

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 Public Charter School Program Start-Up Grant

Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	May 1, 2017, to July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DEC 14 PM 12:48</div>
Application deadline:	5:00 p.m. Central Time, December 15, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

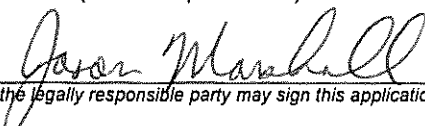
Organization name	County-District #	Campus name/#	Amendment #
Palestine ISD	001907	Palestine Career and Technical High School /001907005	
Vendor ID #	ESC Region #	DUNS #	
	7	095444048	
Mailing address	City	State	ZIP Code
1007 East Park	Palestine	TX	75801
Primary Contact			
First name	M.I.	Last name	Title
Tammy		Jones	Assistant Superintendent
Telephone #	Email address		FAX #
903 727 2635	tammy_jones@palestineschools.org		903 731 4091
Secondary Contact			
First name	M.I.	Last name	Title
Chris		Kiser	Director of College/Career
Telephone #	Email address		FAX #
903 731 8005	ckiser@palestineschools.org		903 731 4091

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
Jason		Marshall	Superintendent
Telephone #	Email address		FAX #
903 731 8000	jmarshall@palestineschools.org		903 731 4091
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

701-16-101-015

Schedule #1—General Information

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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On this date:

Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> • A copy of the local district's policy for authorizing campus charter schools; AND • A copy of the district's charter application for the authorized campus charter; AND • A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND • Either of the following: <ul style="list-style-type: none"> ○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR ○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval	<ul style="list-style-type: none"> • A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> • The mission of the campus charter; • An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; • A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter;

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> 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. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. 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. 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. 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.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 001907

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: 001907

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: 001907

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.

Palestine Independent School District's philosophy of "Learning today. Leading tomorrow." moves the district to create a charter school to respond to needs expressed during the recent development of the district's new strategic plan. The creation of a non-traditional high school setting is focused on responding to the diverse needs of our community. To be known as Palestine Career and Technical High School, the focus will continue to fulfill the educational needs of our students coupled with opportunity for enrollment in Dual Credit classes, obtaining an Associate's Degree or graduating with career and industry certifications. Palestine Career and Technical High School, will be a district based charter school designed to utilize community resources to meet the unique needs of learners who will obtain work force skills and certifications for immediate employment or continued work in advanced certifications or degrees upon graduation. The district encompasses 227.6 square miles in the center of rural Anderson County Texas with the majority of the student body residing within the city of Palestine. The district has purposefully sought input in the design of an educational setting that will offer flexible scheduling emphasizing career certification programs and practicum experiences. Collaboration with the city of Palestine, the Economic Development Council and Trinity Valley Junior College and local employers will support Palestine Career and Technical High school's goal of providing the knowledgeable and qualified employees who will contribute to overall improvements in the quality of life for the community. Students will have the opportunity enroll in dual credit classes, and obtain an Associate's Degree of Applied Science, in addition to career certifications. **Budget:** The District Administrative Team along with the District Action Team comprised of educators, parents, community members, and associates from Trinity Valley Community College developed a vision and educational plan for the learners of Palestine Career and Technical High School. Working collaboratively, a budget was developed based on the specific programs determined for PCTHS. The budget will be utilized to purchase the necessary educational materials, technology and equipment. **Demographics:** Palestine ISD is home to approximately 3,454 students. Palestine Independent School District is home to one high school campus, a junior high campus, an intermediate grade campus and two elementary schools along with our own Early Childhood Center. Our most recent PEIMS report indicate 75% of our students are classified as economically disadvantaged. Our district is diverse in our students population with 40% identified as Hispanic, 28% are identified as White and 27% identified as African American. Our district has 8 % of the student population qualifying for Special Education services. The median income for the city of Palestine falls near \$35,000.00 and less than 17% of the population holding degrees, the district shares challenges faced by inner city districts battling the effects of multi-generational poverty and lack of education. Our vision for our district is to create an educational entity designed to improve the overall quality of our community through better educated, employable citizens. **Needs Assessment:** Palestine ISD conducts a needs assessment each year. Specific goals included as a focus for PCTHS include: (1) meeting state accountability standards. Campuses in PISD are expected to receive a "met standard" rating on the TAPR report. PISD's curriculum and assessments will be utilized to ensure TEKS are addressed and data from assessments will be used to drive instruction. (2) Students will pass EOC assessments on first administration. While, this is not an essential component for PCTHS, it is an identified goal for scheduling opportunities. (3) Students will be enrolled in either Dual Credit classes, or (4) classes that lead to a career or industry certification. (5) Students will be scheduled in a class for their junior or senior year at PCTHS that will include an internship or placement in a on the job training opportunity or participate in the workforce program. As the year progresses, each of the goals will be monitored. Discussions will be ongoing to utilize district resources to help ensure the needs are addressed. **Management Plan:** PISD will employ a Director of College and Career Program/Principal to oversee the daily operations of the campus. The Superintendent, Assistant Superintendents and Chief Financial Officer and program Principal will work closely with the Board of Trustees for PISD along with the Board of Directors for Trinity Valley Community College to help accomplish the goals. District adopted procedures and policies will be followed to ensure daily operating procedures are successful. **Evaluation:** The education plan for PCTHS includes very specific goals created by the PISD Leadership Team. The leadership team also created a timeline for monitoring the specific goals. Benchmarks will be established to help assess the identified goals during the course of the year. The PCTHS Administrative Team will meet with students to help develop individualized

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 001907

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.

