

Texas Education Agency Standard Application System (SAS)

2017–2019 Public Charter School Program Start-Up Grant				
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	May 1, 2017, to July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received 2016 DEC 15 PM 2:26 Texas Education Agency Document Control Center </div>
Application deadline:	5:00 p.m. Central Time, December 15, 2016			
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>			
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
San Antonio ISD	015907	CAST Tech / 027		
Vendor ID #	ESC Region #	DUNS #		
74-6002167	20	069451631		
Mailing address	City	State	ZIP Code	
141 Lavaca Street	San Antonio	TX	78210-1039	
Primary Contact				
First name	M.I.	Last name	Title	
Kelly		Flieger	Principal	
Telephone #	Email address		FAX #	
(210) 554-2701	Kflieger1@saisd.net		(210) 224-8792	
Secondary Contact				
First name	M.I.	Last name	Title	
John		Strelchun	District Grants Director	
Telephone #	Email address		FAX #	
(210) 554-2535	jstrelchun@saisd.net			
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
Pedro		Martinez	Superintendent of Schools
Telephone #	Email address		FAX #
(210) 554-2200	Pmartinez1@saisd.net		phi

Signature (blue ink preferred)

Date signed

12/14/16

Only the legally responsible party may sign this application.

701-16-101-020

Schedule #1—General Information

County-district number or vendor ID: 015907-027

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)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907-027

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: 015907-027

Amendment # (for amendments only):

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

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

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p>

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Schedule #4—Request for Amendment

County-district number or vendor ID:

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:

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: 015907-027

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.

Center for Applied Science and Technology (CAST) Tech is applying for the 2017-2019 Public Charter School Program Start-up (PCSP) grant to seek funding to create a prototype high school in the heart of San Antonio, Bexar County, designed to bring together work-based learning, project-based learning, and blended learning so students learn in an applied setting and graduate with advanced skills and a guaranteed job interview. Approved by the Board of Trustees on December 13, 2016, CAST Tech will operate as an open enrollment charter beginning with the 2017-2018 school year. The technology-focused campus will eventually serve 600 students through two tracks: one on the "technical side" of the tech industry with coursework in cybersecurity, coding, gaming, animation, and digital media and the other on the "business side" including entrepreneurship, business analytics, informatics, business administration, banking, and finance. The grant will support CAST Tech's goal to graduate students with significant college credit and/or marketable industry-recognized certificates who are prepared to either enter 2-year or 4-year colleges in high-need degree programs or immediately enter the workforce.

Budget Development

In developing a budget for this grant program, the campus principal and the school's design team, consisting of university, industry, and SAISD professionals were tasked with reviewing the charter components and developing a budget on how grant funds would best be used. Four category needs were identified and used to determine budget parameters; supplies and materials, extra-duty pay for staff, contracted services and professional conferences. Information for the budget was derived by speaking with industry professionals from USAA, University of Texas at San Antonio, SAISD, and professional consultants. District quotes were used to inform decision-making concerning technology costs, which serve as a large component of the requests for this technology-driven school. Since the curriculum will be driven by industry-led projects, which will be determined this spring, the design team felt that allocating money to curriculum and project-based learning materials would serve the school's needs as industry forms projects. Professional development funds, according to the group, should be used for project-based learning training, blended learning, and personalized learning—all hallmarks for CAST Tech. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Demographics

The campus principal will target incoming ninth graders as the intended population for the inaugural class in the fall of 2017. The target student is one for whom the traditional high school will not be the best option, and for whom an applied setting may be the needed spark to engage with more rigorous learning. Students already engaged in clubs such as robotics and chess may be likely targets. The CAST Principal shall ensure outreach, marketing and recruitment of a diverse cross-section of 150 9th grade students, targeting 50 percent SAISD students and 50 percent from other Bexar County school districts.

