

**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	
Application deadline:	5:00 p.m. Central Time, December 15, 2016	<small>Place date stamp here.</small>
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov : (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Longview Independent School District	O92903	Longview Elementary STEAM Academy and Longview Middle School STEAM Academy	
Vendor ID #	ESC Region #	DUNS #	
	VII	010476513	
Mailing address	City	State	ZIP Code
1301 East Young Street	Longview	TX	75602

Primary Contact

First name	M.I.	Last name	Title
James	E.	Wilcox	Superintendent
Telephone #	Email address		FAX #
903-381-2219	jewilcox @lisd.org		903-753-1672

Secondary Contact

First name	M.I.	Last name	Title
Carl	E.	Briley Sr.	District Grant Writer
Telephone #	Email address		FAX #
903-446-2227 or 903-806-5431	cbriley@lisd.org		903-381-2264

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
James	E.	Wilcox	Superintendent
Telephone #	Email address		FAX #
903-381-2219	jewilcox@lisd.org		903-753-1672
Signature (blue ink preferred)			Date signed

(Handwritten signature: James E. Wilcox)

12-12-2016

Only the legally responsible party may sign this application.

701-16-101-028

Schedule #1—General Information

County-district number or vendor ID: 092903

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.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 092903

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;

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

Part 2: Acceptance and Compliance

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

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

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 092903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 092903

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:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 092903

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.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 092903

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.

As in-district charter schools, Longview Elementary STEAM Academy (LESA) and Longview Middle School STEAM Academy (LMSSA) will offer innovative learning environments that ensures students will be prepared to further their education or pursue a career in a Science, Technology, Engineering, Art, and Math (STEAM) field. The purpose of LESA and LMSSA is to provide a high quality STEAM experience for students. LESA and LMSSA believe that a high level application of concepts, increasing flexibility, and cross-disciplinary interactions that will enhance student knowledge and skills critical to success in post-secondary endeavors.

Proposed features of the charter schools include: STEAM Focused Project-Based Learning; Opportunities for Accelerated Instruction, Opportunity for Extended School Day and School Year; and Career and Technology Enrichment.

LESA and LMSSA will intentionally prepare learners for future demands through a program that immerses them in exploratory and project-based learning. The STEAM schools will prepare young scholars to excel in STEAM fields of study and promote success in 21st century careers as leaders and innovators. The STEAM program will provide students a rigorous, interdisciplinary learning environment focused on science, technology, engineering, mathematics, and the arts to promote a collaborative culture of ethical and innovative problem-solving.

LESA and LMSSA will increase awareness and participation of underserved and underrepresented students in STEAM career fields. STEAM lessons will integrate all of the foundational subjects students learn in school from mathematics to the art of design that will improve or enhance the communities in which students live. To teach and reinforce scientific and mathematical concepts, the schools will implement best practices to assist students with developing projects that will allow them to demonstrate mastery of these concepts and processes.

Teachers will receive professional development in innovative STEAM instruction. Students' learning is more meaningful to them when they have the opportunity to choose what they will learn and how they will learn it. Therefore, depending on the curriculum, teachers will provide students with multiple concepts to choose from when performing a project and multiple types of projects from which to choose. At the conclusion of each project, the campuses will provide students with an opportunity to present their projects to peers, or other members of the community. A student's ability to master content and processes increases drastically when he or she must teach others what they have learned so whether they are presenting to their fellow classmates or to their parents in a STEAM showcase, they have the opportunity to deepen their learning. Inviting parents to these events will also increase parent participation, an area the campuses identified as one of its greatest needs.

LESA and LMSSA will have Makerspaces designed to increase awareness and exploration of STEAM opportunities. In order to increase students' opportunities to learn more about STEAM fields, the schools will provide the following STEAM-focused enrichment activities available to all students:

- ❖ Guest Speakers
- ❖ Field Trips
- ❖ Career Fairs
- ❖ Clubs and Organizations- Examples include Science Club, Math Club, Engineering Club, Robotics Club, Technology Club, etc. and
- ❖ Summer Camps

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 092903

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.