Learning plans. The learning plan will serve as a guide to ensure students have met academic standards, and to determine their schedule. Flexible scheduling options will be utilized as needed for students involved in required practicum and workforce program. Monitoring of each personalized learning plan will ensure students are guided to meet their goals with optimal success. The College and Career Director/Principal will report monthly to the PISD Administrative Team. The Administrative Team of PCTHS will give an annual report to the PISD Board of Trustees.

Statutory Requirements: PISD's application for the PCTHS meets all of the stated requirements. The non-traditional high school setting will be governed by the Palestine ISD Board of Trustees, led specifically by an administrator with a passion for College and Career Readiness programs. Palestine ISD will provide funding for continued operation of Palestine Career and Technical High School once the designated grant funds are no longer available. PISD will utilize applicable funding from local, state and federal sources. Palestine ISD is a District of Innovation. Becoming a District of Innovation has allowed the district use of flexibility in designin our school calendar. The school calendar will be developed to allow students to complete their school year by the end of May. This will allow students to enroll in district funded required college classes or Dual Credit classes from Trinity Valley Community College during summer school sessions. PCTHS will comply with requirement of IDEA and provide support to meet the needs of special education students. PCTHS is designed to meet both the emotional, social and academic needs of students in grade 9-12 enrolled in PISD. Students will meet requirements for enrollment in Dual Credit classes as required by TVCC. Students will be provided support as needed for enrollment in postsecondary classes. PISD in a partnership with TVCC will offer scholarship funds to students who wish to continue their enrollment at TVCC after graduating from PCTHS. The individual education plan for all students attending PCTHS includes support for both academic and social needs as students meet the required academic standards for both high school graduation criteria along with career and industry certifications or dual credit classes. If students so desire, graduation from high school and receiving an Associate's Degree in Applied Science is also an available option. The Principal/Director along with the Leadership Team for PCTHS will work collaboratively under the supervision of the district Superintendent. Trinity Valley Community College leadership will serve as a resource from higher education. The campus leadership team will utilize the individualized learning plan for each student to monitor pathway selections and graduation requirements. Continual review and tracking of programs will help in the data collection process as we continue to seek input from the Economic Development Corporation and other local stakeholders for placement of students in the workforce and fulfillment of practicum hours. Students, parents, teachers, business owners, and representatives from TVCC will provide guidance in various decisions as PCTHS enrollment increases and offers more choices for students. PISD as an "open district" allows transfers from other area schools. If students wish to enroll in PISD, they will have the opportunity to attend PCTHS. The board updated PISD policy authorizing a local charter on August 22, 2016, and approved the authorization for a local charter on December 12, 2016. PISD board policy states the charter may be placed on probation or revoked if the campus violates guidelines in policy or fails to increase student achievement. PISD Board of Trustees will serve as the governing body of PCTHS, as stated in policy. Decisions regarding governance of daily operations, budget, calendar, curriculum will be fulfilled by the campus leadership team under the direction of the Campus Principal/Director. Guidelines are in place to conduct the required additional financial audit. Utilization of additional funds from local, state and federal monies will be applied in a timely equitable fashion. The number of students to be served in the PCTHS for the 2017-2018 school year will be 120, with the number projected to grow by 50 students the following year. PISD is committed to implementing a non-traditional high school for students who wish to capitalize on opportunities offered by a flexible schedule, workforce participation opportunity and Dual Credit classes or an Associate's Degree. PCTHS will serve as a great educational opportunity for students in PISD. PISD is committed to the goals of the grant and will continue to investigate other funding sources available through various grants in addition to support from the district level will allow this innovative campus to fulfil the needs of many students in the Palestine community.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 001907

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	\$	\$0	0
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$220,000	\$220,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$70,000	\$70,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$100,000	\$100,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$410,000	\$410,000
Grand total of budgeted costs (add all entries in each column):			\$	\$800,000	\$800,000

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 001907			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 Title			\$	\$	\$
16 Title			\$	\$	\$
17 Title			\$	\$	\$
18	Subtotal employee costs:		\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112	Substitute pay		\$	\$	\$
20 6119	Professional staff extra-duty pay		\$	\$	\$
21 6121	Support staff extra-duty pay		\$	\$	\$
22 6140	Employee benefits		\$	\$	\$
23 61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$	\$	\$

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: 001907			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	Installation of Technology Infrastructure	\$	\$220,000	\$220,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$220,000	\$220,000

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: 001907		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:	\$	\$70,000	\$70,000
Grand total:		\$	\$70,000	\$70,000

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 #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 001907		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.	\$ 0	0	0
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:		\$	\$100,000	\$100,000
Grand total:		\$	\$100,000	\$100,000

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: 001907				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2	Computers	70	\$1,500	\$	\$105,000	\$105,000
3	Classroom Technology-Inter Boards/Equip	6	\$8,000	\$	\$48,000	\$48,000
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12	Programming software		\$	\$	\$	\$40,000
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Technology cabling		\$	\$	\$	\$19,300
20	Miscellaneous furniture and fixtures		\$	\$	\$	\$30,300
21	Servers and Related equipment		\$	\$	\$	\$37,150
22	Copy Machine/Printer	1	\$65,000	\$	\$65,000	\$65,000
23	Phone System	1	\$	\$	\$	\$2,000
24	4K Monitors	5	\$1,250	\$	\$ 6,250	\$6,250
25	Student Desks	150	\$250	\$	\$37,500	\$37,500
26	Teacher Desks	6	\$500	\$	\$3,000	\$3,000
27	Office Furniture, miscellaneous	3	\$3,000	\$	\$9,000	\$9,000
28	Student Lounge Furniture	1	\$7,500	\$	\$7,500	\$7,500
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:				\$	\$281,250	\$410,000