Needs Assessment Process

The Industry Advisory Committee, per the Memorandum of Understanding between H-E-B and SAISD, is the non-governmental body that advises and provides feedback on jointly developed benchmarks between the principal and the group on a regular basis. The Principal reports to the Superintendent of SAISD. CAST Tech was designed to be responsive to industry demand. The pathways of IT and entrepreneurship were chosen to meet local labor market needs, and the curriculum will be developed in close partnership with industry. The Industry Advisory Committee will help shape and provide oversight on the curriculum, providing input on decisions ranging from the computer languages that are most valuable, to the necessary soft skills, to how to ensure that students do not develop sedentary habits typical of the IT field. This group will help identify milestones for course correction as needed, and the work-based learning with partner employers will also offer opportunities to assess whether students are achieving core skills.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907-027

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.

Management Plan

The management plan includes an organizational structure, milestones for accomplishing major objectives and the use of an online grant management system to keep the project on task. The management team is comprised of individuals with many years of experience in school leadership and project management. The principal of the campus will direct and manage the overall implementation of the grant project ensuring that the program is effective and promotes increased academic achievement as intended. The principal will work closely with the Industry Advisory Committee and external consultants to ensure all project activities are implemented in a timely manner. District business services will be used for financial administration including accounting, payroll, purchasing, information technology and information services. They will ensure that all necessary financial support and enabling technology are available to CAST Tech. Control of Public Charter School Start-Up grant funds will remain at the campus level

Evaluation Method

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows: Context, Input, Process, and Product. It includes a complete examination of the charter including needs and goals assessment. It identifies components of effective implementation as defined by key stakeholders and it also examines how the charter is being implemented. CAST Tech staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, Cast Tech will examine the general and specific outcomes of the charter and conducting a retrospective benefit/cost assessment.

Statutory Requirements

The grant application is comprehensively presented and addresses all statutory requirements including the relationship between CAST Tech and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

TEA requirements

The grant application is comprehensively presented and addresses all statutory requirements including the relationship between CAST Tech and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. The SAISD is committed to the goal of CAST Tech becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907-027

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	\$16,697	\$29,451	\$46,148
Schedule #8	Professional and Contracted Services (6200)	6200	\$14,000	\$30,000	\$44,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$639,852	\$639,852
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$10,000	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$50,000	\$50,000
Grand total of budgeted costs (add all entries in each column):			\$40,697	\$759,303	\$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: 015907-027

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				\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$0	\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$14,400	\$25,400	\$39,800
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$2,297	\$4,051	\$6,348
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$16,697	\$29,451	\$46,148
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$16,697	\$29,451	\$46,148

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: 015907-027

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		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$0	\$0	\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$14,000	\$30,000	\$44,000
(Sum of lines a, b, and c) Grand total		\$14,000	\$30,000	\$44,000

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: 015907-027		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$0	\$639,852	\$639,852
Grand total:		\$0	\$639,852	\$639,852

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: 015907-027		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$10,000	\$10,000	\$20,000
Grand total:		\$10,000	\$10,000	\$20,000

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: 015907-027

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			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Servers / Increased connectivity and access to shared information and applications	5	\$10,000	\$0	\$50,000	\$50,000
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0	\$50,000	\$50,000
Grand total:				\$0	\$50,000	\$50,000

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: 015907-027

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.

Among CAST Tech's most important distinguishing characteristics is the fact that it was intentionally designed to reflect the aspirations of local parents and students. During interviews and focus groups, participants described an ideal high school as being small, enabling students to have a personal connection with faculty and staff, and offering coursework that is highly relevant and framed by career expectations. Students especially embraced the opportunity to experience specific jobs as they honed in on what they might enjoy doing. Getting outside a traditional classroom and learning from industry experts also were highly valued school attributes. CAST has assimilated this critical feedback into the school's format and resources.

Prior to the charter being approved, key stakeholders met to discuss the resources needed to create and successfully implement a career-themed high school. The design team reviewed assessed needs pertaining to campus site, infrastructure needs, staffing, professional development, and curriculum offered. The process consisted of three stages:

Identifying Needs: Stakeholders discussed how CAST Tech should operate in terms of student success and how that vision differs from what currently exists. Both short and long term goals were developed regarding student enrollment, infrastructure, demographics, curriculum and instruction, staffing, and costs associated with each.

