator	Bachelor's Degree, minimum of three years successful experience as an administrator - Assistant Principal or Principal, with experience in grant coordination at school level.
3.	Budget Manager	Bachelor's degree in business or related area; accounting and budget management background preferred; 2-3 years of experience managing grants within schools and/or other educational institutions; thorough knowledge of local/state/and federal guidelines especially charter school grant management.
4.	Student Data Specialist	Bachelor's degree with specialization educational assessment preferred; 3-5 years experience in student data analysis; two years exemplary teaching experience; thorough knowledge of Texas state accountability requirements and district curriculum and assessment processes.
5.	External Evaluator	Bachelor's degree with specialization in statistics and program evaluation; in-depth understanding of educational assessment-evaluation and the Texas state accountability system; expertise in student data analysis and interpretation, and; ability to report evaluation outcomes in practical and actionable terms.

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 the end of each academic year (Year 1 and Year 2) student achievement in the core areas of <u>science, math and ELA</u> for K-5 students will increase as follows:	1. At the end Yr 1 - 75% of science, 75% of math, and 60% of ELA students will meet the Student Achievement standard in STARR at their respective grade level.	9-1-2017	5-30-2018
		2. At the end of Yr 2 -90% of science, 90% of math, and 75% of ELA students will meet the Student Achievement standard in STARR at their respective grade level.	9-1-2017	5-30-2019
2.	By the end Year 1, the STEM based curriculum will be fully implemented	1. One hundred (100) % of all the "supports" (computers, labs, materials, supplies) needed to implement Core + STEM-based Curriculum will be in place. I	9-1-2017	05-30-2018
		2. Eighty (80)% of the training modules needed to deliver all training will be developed or acquired and 50% of all grade levels (the ones targeted to start in year 1) will be trained	9-1-2017	12-30-2017
		3. One hundred (100) % of all supports and training to implement the STEM curriculum will be completed.	9-1-2017	5-30-2018
		4.		

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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.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-827

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.

Grant Management

The Grant Manager will be responsible for overall management of the grant and reporting to the Superintendent and other Central Office staff. This project staff member will work with a person designated as Budget Manager to manage the financial aspects of the program. The Budget Manager will provide the information needed for the submission of expenditure reports to TEA. The Grant Manager will coordinate with an *Implementation* Committee to determine the allocation of allowable funds to implement curriculum and instruction in accordance with provisions of the federal costs principles and the terms and conditions of the award.

Management of Campus Implementation

The implementation committee also will create a checklist of all major implementation tasks and share it with the Project Director, Grant Manager and the Campus Leader. They will use this as an *implementation tracking tool* and as the main source for updates, reports, and formative evaluation. The information from the implementation tracking tool will also serve to inform the Evaluator responsible for summative (annual) evaluations and the final project evaluation.

At the campus level the Campus Leader/Principal, with assistance from other administrators and coordinators, will be responsible for all implementation activities in the school and will meet at least monthly to review what has been accomplished with the Project Director, who will inform Central Office. The Campus Leader/Principal will confer at least weekly with Central Office administrators, service providers and teacher representatives to assess and support instructional activities. Student assessment data results will be provided to the Project Director and Evaluator by the campus administrators from District Assessments and other Benchmark assessments to additionally monitor and report on student progress.

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.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-827

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.	A. In each subject and grade level conduct interim district assessments to track progress & collect these data for analysis from STAAR results for each grade level (3-6) through Eduphoria; prepare summary reports for analysis.	1.	End of 2 nd 9 weeks - results of assessments will demonstrate progress toward STAAR achievement target for science, math and ELA (grades 3-6) <i>As indicated Objective 1 milestones- Management Plan</i>
		2.	End of 2018 and end of 2019— results of assessment will demonstrate percentage of students meeting the Student Achievement standard in STARR at their respective grade level in science, math and ELA (grades 3-6)
2.	Ongoing collection of data pertinent to activities in management plan milestones – See Management Plan and Program Plan in the Executive Summary and Needs Assessment sectionM	1.	Week 1 check - did new teacher orientation occurred, classroom resources purchased and provided, professional development delivered; all other activities on time, per reports from <i>implementation committee</i> ?
		2.	Ongoing daily, weekly, monthly checks for overall implementation and instruction in key academic areas as delineated in the Program Plan – lesson plans & delivery; coaching and follow up occurring; observations on specific strategy use and use of innovative programs; debriefs with principal, peer teacher support occurring, other as indicated in Management Plan
3.	Mid-year analysis of data to report on progress.	1.	January 2018- analysis analyze data collected to assess (a) whether activities occurred, or not, and on schedule; (b) determine (1) quality of services through a <i>level satisfaction</i> measure (survey); (2) completion of all tasks as planned and timelines met for each objective, (3) create a chart to summarize <i>level of accomplishment</i> as <i>formative evaluation</i> , as indicated in <i>Objective 2-5 milestones – Management Plan</i>

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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.

Evaluation Plan for Data Collection, Analysis, and Reporting

This evaluation will use formative and summative evaluation methods to monitor ongoing implementation and project impact, required by grant, on monthly/quarterly/annual basis, and will further create & evaluate with Measurable Performance Indicators.

Evaluation Design Outline

1. Statement of performance indicators aligned with project objectives & major activities, summarized
2. Type of data information to be collected for each
3. Collection of student performance data
4. When/how data will be collected, analyzed and reported:
 - A. the type of data collected and analyzed to evaluate program impact will be matched to the specific type of activity or service provided and measured against the Indicators, following an evaluation timeline
 - B. We will track accomplishment of the project's interim tasks/objectives and use it to adjust and improve services (formative evaluation), as well as track accomplishment of long term goals/objectives (summative evaluation)
 - C. We will keep accurate documentation of project activities for *Planning and Initial Implementation* also of student and teacher performance data, and the overall operations and successes in the new campus
 - D. We will also analyze project expenditures to note how resources allotted to specific activities/services impacted project success.