STEAM is a life-long career and life-readiness way of educating and learning that is adaptable to the rapidly changing global world. The implementation of STEAM is specifically designed to enable students to accomplish the following performance objectives:

- Meet or exceed satisfactory performance on all STAAR tests;
- Achieve an attendance rate of 97% or higher;
- Increase partnerships with stakeholders;
- Increase LMSSA's STEAM track endorsement selection by 75%; and
- Increase the student eligibility to enroll in AP courses by 10%.

As part of the STEAM project development, students will require adequate technology tools. These technology tools include:

- A designated STEAM computer lab,
- laptop carts, and
- and digital devices.

This technology will facilitate the design and completion of performance and literacy tasks for each assigned project. The school will ensure that technology maintenance, support, and professional development are written within the School Improvement Plans for student success.

A variety of professional development opportunities will be available to teachers including STEAM Learning Models; Project-based learning, educational technology tools, and criterion-based rubric evaluation and design. This training is in addition to the content deepening and instructional strategy training received through the regular content programs.

This STEAM program is specifically designed in response to the East Texas Community's need for an innovative educational solution to challenge students to be critical thinkers and problem solvers who can utilize STEAM based knowledge to be productive citizens.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 092903			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	\$21,000	\$36,004	\$57,004
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$100,000	\$100,000
Schedule #9	Supplies and Materials (6300)	6300		\$148,251.25	\$148,251.25
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$494,744.75	\$494,744.75
Grand total of budgeted costs (add all entries in each column):			\$21,000	\$779,000	\$800,000

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

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 092903				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 (LOTE)	0	2	\$6000	\$8334	\$14,334
2	Educational aide			\$	\$	\$
3	Curriculum Support	0	1	\$3000	\$4167	\$7167
Program Management and Administration						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant	0	1	\$2000	\$4169	\$6169
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Instructional Technology Specialist	0	1	\$3000	\$4167	\$7167
Other Employee Positions						
15	Campus Principals	0	2	\$7000	\$15,167	\$22,167
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$21,000	\$36,004	\$57,004
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$	\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$21,000	\$36,004	\$57,004

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

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 092903			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	STEAM Training	\$	\$100,000	\$100,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$100,000	\$100,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 092903		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:	\$	\$148,251.25	\$148,251.25
Grand total:		\$	\$148,251.25	\$148,251.25

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

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 092903		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$	\$	\$

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 092903				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	Chromebooks	750	\$205	\$	\$	\$153,750
3	Interactive Tables	10	\$7,000	\$	\$	\$70,000
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12	Stemscopes (1 st – 5 th)	470	\$5.25	\$	\$	\$2,467.50
13	Stemscopes – Kits (1-5)	30	\$900	\$	\$	\$27,000
14	Stemscopes (6 th – 8 th)	513	\$5.75	\$	\$	\$2,949.75
15	Stemscopes – Kits (6-8)	6	\$900	\$	\$	\$5,400
16	Lego Robotic Kits	10	\$2,000	\$	\$	\$20,000
17	Lego Mindstorms EV 3	50	\$389.95	\$	\$	\$19,497.50
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Chromebook Carts	25	\$1,500	\$	\$	\$37,500
20	School outfitters STEM maker stations	50	\$550	\$	\$	\$27,500
21	STEM lab riser tables	24	\$1,200	\$	\$	\$28,800
22	Padded metal stools with backrest	48	\$60	\$	\$	\$2,880
23	Pack of 6 Utility Carts	50	\$500	\$	\$	\$25,000
24	6 Shelf storage cabinets	48	\$1,000	\$	\$	\$48,000
25	Digital Microscopes	20	\$600	\$	\$	\$12,000
26	46' Round expanded metal tables	8	\$1,500	\$	\$	\$12,000
27						
28						
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$	\$	\$494,744.75

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 092903

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.