Summary of Needs: A summary was written for each goal and stakeholders evaluated which needs SAISD could fulfill internally and which needs required external resources for successful implementation. Emphasis was placed on facilitating academic improvement through the use of blended learning, to allow better diagnostic of strengths and weaknesses and to personalize learning for students while letting them accelerate in areas of deep interest. This school will place an emphasis on noncognitive "soft" or "essential" skills of great value to industry, which will be developed through a combination of project-based and work-based learning, designed to foster key skills of self-regulation, teamwork, conflict resolution and leadership. Students will be expected to achieve both academic goals designed to ensure the acquisition of high-quality college credit and marketable skills as well those important work habits.

Meeting Needs: Stakeholders evaluated the purpose of the grant program, comparing unmet needs under the approved charter. Key recommendations were that the grant be used to enhance the school's position as a laboratory school by supporting planning time, professional development, and highly-relevant travel and conferences, as well as building upon the technology investments planned by the district and the industry partners.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907-027

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.	Technology Infrastructure <ul style="list-style-type: none"> • One-to-one technology needs • Blended learning, personalized learning • Project-based learning • Workplace experiences • STEM education • Software • Servers for the school • Workstations for office staff • Display screens for student collaboration 	The technology devices for students will facilitate project-based learning (PBL) curriculum. The PBL curriculum requires students to conduct research in and outside of the classroom as well as collaborate and share information with peers. Instructors will collaborate to develop cross-disciplinary projects that allow students to use integrated curriculum to build products designed for school use, industry partners, and community organizations.
2.	Staff Training Highly qualified and highly trained teachers, to include professional support staff, to effectively implement project based learning, STEM education, blended learning, and workplace experiences.	Identify and contract external consultants to provide training in the following areas: <ul style="list-style-type: none"> - Project-based learning - Blended learning - Workplace experiences ➤ Provide extra duty pay for staff training outside of contract ➤ Provide additional funds for travel to conferences and model site visits
3.	Teacher Planning time Curriculum development for interdisciplinary connections to address project-based learning objectives	➤ Provide extra duty pay for staff to develop curriculum for interdisciplinary project based learning outside of contract ➤ Staff retreat for planning, prior to contracted days
4.	Conferences Staff needs to have knowledge of the most recent practices in their respective disciplines.	Grant funds will provide travel to conferences and model site visits.
5.	Grant Management Ensure grant funds and associated supplies, training, and stipends are expended and implemented with fidelity to program design.	Grant funds will provide stipend to campus IT coordinator who will manage all budget and purchasing requests related to the grant. Duties will be performed beyond regular work day duties.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907-027

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.	Principal	Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	Industry Advisory Committee	Requires demonstrated success in CAST Tech content areas and a willingness to embrace student project-based learning. Industry partners will provide students with hands-on experience.
3.	Grant Manager	A non-teaching professional that has knowledge of technology and instructional practices with prior background experience with project management. Requires bachelor's degree, teacher certification and organizational skills. Coordinates with the charter design committee and will oversee the day to day operations of grant implementation. A grant funded stipend will be given for the added responsibilities.
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 June 30, 2018, 100% of all students will participate in four (4) industry led project-based learning experiences.	1. Industry partners will identify four projects per year for students.	04/30/2017	06/30/2019
		2. Students will meet with mentors from industry to learn about project requirements.	09/01/2017	06/30/2019
		3. Mentors will evaluate student-curated projects.	10/01/2017	06/30/2019
		4. Students will form teams to explore key problems or projects defined by industry.	10/01/2017	06/30/2019
2.	By June 30, 2018, 100% of all students will produce a digital portfolio.	1. Students will use role assignments within projects to begin building their resumes.	12/01/2017	06/30/2019
		2. Students will create an online home for portfolio materials, which may include initial items like Strengths finder profiles, career interests, and digital media.	12/01/2017	06/30/2019
		3. Students will present their portfolio to stakeholders, which can include parents, school staff, university, district and industry partners.	12/01/2017	06/30/2019
3.	By June 30, 2018, 100% of all students will interact with business and industry professionals at least eight (8) times.	1. Mentors will be vetted by a school staff member.	05/01/2017	06/30/2019
		2. Mentors will complete a training program provided by a staff member.	05/01/2017	06/30/2019
		3. Students will visit industry sites.	09/01/2017	06/30/2019
		4. Industry professionals participate as mentors and coaches for curriculum.	10/01/2017	06/30/2019

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: 015907-027

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.