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 #13—Needs Assessment

County-district number or vendor ID: 001907

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 completion of a new Strategic Plan for Palestine ISD indicated the need for a non-traditional high school in our district. Flexible scheduling opportunities would be specific to Palestine Career and Technical High school. Students would have programs available to best suit their learning needs. The creation of a non-traditional high school would allow an intensive focus on workforce preparation opportunities while completing the traditional high school diploma requirements. Students will be required to take the recommended core academic classes and be successful on End of Course Exams. During their final two years of school, students will be placed in career or industry certification practicum classes. PCTHS, in a partnership with Trinity Valley Community College and Palestine Economic Development recognizes the need for a skilled workforce. Off campus workforce based satellite programs will provide unique opportunities for students. The opportunity for college prep and workforce certifications, or industry certifications will make our charter campus a leader in preparing our future workforce.

Priority One) Palestine Career and Technical High School will meet state standards on state assessments.

Priority Two) Students will be successful on their end of course exams. Through purposeful design to have students pass their required tests on the first administration, the instructional setting will be created with a classroom offering additional support through computer based resources and individual support. Individualized learning plans will provide students focused instruction highly qualified teachers.

Priority Three) Palestine Career and Technical High School will begin with the implementation of signature programs, which will only be offered at the PCTHS. The district, in a partnership with Trinity Valley Community College will provide students certifications in areas only available through enrollment at PCTHS. As enrollment at PCTHS grows, the number of programs will increase.

Priority Four) Students will have enroll in Dual Credit classes, ideally leading to an Associate's Degree.

Priority Five) Students will be enrolled in Career and Technical Education classes (known as Career Prep) which will offer career or industry certification opportunities upon completion of the class.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 01907

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.	Maximize academic achievement opportunities for students attending Palestine Technical High School with a specific focus to core academic areas, to ensure PCTHS meets state standard on required testing.	Instruction delivered from our HQ staff will provide students necessary academic support to pass end of course exams. Utilization of additional instructional support, computer based skills remediation and lab classes will help ensure students have mastery of skills.
2.	Maximize academic achievement opportunities for students attending Palestine Technical High School with focused instruction to prepare students to pass End of Course Exams.	Instruction delivered from our HQ staff will provide students the opportunity to be successful on the first administration of their required End of Course Exams. Currently, students who are not successful on their required exams on the first administration have difficulty being able to take advantage of various offerings for college or career prep programs due to scheduling restraints required for remediation.
3.	PCTHS, in collaboration with Trinity Valley Community College, and Palestine Economic Development will offer at least 3 signature programs available only to students at PCTHS.	Enrollment in PCTHS is expected to increase each year. As enrollment increases, the need for additional programs specific to PCTHS will increase. Collaboration with City of Palestine Officials, Trinity Valley Community College and PISD will allow for investigation and implementation of new programs specific to PCTHS. Increased offerings will help create a stronger workforce and will fulfill the overall vision of PCTHS.
4.	Students at PCTHS will be able to enroll in Dual Credit classes with the option of graduating with an Associate's Degree.	Students enrolled at PCTHS will be offered the opportunity to enroll in Dual Credit Classes. PISD will cover the cost of Dual Credit classes to enrolled PCTHS students. A coordinated effort through scholarships will help cover the tuition and books to ensure students have the opportunity to complete their Associate's Degree through TVCC after high school.
5.	Students at PCTHS will be able to graduate with career or industry certifications through programs only to be offered at PCTHS.	Students at PCTHS will graduate with career or industry certifications.

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Schedule #14—Management Plan

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Principal/Director	Bachelor's Degree, minimum three years' experience as an administrator- Principal, or CTE Director, experience in implementing Dual Credit/Career Prep Programs
2.	Counselor	Bachelor's Degree, experience as a school counselor, knowledgeable of career prep program choice
3.	Instructors	Bachelor's Degree, preferred experience as in teaching at a non-traditional high school.
4.		
5.		