As stakeholders analyze formative and summative data sources utilizing the Site Base Decision Making Committee (SBDMC) model to assess the impact of programs and instruction on student achievement. Information gathered and evaluated is focused in five specific areas to determine strengths, weaknesses, opportunities, and threats. Data is focused on: *Student Achievement, Curriculum and Instruction, Professional Development, Parental and Community Involvement, and School Perspective and Organization* which are ranked in priority via a district based rubric. The highest priority is awarded to needs focused on closing the achievement gap and overall student achievement. Special consideration is given to needs which promote college and career readiness or pre-endorsement exploration at the 1st-8th grade level. This serves as a reliable way to determine and prioritize academic needs of students and the potential implications of educational programs within the East Texas community.

With the implementation of HB5, concerns were expressed in developing means to better prepare industry ready high school graduates in careers in science, technology, engineering, art, and math (STEAM). Residents of East Texas have declared a growing need for alternative, cutting edge programs to address student exploration and understanding of STEAM based opportunities. These elementary and middle school programs would prepare students for the high school program. With a 74.93% economically disadvantaged student population, the SBDMC recognizes the need for exposure of STEAM in the early grades to facilitate exposure to technology and critical thinking development. With its emphasis on STEAM, LESA and LMSSA would be able to offer students a thorough background and depth of knowledge. The SBDMC realizes waiting until the freshman year to introduce STEAM based career exploration and curriculum is an obstacle which threatens LISD's mission of creating future ready graduates. Stakeholders see LESA and LMSSA as educational solutions to produce critical thinkers prepared with foundational and relevant skills in STEAM.

Student Achievement: Concerns expressed addressed the existing methods utilized by Bramlette Elementary School and Judson Middle School. A lack of student engagement has resulted in disengaged students and the deterioration of interest in STEAM based coursework and/or school holistically. Achievement data indicates students are not mastering concepts using traditional instructional methods and attendance is below local expectations. Subgroups are being underserved in STEAM and math ACT/SAT scores are significantly lower than other campuses in the district.

Curriculum and Instruction: Math and Science TEKS mastery fluctuated among subgroups and fell short of state and local standards. The adopted curriculum at both campuses did not adequately target cross curricular math, science, technology, or engineering. The need for additional STEAM based learning opportunities is critical.

Professional Development: Surveys and records indicated the necessity for targeted technology, science, and math training. Industry based teacher training demonstrated the requirement for a comprehensive approach to staff development. No model for PD has been utilized to maximize teaching and learning. No evidence was noted in utilizing project based learning at either campus. Teacher data indicated a lack of proficiency in utilizing technology to instruct or guide students. Opportunities presented through STEAM will provide ongoing innovative training for teachers and high levels of achievement for students.

Parent and Community Involvement: HB5 parent and community engagement reporting determined parents and community members want students to engage in art education to include fine and liberal arts. Additionally, technical art design was of interest to community members as more jobs require Computer Aided Drafting (CAD) or graphic design skills.

School Perspective and Organization: Both campuses have undergone three leadership changes in the past four years and teacher turnover rate is higher than the state average. A decline in the schools' perception within the community results from inconsistencies. Based on perceptual stakeholder data, both campuses have a need for a new approach. A new approach to re-image, attract, and retain current students is essential.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 092903

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.	Creation of program designed to address 21 st century needs and peak students' interest in STEAM while ensuring math and science academic standards are met and exceeded.	To address the need and requirements of a STEAM program, LESA (Longview Elementary STEAM Academy) and LMSSA (Longview Middle School STEAM Academy) will create and provide for existing facility enhancements and innovative curriculum.
2.	Development of innovative learning environments that utilize technology and STEAM initiatives to reach economically disadvantaged and at-risk students.	Grant funds will be used to encourage pre-high school dynamic environments that incorporate STEAM career exploration and depth of knowledge in related disciplines. This will help to meet local students, business and industry needs, and assist in providing supplemental instructional elements for LEP/ESL and special education students.
3.	Formation of local industry partnerships which foster STEAM career exploration and real world connections through cross curricular integration.	Funds will be used to provide engaging speakers and trainings/demonstrations that provide learning experiences connected to preparation for industry based certifications.
4.	Integration of Arts and college/certification preparation activities for ease into STEAM endorsement track.	To emphasize the arts and STEAM integration, grant funds will be used to promote and support interaction with LHS, community colleges, and surrounding businesses to provide student training and enhancement activities while maximizing supplemental aid towards travel to and from local partnership locations.
5.	Enhancement of professional development to augment instructional quality and practices through STEAM integration.	Provide technical STEAM training to ensure best practices in integration and education. An extended school year and school day may be adopted at LESA/LMSSA to allow for increased opportunities for collaboration and planning.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 092903