Effective management will require clear routines and procedures followed up by regular monitoring, quality assurance and feedback loops that disseminate results to all team members. The campus principal will develop implementation plans and timelines and will share the structure with all partners. Linking project goals with all staff assignments will ensure efficient procedures and will motivate staff by highlighting purposes and outcomes. Technology will facilitate regular communication among team members in different locations. Face-to-face interaction, i.e., weekly staff meetings, will be used in the early stages of project development; thereafter, plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Conference calls, frequent email, and technology-facilitated file sharing will support information flow. Meetings will be run efficiently through use of standard meeting management techniques. Each meeting will have specific goals and will be driven by an agenda. The project team also will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. The evaluators will conduct data reviews each month with project staff. A detailed implementation plan for the entire length of the project will be developed during the first month of operation. The principal and stakeholders will complete quarterly reviews of the project's goals and outcomes framed by the Goals, Objectives, Milestones and Timelines. SAISD currently uses Amplifund, an online Grant Management System, to store all grant-related information in a centralized hub for enhanced communication and efficiency. Amplifund is fully customizable to each grant's specific performance measures and automates the management of the grant lifecycle. AmpliFund helps ensure compliance creates internal status reports to evaluate program effectiveness. The principal will update Amplifund bi-weekly with monitoring reports.

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.

SAISD is committed to ensuring the financial and programmatic sustainability of the newly created charter as evidenced by the SAISD Board of Trustees approval of CAST Tech's Internal Charter Application. The district is committed to providing an operational budget once grant funds are fully expended. The campus will also use discretionary funds and seek additional funding opportunities to support the mission and goals of the charter.

Additionally, CAST Tech was designed and created with the full support of local industry leaders such as HEB, USAA, and non-profits such as the 80/20 Foundation and Tech Bloc. Their assistance went above and beyond an advisory-only level, these partner committed significant funds to the creation of the campus. The dedication and partnership between business, non-profits, and the District will ensure CAST Tech succeeds in accomplishing its goals and mission.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907-027

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.	Quality of Student Work	1.	Industry feedback on student work will note improvement throughout the year and will function as an authentic, external audience.
		2.	Students will meet or exceed their self-selected goals for projects.
		3.	Portfolios will demonstrate student growth from beginning to end-of-year goals.
2.	Student self-evaluation	1.	Progress on individually set goals, including development of key strengths as identified through strengths finder.
		2.	Ability to articulate relevant learning objectives and success of project as displayed through written and verbal presentations.
		3.	
3.	Assessment results	1.	Improved student performance on nine week grades and state assessments
4.	Yearly Industry Advisory Committee Metrics	1.	Industry will, in conjunction with the principal, establish metrics for each year. Metrics will demonstrate that the program meets or exceeds expectations.
		2.	Lab school data will be collected through pre and post-coursework surveys that demonstrate programmatic offerings meet or exceed expectations.
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the program activities are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by Principals, school leaders and the Grant Program Support Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. CAST Tech staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

CAST Tech will operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves the autonomy granted, and safeguards student and public interests.

Approval of CAST Tech's charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

The Board of Trustees will ensure that CAST Tech meets academic goals and adheres to policies and guidelines set forth in this charter.

Specifically, the Board of Trustees is charged with the following responsibilities:

- Adopting goals and objectives for the District
- Reviewing and acting on policies
- Adopting an annual budget and setting the tax rate
- Electing school personnel as recommended by the superintendent
- Reporting to the public on the District's progress

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

CAST Tech will operate as a neighborhood school within the San Antonio Independent School District (SAISD). As the charter authorizer, the Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs. They are also committed to providing

Annually the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The following waivers to Board policies and district procedures or special permissions were approved for the successful implementation of the charter:

Instructional Materials

The CAST Principal will have initial and final authority to select all curriculum, textbooks, instructional technology, lesson plans and instructional materials to be used for Tech students.