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 May 2018, 70% students will be successful on their End of Course exams.	1. Core academic class data	08/14/2017	06/01/2018
		2. Benchmark data	08/14/2017	06/01/2018
		3. Tutorial content and attendance	08/14/2017	06/01/2018
		4. Lab classes utilized	08/14/2017	06/01/2018
		5. Edmentum other computerized test prep	08/14/2017	06/01/2018
2.	By August 2017, 75% of PCTHS eligible students will be able to enroll in Dual Credit classes.	1. Individualized learning plan	05/01/2017	08/30/2017
		2. TSI requirements achieved	05/01/2017	08/30/2017
		3. Passing core academic classes	05/01/2017	08/30/2017
		4. PSD will continue to cover cost of classes	05/01/2017	08/30/2017
		5. Leadership team will monitor student success	05/01/2017	08/30/2017
3.	By May 2018, 75% of students will graduate with career or industry certifications.	1. Individualized learning plan	08/14/2017	06/01/2018
		2. Core academic classes complete	08/14/2017	06/01/2018
		3. Enrollment in Career Prep 1 or 2	08/14/2017	06/01/2018
		4. Utilization of Edmentum for course credits	08/14/2017	06/01/2018
		5. Utilization of flexible scheduling options	08/14/2017	06/01/2018
4.	By August 2018, enrollment will increase by 50 students.	1. Publication of dual credit hours accumulated	08/14/2017	06/01/2022
		2. Publication of Associate's Degree totals	08/14/2017	06/01/2022
		3. Publication of Career/Industry certifications	08/14/2017	06/01/2022
		4. Increase in program offerings	08/14/2017	06/01/2022
		5. Expand flexible scheduling design	08/14/2017	06/01/2022
5.	By August 2017, 100% of students enrolled will have individualized learning plan developed.	1. Schedule meetings with student & parent	05/01/2017	06/01/2018
		2. Complete course selection process	05/01/2017	06/01/2018
		3. Determine pathway	05/01/2017	06/01/2018
		4. Industry Certifications or Dual Credit plan defined	05/01/2017	06/01/2018
		5. Establish academic monitoring schedule	05/01/2017	06/01/2018

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 001907

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.

Palestine Career and Technical High School will follow the rigorous guidelines as do all other PISD schools for the continuous improvement process, as recommended by TEA. The process of collecting, interpreting, and utilizing data to drive the goals and objectives which are responsive to the needs of the campus will be an ongoing process. The campus will utilize the creation of a campus based improvement team. The established team will include teachers, parents, students and community members. Because of the unique design of our charter school, we will also include representatives from TVCC as members of our committee. Specifically targeted objectives will be identified and prioritized. Milestones will be established to ensure a framework is in place to achieve the identified goals. As goals are revisited and adjusted, there will be continual communication through staff meetings and designated professional development opportunities. As expected, changes will be implemented when necessary. The goals of PISD include increasing course offerings as the student enrollment grows at PCTHS.

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.

The collaboration between Palestine ISD and Trinity Valley Community College to ensure the offerings for our proposed charter will be instrumental in ensuring the planning offers a flexible, non-traditional setting for students. The ability to sustain the innovative plan will include purposeful planning of career classes for our younger campuses. Palestine ISD embraces the idea of educating our students about various educational or career choices and ensuring the ideas are available for all. Utilization of the grant funds will be maximized in efforts to fund materials, technology, supplies and other necessary start up materials.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 001907

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.	Campus will meet standard on state accountability system.	1.	Accountability report will indicate campus Met Standard.
		2.	Curriculum assessments will indicate students are prepared for state testing
		3.	Students who did not pass EOC, will be in lab class for skill reinforcement.
2.	STAAR reports will indicate # of students meeting standard on EOC on 1 st attempt.	1.	# of students passing ELA 1 and ELA 2 on first attempt.
		2.	# of students passing Algebra 1 EOC on first attempt.
		3.	# of students passing Biology and History EOC on first attempt.
3.	Edmentum, student transcripts, # of students earning credits, including TSI scores.	1.	# of students passing core classes.
		2.	# of students passing required classes.
		3.	# of students enrolled in TSI prep classes.
4.	Transcript review, # of students enrolled in a dual credit classes.	1.	# of students enrolled in dual credit classes.
		2.	# of students who earned at least 30 hours towards an AA of Science.
		3.	# of students who enrolled in a 4 year college post PCTHS.
5.	Transcript review, # of students enrolled in Career 1 and 2	1.	# of students who participated for 2 years in a practicum class.
		2.	# of students who were employed as apprentices during year 3 and or 4.
		3.	# of students who graduated with workforce/career certifications.

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.

Palestine Career Technical High School will continuously use data to assess the effectiveness of their overall mission. The total enrollment for students in year one is expected to increase in the following years. Skyward data will be available to monitor the number of students enrolled at PCTHS. Students enrolled in PCTHS will be monitored to ensure their academic needs are being met. Critical factors to be considered during the implementation include a focus on the core academic areas for students. Grade reports from Skyward, benchmark data, and teacher input will assist in monitoring each student's academic progress. Additional support services for students will be available during the course of the school year as well as during the summer. The need to provide support for students to pass the required state assessments is unique because of the scheduling design in the following years. Students are expected to meet the attendance requirements.

Skyward daily and weekly attendance reports will be utilized to monitor attendance. The utilization of flexible schedule opportunities is expected to help alleviate potential attendance problems for students.