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Principal	TX Mid Management or Principal Certification, Industry Experience in STEAM, Teaching Experience in STEAM related subjects
2.	Instructional Technology Specialist	TX Teacher Certification and/or Industry Experience, Google Certified Trainer of Trainers and Web 2.0 Tools training
3.	LOTE Certified Teachers	TX Teacher Certification and LOTE Endorsement
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.	Increase LMSSA's student STEM track endorsement by 75%.	1. Hire and train required staff	04/01/2017	08/01/2017
		2. Develop STEAM career exploration program	06/01/2017	06/01/2018
		3. Provide STEAM elective courses for LHS credit	06/01/2017	06/30/2019
		4. Develop student endorsement marketing plan	05/01/2017	08/01/2017
		5. Educate families on endorsement offerings	05/01/2017	08/01/2019
2.	All students will meet or exceed satisfactory performance on all STAAR tests.	1. Develop STEAM integrated Scope and Sequence	05/01/2017	08/01/2017
		2. Train staff on PBL and accelerated instruction	05/01/2017	08/01/2017
		3. Create lesson plans aligned to TEKS	05/01/2017	08/01/2017
		4. Promote cross curricular connections	05/01/2017	08/01/2019
		5. Utilize progress monitoring to drive instruction	08/01/2017	08/01/2019
3.	Attendance will increase to at least 97%	1. Train staff on protocol to improve attendance	08/01/2017	10/31/2017
		2. Create an attendance incentive program	06/01/2017	07/01/2017
		3. Actively monitor attendance daily	08/01/2017	06/30/2019
		4. Communicate absences to parents	08/01/2017	06/30/2019
		5. Implement corrective action plan	08/01/2017	06/30/2019
4.	Partnerships with local STEAM stakeholders will increase by 50%.	1. Survey stakeholders to determine required skills	05/01/2017	06/30/2019
		2. Market partnership concept to stakeholders	05/01/2017	06/30/2019
		3. Cultivate relationships	05/01/2017	06/30/2019
		4. Implement partnerships with stakeholders	05/01/2017	06/30/2019
		5. Monitor involvement	05/01/2017	06/30/2019
5.	Assessment data will show a 10% increase of students eligible for Pre-AP courses	1. Develop awareness of Pre AP program	05/01/2017	06/30/2019
		2. Discuss eligibility criteria and benefits of program	05/01/2017	06/30/2019
		3. Assist students with Personal Graduation Plans	08/01/2017	06/30/2019
		4. Track student entrance and success rates	05/01/2017	06/30/2019
		5. Monitor and adjust Pre AP Targets	05/01/2017	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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 092903

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.

LISD develops and utilizes District Improvement Plans as a vehicle and guide to continuously track student centered goal attainment. A comprehensive needs assessment is completed to further support and guide this effort. School Improvement plans are developed to specify measurable performance goals and objectives; strategies for improving student performance; resources needed; staff responsible; implementation timelines; and formative evaluation criteria.

LISD has also implemented processes and procedures to monitor attainment of goals and objectives.

District developed assessments and assimilations are used to collect data. Ongoing principal monitoring and progress meetings to discuss student progress, attendance, and discipline summaries are conducted. Data is reviewed with teachers and principals weekly. For planning and collaboration, Professional Learning Community (PLC) meetings are conducted to ensure instructional continuity, dialogue, and time for professional development and training.