Calendar, School Day and Schedule

The CAST Principal will have authority to set the CAST Tech school calendar, the length of its school day, the beginning and ending dates of its school year, and its daily bell schedule, which may differ from those in other SAISD schools, subject to any legal limitations. Any additional costs for educator salaries or stipends necessitated by an extended school day will be paid from discretionary funds budgeted for this purpose. SAISD will be responsible for other incidental costs necessitated by an extended school day such as, air conditioning, janitorial services, training costs, or other costs.

Assessments

The CAST Principal will have authority to select and implement all assessments that are not required by the State of Texas, except assessments required by the grant regarding benchmarks and objectives. Other assessments may be used as per the metrics for benchmarks and objectives required by the grant, subject to alignment with District-wide assessments and subject to approval by the Superintendent.

Teacher and Staff Support.

The CAST Principal will have authority to select and implement all professional development for teachers and administrators in the areas of career and technical education, blended learning, project based learning, pedagogy, academic and elective coursework, and work-based learning. The CAST Principal will also have authority to select and implement training for all paraprofessional support staff.

Laboratory School for Professional Development.

The CAST Tech will be a learning laboratory school for professional development in career and technical education, project-based learning, work-based learning and blended learning, including a residency program for teachers, principals and other leaders. The CAST Principal will have authority to select and approve any college or university students or staff placed at the campus, and to develop and implement all educational programs for non-SAISD teachers and leaders.

Non-SAISD teachers and leaders will demonstrate increased confidence in implementing project-based learning and blended learning through pre- and post-year surveys designed in conjunction with our Laboratory School partners. Teachers and leaders will participate as lab school members in no fewer than four lab school training events per year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

Grant funds requested are necessary to expand and implement the overall mission of creating a prototype charter school for an eventual network of career-themed high schools that offer rigorous project and work-based learning, college credits and marketable skills, meaningful industry engagement, and a clear path to high-need jobs in the city of San Antonio and Bexar County. The intent of the program is to provide dedicated, effective pathways to high-demand jobs to meet specific high-skill workforce needs and create a replicable model to serve more students across Bexar County. Grant funds being requested in support of the project fall into five categories:

- Technology Infrastructure
- Staff Training
- Teacher Planning time
- Conferences
- Grant manager stipend

Funds will be used to purchase technology such as collaborative display screens in classrooms, laptop computers and/or tablets for teachers and students. The technology devices for students will facilitate project-based learning (PBL) curriculum. The PBL curriculum requires students to conduct research in and outside of the classroom as well as collaborate and share information with peers. Instructors will collaborate to develop cross-disciplinary projects that allow students to use integrated curriculum to build products designed for school use, industry partners, and community organizations. Student projects will be curated in a variety of settings to include digital spaces, school setting, industry and community service facilities. Teacher-created rubrics will evaluate student work and industry-identified student soft-skills will assess students' competencies related to each one.

Grant funds will be used for a variety of professional development opportunities throughout the year and will support the integration of project-based learning in all core content areas. Additional professional development will focus on instructing teachers on using a Learning Management System intended to help teachers provide targeted instruction to students. A staff planning retreat will also help establish the campus culture, norms, and operating procedures. Funds will be used to develop curriculum which will better prepare students with the skills to study STEM at a much deeper level. Specifically, teachers will be tasked with curriculum mapping for project based learning on designated Saturdays during the school year. The mapping will ensure pacing is established and students are progressing through the curriculum at an appropriate schedule. Additionally, grant funds will support travel and attendance to highly-relevant conferences in subject matter such as technology, PBL, blended learning, and personalized learning experiences. The conferences will build capacity among teachers who will bring back the latest, innovative practices in their respective subject matter. Grant funds will be leveraged with the existing campus funds to ensure the greatest amount of teachers can attend the conferences.