Key Evaluation Activities

Ongoing collection of data related to:

- A. Student performance in Core Academic Areas, especially STEM
- B. Implementation of Start up and other operational tasks
- C. Curriculum and instruction – Core and Innovative programs
 - *Teacher orientation and classroom resources provided
 - *Class schedules, lesson plans, materials & resources inventories and use
 - *Professional development beginning of the year (content and delivery of training quality)
 - * PD session feedback impact and satisfaction with training and orientation sessions
 - *Coaching support in classrooms, labs, and in special education, ESL, Interventionists rooms
 - *Weekly observations and debriefs by administrators and instructional coaches
 - *Peer support (PLC) among teachers
- D. School-parent- family engagement-community connections
- E. Student engagement in the classroom, in extracurricular activities; counseling, college-career services

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The School of Science and Technology is a 501 (c) (3) corporation non-profit foundation, applying for a Start Up Grant for the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE. SST is chartered with the State Board of Education (SBOE) to establish and operate open enrollment charter schools in the State of Texas. The SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE is a part of the Texas Education Agency accountability system and accountable to the State Board of Education. SST since 2005 has had strong positive relationship with TEA and local school districts and regional service centers in Regions 20, Region 2 and Region 4 where its campuses are located. We will continue to collaborate with the local and State agencies after the approval of this grant.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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.

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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 state and local funding for the purpose of establishing the SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE. To the extent practical Federal funds will increase the level of funds available to provide educational services to high need students in this specific area of the state. 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. Other Federal funds available to campuses in the SST system to serve eligible students will be extended to students in this campus as well (Title I, IDEA, and other programs special needs students).

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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

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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 WAIVERS WILL BE REQUESTED

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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

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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.

SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE will use Start-Up grant funds in conjunction with other federal programs available to SST. The school will participate specifically in Federal Title Grants as per NCLB and IDEA (B) Special Education Grant and other grants that may become available during the 2017-2019 school years.

These Start-Up Grant funds also will be coordinated with existing funds. The project director will be responsible for managing the project in conjunction with other programs in the school so that duplication of effort is avoided and/or eliminated, and grant activities are carried out in the most efficient manner. The following are ways in which funds will be used:

- Supplement for recruitment activities of highly qualified teachers
- Supplement for recruitment activities of quality administrative personnel including school administrators who will oversee the vital initial startup activities
- Supplement purchasing of instructional materials, 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 for professional development and other relevant services.
- Supplement programs aimed at improving technology integration into curriculum (computers, data projectors, etc.)

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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

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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.

SCHOOL OF SCIENCE AND TECHNOLOGY EXCELLENCE is categorized as a local education agency under Chapter 12, Subchapter D, Texas Education Code and Section 12.101 (a), Texas Education Code. This school 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.

Thus, the school will operate in compliance 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 and Free Appropriate Public Education. As with other campuses, the Student Handbook of this campus will clarify Child Find and Discrimination on pertinent sections in the document. Moreover, SST schools post these attachments in the front office area, so parents and all staff can know their rights regarding your request for Sections 613(a)5 and 613(e)(1) (B) for the Individuals with Disabilities Education Act.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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.

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

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.

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school,**For TEA Use Only**

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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.

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

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

Amendment # (for amendments only):

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

Amendment # (for amendments only):

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

Amendment # (for amendments only):

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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.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-827

Amendment # (for amendments only):

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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.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-827

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	78	78	78	52	52	52	78	0	0	0	0	0	0	468
TOTAL:	0	78	78	78	52	52	52	78	0	0	0	0	0	0	468

Not Applicable – No students will be served during the 2017-2018 school year. ☐**Total Staff** 39**Total Parents** 702**Total Families** 374**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	52	78	78	78	52	52	78	78	0		0	0	0	494
TOTAL:	0	52	78	78	78	52	52	78	78	0	0	0	0	0	494

Total Staff 41**Total Parents** 741**Total Families** 395**Total Campuses** 1**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

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

County-district number or vendor ID: 015-827

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	78	78	78	52	52	52	78	0	0	0	0	0	0	468
TOTAL:	0	78	78	78	52	52	52	78	0	0	0	0	0	0	468

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.	Aldine ISD	Smith Academy	101902114
2.	Aldine ISD	Bethune Academy	101902102
3.	Houston	Dogen Elementry	101912140
4.	Houston	Isaacs Elementary	101912180
5.	Houston	Kashmere Gardens Elementary	101912185
6.	Houston	Forest Brook Middle	101912476

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

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 015-827

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
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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	X	X	<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	X	<input type="checkbox"/>	X
B02	Provide interpreter/translator at program activities	X	<input type="checkbox"/>	X
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"/>	X	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<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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By TEA staff person:

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

County-District Number or Vendor ID: 015-827

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"/>	X
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	X	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	X	<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: 015-827

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	X	X	X
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	X	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	X	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	X	<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 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	X	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	X	X	X
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	X	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	X	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015-827

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	X	<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	X	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	X	<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	X	<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	X	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	<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	X	<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: 015-827

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	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	X	<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	X	<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	X	<input type="checkbox"/>	X
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	X	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<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	X	<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	X	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015-827

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	X	X	X
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 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	X	<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"/>	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	<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"/>	X	<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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-827

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	<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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