Required changes to move towards goal and objective accomplishments are communicated to principals, teachers, students, and parents through diverse methodologies.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, StemScopes and Project Lead The Way curriculums are being utilized in pilot projects across LISD. To maximize their effectiveness, grant funds will be utilized to provide STEAM course development, supplies, and creation of a dynamic classroom model and teacher training. A collaborative and integrated education based on STEAM disciplines is critical to creating a technology rich setting. Grant funds will be utilized in coordination with existing efforts to establish the foundation and provide enhanced instruction while accomodating various learning styles.

To ensure all stakeholders remain excited and deeply committed to the vision and mission, uniquely focused training will be provided to faculty and on the student centered STEAM model. The goals and objectives of the project will be clearly stated, expectations defined, data evaluated, and continuously monitored on an ongoing basis to ensure the success of this project. Training opportunities and community partnerships will feed the enthusiasm and dedication of all participants. A commitment to exploring and engaging in training of best practices, an ongoing desire for an in depth understanding of future job markets in STEAM based fields coupled with a passion for educating Generation Z students which extends far beyond the grant funds end date.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 092903

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.	Solicit weekly feedback from all participants and stakeholders.	1.	Promptly correct evident deficiencies
		2.	Continued growth of culture and climate
		3.	Proactively engage in student centered solutions and outcomes.
2.	Continually monitor measurable student performance data.	1.	Identify and correct evident deficiencies in monthly leadership meetings
		2.	Measure student success based on program goals and mission
		3.	Address defined weaknesses and monitor progress
3.	Utilize formative evaluation information from HB5	1.	Conduct evaluations to measure progress towards objective
		2.	Encourage teaching methodologies for inquiry based learning
		3.	Track evaluation data to strengthen areas of concern
4.	Utilize grant objectives ensuring student priorities are being addressed	1.	Utilize evaluation rubric to determine program progress
		2.	Monitor student growth through data evaluation
		3.	Track attendance and participation in STEAM based high school programs.
5.	Consistently evaluate quality of instruction and curriculum.	1.	Evaluate instructional concerns to generate improvement opportunities.
		2.	Consult with Administration and confer with leadership team for evaluation
		3.	Monitor student achievement through data evaluation

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.

Measurable student performance data will be collected through multiple sources of evaluation to demonstrate student mastery. Released state assessments, software based diagnostics, and PBL rubrics will be used on a regular basis to assess individual performance. Program activities will be queried and tracked to determine effectiveness and fidelity.

DMAC, Skyward, and Lead4Ward will be utilized to review quintile reports, item analysis, attendance data, and student tutorials while incorporating heat maps that identify areas of focus and need. Stakeholder feedback will be solicited through surveys of program effectiveness. All LESA/LMSSA students will benefit from participation in program activities implemented.

The CLT will identify problems and make necessary corrections. District and campus level meetings will be held to communicate performance standards and student progress, and ensure performance objectives are met. These meetings will include discussions of student progress as it pertains to the performance standards; improvement of teacher instruction and identification of strengths and weaknesses in targeted instruction to better enhance lesson planning, design, and delivery.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The LESA and LMSSA will be governed by the Longview Independent School District (LISD). The school's organization will adhere to the following chain of command: Texas Commission of Education, LISD Board of Trustees, LISD Executive Leadership, Campus Principal, and Teachers.

The Board will be the governing body of LESA and LMSSA. It will ensure the school sustains effective operations in compliance with and in pursuit of the mission and vision established. In compliance with the charter and performance goals, the Board will oversee all policy, financial, and operational details.

The leadership team will inform the Board of policy recommendations, legislation and regulation changes, industry related best practices, and/or input from the staff, parents, students and volunteers of the schools.

The Board will delegate responsibility to the Leadership Team. However, the board will remain the final authority for policies and procedures relating to the curriculum, personnel decisions, budget allocation, and vendor contact selection.