Finally, grant funds will be used to provide a Grant Manager stipend to the campus IT coordinator. A grant of this complexity and magnitude needs someone who can manage all budget and purchasing requests related to the grant. This work will be done beyond regular work day duties and this stipend will ensure services and supplies are delivered to teachers and students quickly.

Annually the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

An Individualized Education Program (IEP) will be developed for each identified special education student. The teacher of record in coordination with the special education teacher will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications and accommodations will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements without additional supports. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs. Some self-contained instructional settings which are clustered in the district may not be available at the campus. In the event this occurs, students will have access to needed services at the campus closest to their home campus that has the necessary instructional setting.

Response to Intervention (RtI) will serve as the proactive, problem-solving process that will be used for all students in order to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. Special and general education work collaboratively so more students can achieve academic progress in general education.

Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure RtI success. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the RtI Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The RtI Coordinator shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. RtI Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the RtI Coordinator and campus teachers receive annual training on the RtI process and the correct guidelines and procedures.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

CAST Tech will be the first in a series of career-themed high schools focused on meeting labor and workforce needs in San Antonio. Employers will work directly with school leadership to open career pathways pursuing identified high-need subject areas such as Information Technology and Business/Entrepreneurism. CAST Tech will create a formula that includes student developed/incubated business concepts that are encouraged by close student relationships with mentors, college and university faculty, and supported by work experience through project-based learning and internship placements.

CAST Tech will provide innovative staff development to educators as well, both inside the school and beyond through its university partnerships, such as with the University of Texas at San Antonio. Embedded professors and staff will use CAST Tech facilities and staff to train future teachers and administrators in the CAST Tech environment, which utilizing technology as a medium for instruction, project-based learning, blended learning models, business partnerships, and innovative methods as the focal areas for instruction.

CAST Tech will be unlike any high school in this region, incorporating the best elements of multiple educational processes and methods. All CAST Tech graduates will earn both a high school diploma and will be offered a minimum of 30 college credits, with highly motivated students earning industry-recognized certificates and an Associate's degree. CAST Tech coursework will be informed by a variety of business partners and each has agreed to support supplemental, aligned experiential learning opportunities, such as hands-on job shadowing, summer jobs, and interviews for graduates. In order to maximize these transformative resources, CAST Tech will rethink student-teacher roles and relationships and will offer a variety of instructional formats, including blended learning, project-based learning, and work-based learning opportunities. This diversity of experience will allow teachers to act more as mentors than instructors and will give students the opportunity to fully master content and advance at their own pace. This structured, accelerated, individualized approach will ensure that every CAST Tech graduate will have acquired the hard and soft skills that are essential to placement in one of San Antonio's well-paying, high-demand jobs.

CAST Tech will use blended learning environments, which include the use of technology as well as traditional instruction, to deliver content. Teachers will act as guides to facilitate learning, relying heavily on students' prior knowledge as learning is scaffolded into new experiences. Educational standards will be visible to students through their personalized learning management system, which allows them opportunities to track their own learning, set targets for themselves, and engage with content that matches their academic ability.

CAST Tech will use data from teacher-created assessments and computer-adaptive technology through our learning management system to tailor lessons to the students' instructional needs. Assessments will be given at the beginning of each unit to test the students' knowledge related to new content so that individualized instruction can occur. Student learning will also be measured through teacher-developed rubrics as related to project-based learning.

CAST Tech will assess student progress through the administration of the State of Texas Assessments of Academic Readiness (STAAR) exam at each appropriate grade level, as per state guidelines. Instruction will be aligned to TEKS in order to ensure student success on STAAR. Data gathered from student pre-tests will be used to determine skill and knowledge gaps so that instruction can be aligned and individualized.

For the 2017-18 school year, a total of 150 students will enroll; 150 additional students will be enrolled each year thereafter until total enrollment reaches 600.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal. Waivers from local district policy regarding the school calendar, administrative requirements, and student school calendar were specifically requested by the principal and granted by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus.

Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment outlined in Schedule #13. The principal served as a key contributor to providing input throughout the process. The budget has been reviewed approved by the campus principal as meeting the current and future needs of the newly created charter campus. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget.