The curriculum implementation will include specific assessment dates during the course of each grading period. The Director/Principal and counselor will monitor student's grades. Adjustments will be made to instructional practices as needed based on student data. Staff Development days will be utilized to ensure the PCTHS teaching staff is provided training for up to date, innovative instructional practices to be implemented. Training on additional topics will be provided as needed. The Director/Principal will gather data and present information to the PISD Leadership Team in a required monthly review session.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Palestine Career and Technical High School will be developed and will operate as a campus charter of Palestine Independent School District. (PISD) Discussions about the development of a charter school for PISD, began through the strategic planning process in 2015. The PISD Board of Trustees approved policy reflecting the creation of a charter in August of 2016. The successful partnership between PISD and Trinity Valley Community College will help achieve this goal. The concept of offering students an alternative setting for both their high school academic requirements coupled with a focused career prep program provides motivation and opportunity for the students of our district. The mission of the campus charter is evident in the motto of the school, "a great choice for a better tomorrow." The Director/Principal is responsible for the operation of the campus and will provide leadership for students, parents and teachers. Palestine Career and Technical High School will operate as a campus charter and will be subject to the same local, state and federal rules governing the other PISD campuses. There is framework established in the district for applying rules and policy. The elected PISD Board of Trustees, approves policy, guidelines, curriculum, budget and other overall district operations. Newly elected board members participate in an orientation session. The session provides an overview of district procedures regarding their roles as a school board member. Additionally, the other board members participate in required trainings as well. The board participates in team building sessions, and continuing education requirements. PISD Board of Trustees will be updated on the progress of the PCTHS at the monthly board meetings. The board members share the vision of PCTHS and embrace the opportunity to create options for PISD students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The 2017-2019 Public Charter School Program Start-Up Grant funding will assist PISD as the district implements the non-traditional charter school for our students. The funds will assist in the purchase of educational materials, technology, and additional items necessary to fulfil the vision of the non-traditional environment. The campus will rely on local, state and federal funding once the Federal grant funds have expired.

Palestine ISD will continue to use all available funding sources provided for the operation of the campus. Funding sources available to all campuses in PISD will be utilized at the newly designed charter. Funds from average daily attendance calculations, Foundation School Program, will be combined Title Funds, and state grants. The district will continue to apply for all available federal funding through Special Education IDEA funds. The district will investigate additional grant opportunities available through USDE, TEA or private sources. PISD is committed to supporting the innovative setting offered at PCTHS.

Currently, PISD covers the cost of tuition and books for students enrolled in Dual Credit classes through Trinity Valley Community College. The large population of students considered economically disadvantaged prompted the district to work with Trinity Valley Community College to ensure the cost of tuition and other expenses were not barriers for students eligible to enroll and pursue higher education opportunities. With an intense focus on developing the workforce of both Palestine, Texas and Anderson County, industry leaders and the Economic Development Corporation are working to ensure programs implemented are helping fulfill the current and future needs of the community.

Palestine Career and Technical High School Administrative Team will support and guide students in their placement for necessary practicum experience, workforce opportunities and enrollment in college classes. PISD Leadership is committed to the vision of PCTHS. The anticipated growth of PCTHS will continue to be supported by the district. The predicted interest level of students from PISD will increase as students recognize the opportunities presented in the non-traditional setting.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Palestine Career and Technical High School is designed to offer students flexible scheduling opportunities. Students will be able to be in Career Prep 1 and 2, which is also known as the workforce program. Students will also participate in practicum classes, or career certification programs. Students will be participating in the various programs either in the morning, afternoon or evening class option. PCTHS will create an alternate attendance taking time for the periods when students are not on campus at required attendance-taking time.

Palestine ISD has completed the process to become a District of Innovation. The Commissioner of TEA has been notified, and PISD will proceed with the utilization of the exclusions created in our plan. PISD students will meet the required minutes of attendance and will work with our partners at TVCC for students to be able to participate in summer learning opportunities at their local college campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The Public School Program Start Up Grant will supply funds to help accomplish the vision and goals of Palestine Career and Technical High School. The purpose of the campus charter is to offer students in Palestine ISD, a non-traditional high school. Students will have options available through the charter campus that do not exist on the regular high school campus. Students will be able to enroll in dual credit classes and pursue an Associate's Degree through Trinity Valley Community College. PISD is committed, along with TVCC to pay for an Associate's Degree, even if it is completed post high school. Students will also have the opportunity to seek certifications in industry or career related fields. PISD is working closely with the Palestine Economic Development Corporation to place students in the high need areas. Students will be able to have flexible academic scheduling options that will allow them to blend their needs for school and work together.

Goal 1: PCTHS will Meet Standard in the state accountability system: Objective: 85% students will meet standard on state accountability assessments on the first administration of the required assessments. Grant funds will be utilized to provide instructional materials, personalized technology devices to enhance instruction in the core academic areas. Academic support will be provided through tutorials to assist students in academic need.

Goal 2: Provide flexible learning opportunities. Objective: Students will have flexible scheduling opportunities. 100% of the students will participate in development of their personalized learning plan. Their learning plan will be designed to meet individual students' needs through various options. The utilization of grant funds include purchasing technology for lab settings that will provide online course options to allow greater flexibility in their academic schedule. Students will be able to attend classes on PCTHS campus at times that fit their learning schedule based on their individualized plan and their involvement in the workforce program, or in practicum classes.

Goal 3: Engage unmotivated learners through innovative learning plans. Objective 100% of the students attending PCTHS will be complete a survey presented to enrolled students at the end of each six weeks to ensure the programs are meeting the needs to the learners. The overall vision of PCTHS is to offer students a campus that is designed to better address their varied learning needs.

PISD will utilize grants funds from state and Federal sources in addition to the monies from the Public Charter School Program Start Up grant. The Director of Finance for PISD, and assistant superintendent/Federal Program Director, will work with the Director/Principal to meet the student and campus needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Palestine ISD provides assurances that Palestine Career and Technical High School will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. Students, staff and visitors will be treated as any other campus in Palestine ISD. Palestine ISD serves all students with disabilities, and will provide all required services to students of PCTHS. Palestine ISD is prepared to provide supplementary and related services as needed for students on the PCTHS campus. Funding will be provided to the PCTHS campus through the same process afforded to other schools in PISD. Funds will be dispersed equitably and in a timely fashion. The district will utilize the resources of PISD's Director of Special Education Services to assist in compliance requirements.