The Campus Principal is charged with the daily operation and leadership of the school. He/She will follow state law, IDEA policies, and district policies. The Campus Principal will be a proven leader with the necessary education and demonstrate the necessary experience required to be a school administrator.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LISD will provide for successful operation of LESA and LMSSA once the grant funds have expired by increasing avenues for additional grant funding as well as seeking community resources for continuance of the STEAM campuses. Additionally, state FSP, (special services including funds such as Comp Ed, Bilingual Ed, and Special Ed) sources will be maximized. Federal Program monies will be allocated as applicable.

The quality of the STEAM curriculum will encourage interest and growth in student enrollment. Therefore, FSP funds will increase to account for the population growth on each campus. Once students are successful in the non-traditional model, more students will be encouraged to participate in the STEAM campus offerings. Although anticipated to operate as a stand alone campus, LISD resources will contribute, if needed, to sustain operations.

In addition to utilizing additional FSP from the anticipated student growth, LISD will seek alternative funding sources from competitive grants, industry partnerships, and other avenues of financing.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA/LMSSA will not request any waivers of Federal statutory or regulatory provisions; neither will it request a waiver of any State or local rules for the purposes of fulfilling this grant program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA/LMSSA, in collaboration with Longview ISD, will utilize the grant funds to purchase equipment, hire personnel, and train educators in required subject matter as it relates to the objectives and student centered learning goals of the school.

Funds will be used to purchase cutting edge curriculum and technology that provides STEAM depth of knowledge and real world connections. The funds will also be utilized to assist in supplemental instruction design elements for special education, LEP/ESL, and economically disadvantaged students to enhance their exposure to STEAM and STEAM based opportunities which promote individual growth and exploration. These resources will provide enhanced, hands-on learning opportunities for every student in the most effective way possible.

Since STEAM education and integration are the foundational component of the instructional design of this school, the funds will assist in the purchase of software, hardware, and other resources for enrichment and exposure to STEAM based career clusters. A PBL and inquiry based environment can be assessed not only the retention of previously disengaged students, but impact the learning of each student and challenge him/her to explore and exceed expectations through hands on learning. The greatest impact will be on students applying concepts in future advanced STEAM based coursework, industry certifications, and local business demand for skilled workers.

Extensive professional development will be required for campus personnel in project and inquiry based learning, technology, and research based instructional practices. As digital natives, 21st century students are frequently more technologically advanced than their teachers. Through this funding, however, technology training and development will be provided to teachers in order to encourage the inclusion of technology in all units of study as well as maintain relevance to the student's high school endorsement track or post secondary field of study. Early exposure and teacher proficiency are critical elements to the schools' success.

Charter school start up grant funds will be used in conjunction with other Federal programs administered at Longview ISD. Expenditure reports will be presented to the Board of Trustees for approval.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA and LMSSA will comply with sections 631(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act by guaranteeing that children with special needs will be afforded an equal enrollment opportunity and their needs will be addressed on an individual basis as they enroll.

LESA and LMSSA acknowledge the right of every child, regardless of ability level, to receive a free and public education and will not discriminate based on ability.

LESA and LMSSA will comply with all regulatory special education requirements of the Individuals with Disabilities Act, Child Find, Title II of the Americans with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and any other civil rights enforced by the U. S. Department of Education Office of Civil Rights (OCR).

Per federal law, all students with disabilities will be fully integrated, to the maximum extent possible, into the programs of LESA and LMSSA with the necessary materials, mandated related services, appropriate and adequately prepared personnel, and equipment to support their learning.

The goal of the Special Education program will be to assist students in meeting their educational objectives and needs specified in their Individualized Education Plans (IEPs) and to help them master the Montessori curriculum.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

Our mission is to provide students a well-rounded education with a focus on Science, Technology, Engineering, Art and Math (STEAM) to accelerate learning in areas of strength and interest. The development of life-long learners through academic problem solving will be the cornerstone for all TEKS based instruction. Students will successfully engage in Project Based Learning and Inquiry Based instruction.

As a forward thinking district, our vision is intentionally preparing learners for 21st century demands through a STEAM program that immerses scholars in a strong academic foundation through both exploratory and project based learning. Our educational program will utilize a rigorous approach implementing a cross-disciplinary, multi-sensory, technology enabled curriculum. The goal of the program is to promote success for all students regardless of their circumstances, disabilities, and/or disadvantages.