The Industry Advisory Committee established under the charter will serve in an advisory capacity to the Principal. The Superintendent will serve, at all times, as the Principal's employer and supervisor. The CAST Principal will work closely with the Industry Advisory Committee, industry members, and higher education partners on school design.

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County-district number or vendor ID: 015907-027

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 approval of a charter application by the Board of Trustees formalized a performance contract. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter.

CAST Tech students must meet grade-level standards as expected by all students in the State of Texas. In addition, CAST Tech students must also meet the following objectives specifically related to the mission and goals of the program:

All CAST Tech students will be offered 30 hours of college credit through dual credit, dual enrollment, or advanced placement coursework.

9-10 Grades:

- Students will participate in four industry-led project-based learning experiences per year.

9-12 Grades:

- Students will produce a digital portfolio at the end of each year.
- Students will interact with business and industry professionals a minimum of eight times per year through combined experiences of mentorship and/or project-based learning.

11-12 Grades:

- Students will complete a minimum of 120 hours of internship credit.

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County-district number or vendor ID: 015907-027

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.

The idea for CAST originated from a committee led by H-E-B and comprised of industry leaders, school superintendents and workforce development experts from the Alamo Colleges, the City of San Antonio and Bexar County. The San Antonio-based grocery giant and its Chairman and CEO Charles Butt gave \$3.6 million to hire sought-after teachers and administrators while Tech Bloc, the tech and downtown advocacy organization, will lend its industry expertise to formulate a STEM-heavy curriculum for CAST Tech. The committee met for a year to study innovative high school models across Texas and the nation.

Among CAST Tech's most important distinguishing characteristics is the fact that it was intentionally designed to reflect the aspirations of local parents and students. During interviews and focus groups, participants described an ideal high school as being small, enabling students to have a personal connection with faculty and staff, and offering coursework that is highly relevant and framed by career expectations. Students especially embraced the opportunity to experience specific jobs as they honed in on what they might enjoy doing. Getting outside a traditional classroom and learning from industry experts also were highly valued school attributes.

Prospective families got a preview of new school on Wednesday, April 27, 2016. Hopeful parents convened at the campus to hear from the principal while their students went upstairs with interns from Trinity University's Master of Arts in Teaching program to get a 45-minute sample of what learning will be like in the new school. As part of the workshop, parents shared their dreams as well. Gathered in small groups, they discussed their hopes for the new school and what they want for their children's education. CAST has assimilated this critical feedback into the school's format and resources.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

CAST tech intends to target rising eighth graders as the intended population for the inaugural class in the fall of 2017. The ideal CAST Tech student is one who the traditional high school is not the best option. Instead, an advanced, applied may be the needed spark to engage with more rigorous learning. Students already engaged in clubs such as robotics and chess may be likely targets. Recruitment and outreach will extend beyond the boundaries of SAISD with a goal of 50 percent of the students coming from Bexar County, outside of SAISD. However, the CAST Principal may enroll a number of students from SAISD that exceeds 50 percent of the CAST Tech enrollment at any one time or for an entire school year, in order to select students in good standing or to accommodate SAISD's transfer decisions.

The CAST Principal will conduct outreach, marketing and recruitment of a diverse cross-section of 125-150 9th grade students, targeting 50 percent SAISD students and 50 percent from other Bexar County school districts. Marketing activities will include sending brochures home with students, social media, and a mailing campaign to generate excitement and interest for the campus.

CAST Tech prohibits discrimination in admission on the basis of national origin, ethnicity, race, religion, or disability. Students eligible to be enrolled in CAST Tech must be in good standing behaviorally, and must remain in good standing to be enrolled and stay enrolled at CAST Tech.

The CAST Principal will have no academic criteria for admittance, but will require the applicant to complete and submit an application not later than a reasonable deadline the Principal establishes. On receipt of more acceptable applications for admission than available positions in CAST Tech, the CAST Principal will fill the available positions by lottery as required by Education Code Section 12.117(a).