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County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

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

Palestine Career and Technical High School will provide our diverse students who are largely economically disadvantaged an opportunity to enroll in a setting with flexible learning and scheduling options. Students will have the opportunity to enroll in dual credit classes leading to an Associate's degree, and earn career and industry certifications. Students will have the opportunity to choose a schedule designed to best suit their needs. Students can use online courses to gain credits and provide more flexible career based training opportunities in their academic day. Achievement standards at PCHTS will be rigorous. All students will be enrolled in their core classes with academic support time as needed. There will be a focus on core academic concepts delivered through challenging instruction from the TEKS based, district created curriculum. The curriculum is created to meet the challenging academic standards and prepare students for End of Course Exams. Students who are successful on the first administration of the test are able to have more flexibility in their scheduling process. However, students in of need academic support to pass additional administrations of the EOC exams, will have the support provided. Funding from the grant will be used to provide computer labs for students which will offer various levels of online or computerized academic support. The expectation of PCHTS will be for students to complete high school with a diploma along with or hours towards an Associate's Degree which will be completed post-graduation. Students will also have the option of graduation with at least one career or industry certification. Students will be provided academic support as needed for TSI testing to enroll in Dual Credit Classes.

Students will be provided additional support with the review of their individualized learning plan. Students will meet with the Academic Leadership Team of PCHTS to review grades, and projected classes and plans. Students in grades 9-12 will be able to enroll in PCHTS. Students in grades 7 and 8 will learn of the options available for students who want to attend PCHTS. Parents and students will have opportunity to visit the campus of PCHTS as students make decisions in grade 8 regarding their high school choices. Core academics in PCHTS will follow the district adopted curriculum. The scope and sequence will be used to provide instruction and provide assessment for the required classes. Students will also utilize their pathway choices with specific electives and CTE classes which will lead to practicum or career classes in years 11 and 12. Career and industry certification requirements will be fulfilled through the pathways and CTE classes. Students who are enrolled at PCHTS will be provided an educational plan designed to meet their specific needs through an innovative non-traditional setting.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

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

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

Palestine Career and Technical High School will operate as a campus charter within PISD. The Director/Principal for campus will serve as the administrator with support from the school district Superintendent, Assistant Superintendents, and elected school board. The campus Director/Principal will manage the day to day operations and decisions of the campus.

The campus curriculum will be a blend of core academics and CTE based classes. The District Curriculum Director will align the courses with Trinity Valley Community College's required courses for Dual Credit Offerings. Support will be provided for students requiring a modified curriculum and ELL students will have support for language acquisition strategies as needed. The Director/Principal will work with district leaders for specific campus needs related to nutrition/food programs, student management and PEIMS programs, transportation needs, and required compliance with policies and guidelines. There will be a different daily schedules for students attending PCTHS. The schedule and school calendar will be managed in compliance with local guidelines. Procedures will be followed to adjust the attendance procedures for students needing an alternative attendance taking time. PISD's adopted policy has specific guidelines for accountability of a campus charter. The campus action team of PCTHS will meet monthly to review the goals and the campus improvement plan. Objectives necessary to fulfill the campus requirements can be adjusted and amended on a continuum as required. The flexibility afforded the campus leadership team will help create a campus designed to provide students a non-traditional setting. The district leadership team recognizes the need for flexibility and autonomy in the decision making process necessary to support the initiatives on the PCTHS campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

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

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

The District Leadership Team in collaboration with the Palestine Career and Technical High School worked to establish progress measures. The Director/Principal will establish the goals during the goal setting session for all district administrators with support from district based leadership team. The specific objectives for the 2017-2018 school year will be monitored during all phases of implementation. The expected growth during the 2018-2019 school year will cause specific goals and objectives to be adjusted based on a number of variables.

Objective 1: The official TAPR for 2017-2018 will indicate PCTHS will receive Met Standard on state accountability measures. Achieving this goal is essential for the continued operation of the school as guided by the district adopted policy. Fulfillment of this goal will also indicate students have passed their End of Course Exams. During the course of the 2017-2018 school year, students will be provided quality instruction and benchmark testing will provide data necessary to predict student success on the required assessments. Adjustments to the scope and sequence will be made as needed. Student scheduling is directly impacted by their core academic schedule. Students have flexibility within their day for enrollment in various programs offered when remediation classes are not needed.

Objective 2: Students will be enrolled in Dual Credit Classes. Students enrolled as 10th, 11th or 12th graders will have the opportunity to enroll in Dual Credit Classes. Student enrolling will be required to meet TSI requirements. Specific enrollment numbers will increase as the student numbers increase. For the 2017-2018 school year, 100% of students taking the TSI will meet the requirements to enroll in Dual Credit Classes. Students will make selections of their classes based on the individualized plan. The number of students enrolled in Dual Credit classes will be expected to increase by a designated percentage each year.

Objective 3: Students will be enrolled in classes designated to award an industry or career certification as part of the course completion. The anticipated number of students enrolled in this program offering will increase with student numbers. As the year progresses, students will be advised regarding the various opportunities and options available through the increased opportunities available at PCTHS.

Objective 4: Instructors will increase the number of career or industry certification opportunities available to students. A review of teacher credentials and course requirements will guide campus leadership to create a comprehensive list of career and industry certifications available for students. The instructional staff will determine additional training needed in order to offer students more certifications.

The specific objectives listed above will serve as objectives to be used as specific focus points and guiding questions as the campus meets to collaborate on a weekly basis.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

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

Palestine ISD's newly developed strategic plan expressed a desire to create a non-traditional high school setting for students. Flexible schedules allowing for programs with career or industry certifications, and opportunity for enrollment in Dual Credit Classes are important components for the campus.

The initial planning meetings to discuss the development of a district adopted charter began during the 2015-2016 school year. Parents, teachers, business owners and other stakeholders served as members of the team responsible for development of the plan. The district held student meetings and parent meetings, conducted an interest survey to provide stakeholders an overview of benefits and intent of Palestine Career and Technical High School. Several student round table discussions provided an opportunity for students to provide input.

The PISD Superintendent, along with representatives from TVCC worked to secure a location for the charter to be housed. Meetings were conducted with the Economic Development Corporation, Trinity Valley Community College staff and campus leadership to ensure the opportunity to explore the development of the charter school was supported and would provide different opportunities from the traditional high school.

Parents will be invited to participate in the design of student's personalized instruction plan to see the various options available through enrollment in PCTHS.

The creation of the campus based decision making team for PCTHS will include parents, teachers, students, along with community members and other stakeholders. Representatives from Trinity Valley Community College will serve as a resource for various committees on the campus as well. As enrollment increases, the input of stakeholders will be important to guide the new course offerings for the campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

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

Palestine Career and Technical High School will open as a campus charter of the Palestine ISD in the fall of 2017 at the campus of Trinity Valley Community College. The building will be designated specifically as the campus of PCTHS. Students within PISD will be able to elect to attend the campus.

Students will be informed of the option to attend PCTHS during the spring semester of 2017. Course selection procedures, and individual student meetings will help students develop their specific educational plan. Students will fulfill necessary requirements for enrollment in Dual Credit classes if needed. The campus will be open to all students in grades 9-12 enrolled in PISD. Students enrolled in 8th grade at Palestine Junior High will participate in a student/parent event designed to highlight various course offerings, clubs, organizations offered through PISD. PCTHS will participate as opportunity to showcase the non-traditional setting provided.

PISD will utilize a number of tools to provide information regarding the charter school. The district Director of Public Relations will share information on the school district's website, social media outlets, the publication of the district's Wildcat Weekly will feature stories and updates about the campus. Local service organizations, radio shows, newspapers, and district publications will feature highlights of the campus. PISD will utilize a local billboard to showcase the PCTHS to the area. All methods of advertisement and recruitment plans will be utilized as the enrollment process takes place during the spring semester.

Students will be provided and equal opportunity to attend PCTHS. All students enrolled at the existing high school will have opportunity to attend the charter campus. Palestine High School is considered a TEA Priority School and students residing within district boundaries will have options to choose. Programs will be available at PCTHS which are specific to the campus. Students will submit an application to apply for enrollment. When the number of applicants exceeds the allotted number for enrollment, applications will be numbered and placed on a waiting list. As enrollment opportunities become available, students on the waiting list will be given the opportunity to enroll. PCTHS will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic ability, or other specific skills the student would specifically need to attend.

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Amendment # (for amendments only):

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

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

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

Palestine ISD followed instructions for charter authorization as provided by TEA.

1. The district began the process by adopting new policy to address the required guidelines in August of 2017.

Information was provided at the November 2017 board meeting regarding the intent to apply for and final documents were presented in December 2017. Documents are included as part of the district application process and are attached.

Attachment 1- Federal Definition of Public Charter School completed and signed by the Superintendent;

Attachment 2- Information Required from Recipients of Charter School Program grants providing charter application information.

Attachment 3-Campus Charter Information form completed and signed by the superintendent

Attachment 4- Narrative Letter from Superintendent- providing information about charter, including required documents

2. The premise in which the school board adopted the approved the campus for which the charter was granted to operate: In accordance with Education Code, Chapter 12, Subchapter C and the manner defined by this application, the board approved the charter for Palestine Career and Technical High School. The campus will operate under the governance of PISD board of Trustees, beginning in the fall of 2017. PCTHS is a non-traditional high school, created with flexible options for students to achieve career and industry certifications available only at PCTHS. Students will have schedule flexibility to meet needs for enrollment in workforce (Career 1 and 2) classes which could include afternoon or evening classes. Students will have the opportunity for enrollment in Dual Credit Classes leading to an Associate's Degree. Students will have the opportunity to apply for scholarship monies made available through PISD and Trinity Valley Community College for those desiring to complete an Associate's Degree through TVCC after high school graduation.

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: The design of Palestine Career and Technical High School is unique due to the innovative, non-traditional schedule students are able to utilize. Student scheduled in practicum classes or workforce classes will be able to participate during the workday and take their academic classes in the afternoon or evening. Students will also be able to utilize online learning opportunities to earn credits for classes needed to help fulfil graduation requirements. The innovation and flexibility of the campus will be useful to students who need to work to help support their families, or are interested in a more non-traditional setting.