CAST Tech will exempt the children of its full-time employees from the lottery as permitted by Section 12.117(a), up to 10 percent of its total student population. CAST Tech's full-time employees may enroll their non-resident children free of tuition. Siblings will be exempted from the lottery for the first three years. After the third year, the Industry Advisory Committee may recommend a different policy concerning lottery exemptions consistent with Section 12.117(a), except that prior-year students and siblings of students enrolled at CAST Tech shall remain exempt from the lottery.

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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.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions, if applicable. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants have the opportunity to present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

CAST Tech was created under the auspices of Texas Education Code Chapter 12, Section 12.0521 as a new district campus.

Additionally, creating the campus to a charter provided CAST Tech with the flexibility to request waivers from district policy. Waivers to the school year, teacher and administration contract year, staffing, curriculum, and professional development were all approved with the intent of impressing a truly unique culture on the campus.

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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.

The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision of the charter; or
- c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

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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.

SAISD Board of Trustees.

A multi-member governing body will not direct the CAST Tech; rather, the SAISD Board of Trustees will directly oversee the campus. The Board of Trustees will determine whether the charter will be revised, placed on probation or revoked. In addition, the SAISD Board of Trustees will determine whether the 10-year performance contract will be renewed or terminated.

Superintendent and CAST Principal.

The CAST Tech principal has been granted greater autonomy and flexibility through requested waivers outlined in Statutory Requirement #3.

The CAST Principal will report directly to the Superintendent or to a designee reporting directly to the Superintendent who is responsible for campus innovation. The CAST Principal will not hire or terminate any SAISD employee assigned to CAST Tech. But the CAST Principal, in coordination with the Superintendent or a designee reporting directly to the Superintendent who is responsible for campus innovation, must approve the assignment of all SAISD employees or contractors assigned to work at CAST Tech, and must approve the removal or reassignment from the campus of any SAISD employee or contractor, subject only to the remedial or corrective provisions of the Grant. The CAST Principal will be responsible for hiring, contracting, directing and supervising any collegiate staff or student assigned to work at CAST Tech. The CAST Principal will play a leading role during the Design and Startup Phase for CAST Tech and act as the school leader over hiring, teaching and learning.

Industry Advisory Committee.

The Industry Advisory Committee established under the charter application will only serve in an advisory capacity to the Principal. The Superintendent will serve, at all times, as the Principal's employer and supervisor. The CAST Principal will work closely with the Industry Advisory Committee, industry members, and higher education partners on school design.

The Industry Advisory Committee will have no final decision-making powers, and will have an advisory role only, with respect to any aspect of the operations of the CAST Tech. The Industry Advisory Committee will have no role qualifying it as a governmental body.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

The San Antonio Independent School District (SAISD) will hire at the District expense a Texas certified or public accountant holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. All Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdrawals, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-027

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.

Board of Trustees will ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907-027

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	0	0	0	0	0	0	0	0	0	0	150	0	0	0	150
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	0	0	0	0	0	0	0	0	0	0	150	0	0	0	150

Not Applicable – No students will be served during the 2017-2018 school year. ☐**Total Staff** 17**Total Parents** 270**Total Families** 216**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	0	0	0	0	0	0	0	0	0	0	150	150	0	0	300
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	0	0	0	0	0	0	0	0	0	0	150	150	0	0	300

Total Staff 26**Total Parents** 540**Total Families** 432**Total Campuses** 1**For TEA Use Only**

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

County-district number or vendor ID: 015907-027

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)	0	0	0	0	0	0	0	0	0	0	100	0	0	0	100
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:	0	0	0	0	0	0	0	0	0	0	100	0	0	0	100
Not Applicable – No students will be served during the 2017-2018 school year.															<input type="checkbox"/>

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

	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Sam Houston High School	015907006
2.	San Antonio ISD	Edison High School	015907003
3.	San Antonio ISD	Highlands High School	015907005
4.	San Antonio ISD	Lanier High School	015907008
5.	San Antonio ISD	Fox Tech High School	015907004
6.			
Not Applicable – No students will be served during the 2017-2018 school year.			<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907-027		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: 015907-027

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: 015907-027

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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Amendment number (for amendments only):

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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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input 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/Tuancy

#	Strategies for Absenteeism/Tuancy	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			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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