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 is done when it operated as a district campus:

Palestine Career and Technical High School is a newly organized campus for Palestine ISD. The district has taken steps to obtain a TEA Campus ID number, and other required procedures for creating a charter campus. The necessary paperwork is included as an attachment with this application.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

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

Palestine Career and Technical High School will participate in an evaluation and review process as required by PISD adopted policy. The campus charter is subject to specific guidelines addressing academic standings in order to continue operating with no probation status or danger of revocation of the charter status. The PISD District Administration Team will assist in the monitoring of campus based programs and academics. Regular review of benchmark assessment data, student grades and individualized student learning plans will allow the campus based leadership team to constantly address academic deficits. Students will utilize tutorial opportunities, online learning assistance and one-on-one instructors as needed to improve their grades and specific skills. Academic performance of the campus will impact the charter status of PCTHS. Failure to meet specific criteria could result in the charter being revoked. Each student will be expected to meet state standard on testing, as well as graduate with a high school diploma. Support systems for struggling students are established as part of the campus design. Students will have a variety of resources available to help provide academic support. Yearly review of student data as part of the creation of the Campus Improvement Plan will provide insight to instructional goals for the campus to target for the future.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

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

Palestine ISD Board of Trustees will serve as the governing body of Palestine Career and Technical High School. Under the guidance of the Superintendent, the Assistant Superintendent and Chief Financial Officer, the Director/Principal will lead the campus. The elected District Action Team and Campus Action Team will fulfill required roles as decision making members for the district and campus. The design of Palestine Career and Technical High School allows greater flexibility for students to fulfill the vision of a non-traditional setting. Students will obtain their high school diploma while working with an intense focus on preparation for a post high school plan. The non-traditional setting will allow greater flexibility in the unique design of the campus.

The day to day campus operations will be guided by the Director/Principal. Input from the campus based decision making team will be part of curriculum design, budget, calendar and other daily operating procedures. During year one, focus will be placed on utilizing student data to continually address academic needs as they arise. There will be specific goals identified each six weeks for campus based monitoring. Unlike any other campus in the district, the campus based improvement team will work with administration to ensure the flexible options for scheduling are optimized for students as needed. The campus based team will work to address academic priorities, promote student involvement in activities at the campus, and work with Trinity Valley Community College to serve as partners in achieving the goals for the campus.

During the implementation and expected growth of Palestine Career and Technical High School, the campus improvement team will help set goals, and objectives as programs grow and additional programs are added to the campus. The planning process will include involvement from students, parents, teachers, and community stakeholders.

The yearly review of PCTHS will offer opportunity to evaluate the campus. The campus improvement team will constantly evaluate goals while working work to ensure the purpose of the campus is achieved. The autonomy of the Director/Principal for PCTHS will be important as the concept of a non-traditional high school is created and implemented. Students will benefit from the flexible options offered for their various needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

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

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

Palestine ISD fulfills the local guidelines as well as the state and federal laws regarding the required external audit of the financial statements the district. A separate, and individual audit of Palestine Career and Technical High School will be conducted as well. PISD utilizes Skyward for both student and financial information and management system. Skyward financial reports will be reviewed monthly as part of the administrative process. The annual audit report will be presented to the public and Board of Trustees as required by law. The Chief Financial officer will serve as a resource to the Director/Principal for budget allocations and expenditures. PISD will comply with requirements set forth by TEA. The CFO will oversee the audit for PCTHS and complete the following steps to fulfil financial requirements:

1. Prepare financial statements for the auditing firm,
2. Have audited Annual Financial and Compliance Report approved by the PISD School Board,
3. Prepare a PDF version of the audited, board approved Annual and Financial Compliance report. Ensure that the report included the signed certificate of board approval and required audit firm signatures. If necessary, a management letter may be submitted as a separate file.
4. Submit the board approved audit report to TEA electronically using the TEASE system.
5. Complete the Charter School Data Template by entering data from the Audit Report into the form.

Necessary information will be provided to TEA as required. Required reports will be submitted in compliance with submission guidelines.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

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

Palestine ISD practices sound financial management through planning and sound accountability practices. PISD has adopted policies which provide guidance for day to day operations on campuses for expenditures. Campus committees participate in needs assessments and decision making.

Palestine ISD will continue with the practices in place for allocation of funds to campuses based on their identified needs. General funds are distributed to campuses based on a needs based budget submitted to the Chief Financial Officer. Funds are disbursed to campus based on additional factors as part of the calculated disbursement process. Management of funds for student transportation is managed by the PISD Transportation Office and the Business Office. Transportation of students to Palestine Career and Technical High School will budgeted into the regular 2017-2018 budget process.

Additional funds provided are provided to campuses in PISD. Federal and State Funding Grants are used to enhance instruction on each campus. Applications for Federal and state Funds are completed with guidance through the eGrants system. Once funds are received by the district, the Director of Federal Programs will provide allocations to support programs at PCHS based on identified needs. Funding formulas are established and utilized to ensure the charter campus receive funding in proportion to the number of learners served.

PISD recognizes the funding needs presented at the newly created PCHS. The district is committed to supporting the programs offered. The district, supported by numerous stakeholders believes the vision of PCHS will be beneficial for all involved.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001907

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											50	50	20		120
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															

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

Total Staff	10
Total Parents	80
Total Families	110
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											50	50	50	20	170
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															

Total Staff	11
Total Parents	100
Total Families	165
Total Campuses	1

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

County-district number or vendor ID: 001907

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)											50	50	20		120
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															120

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

TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Palestine ISD	Palestine High School	001907001
2.			
3.			
4.			
5.			
6.			

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

☐**Schedule #18—Equitable Access and Participation****For TEA Use Only**

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County-District Number or Vendor ID:001907		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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID:001907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 001907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

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