Curriculum

Students will follow a sequential and progressive track, leading towards the pursuit of STEAM endorsements upon entry into LHS. The students who will be served through our charter are first – eighth graders. To enable all students to meet the challenging state student academic achievement standards, we will implement a research based STEAM model.

The model will be rigorous, interdisciplinary, standards focused, and engaging. This PBL approach is to maintain the focus on standards-based teaching while enriching and extending the learning of all students through PBL projects. The goal is to promote not only collaborative skills and student ownership of learning while promoting student success.

Exposing all children to cultural diversity through social and emotional learning will meet the needs of the whole child. In integrating technology into our curriculum, a multi-sensory approach to learning will be used. Students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities and guided through differentiation of instruction and identified learning styles.

Instructional Practices

Customized Targeted Instruction (CTI): Our customized targeted instruction initiative provides the time and structure within the school day for students to receive individualized support to master concepts and skills taught at their pace and through the modality most suited to their specific learning styles and needs. With a two-hour block of time reserved for flexible placement into intervention, enrichment, or elective courses all students benefit.

In intervention periods, teachers will utilize a variety of instructional approaches to support TEKS based progress through individualized learning plans. Teachers will leverage technology-based learning and assessment systems to provide one-on-one personalized learning experiences, create smaller teacher-student ratios, and support rapid feedback cycles with real-time assessment data. Students who are already on track with college and career readiness will use CTI time to pursue individual interests. Innovative instructional methods will be utilized to reach all learners.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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 charter campus will consist of a collaborative student-centered organizational structure under the direction of the campus principal in conjunction the leadership team. LESA and LMSSA leaders will work diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

STEAM focused Project-Based Learning is intended to increase awareness and participation of underserved and underrepresented students in STEAM career fields.

The STEAM education curriculum for LESA/LMSSA will have a focus on 21st Century skills. The units of study are TEKS-based and designed around a cross-curricular integration methodology in science, mathematics, and reading/language arts subjects. The curriculum has practical application within an industry and/or organizational context. The curriculum uses STEAM educational strategies that include:

- project-based learning;
- literacy tasks (research and forms of writing: argumentative, informative, and constructive response);
- performance tasks (culminating projects);
- criterion-based rubrics that define the performance standards to evaluate student's work.

Curriculum and instruction staff will assist teachers in planning and providing project-based instruction. The CLT will review learning proposals and projects.

The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation. LESA/LMSSA will collaborate with LISD regarding generation of the calendar to meet the unique needs of the campus. The campus principal and CLT will also plan professional development to teach and reinforce scientific and mathematical concepts/processes in project-based learning design and best practices prior to the start date of the school year and ongoing, as necessary, to achieve the goals designed to improve student success.

LESA and LMSSA will be allowed the freedom and flexibility to govern autonomously in their day-to day operations as follows:

- To provide an extended school year to allow for increased opportunities for professional collaboration, planning, and embedded professional development;
- To develop and implement a modified professional development schedule which will lengthen the school day by thirty minutes for four days a week. This time will be dedicated to activities such as team meetings, data analysis, lesson planning, and professional learning;
- To manipulate their instructional schedules and calendar in order to comprehensively implement the TEKS aligned to the STEAM model and curriculum; and
- To make budget and allocations within the parameters of the grant necessary to fulfill grant requirements, purposes, goals, and objectives.

These day-to-day decisions and actions are above and beyond the degree of flexibility and autonomy afforded to traditional campuses in that they bypass some of the central office administrative approvals and processes that traditional campuses are required to complete.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

Throughout the implementation of the STEAM Academy instructional program, objectives will be measured and met by:
Objective 1 - Spring 2018, an increase of 75% of students from LMSSA will pursue the high school STEAM endorsement.

- Program-to-Program continuation;
- Program completion-college hour attained, graduation rate, and college tracking

Objective 2 - Spring 2018, all students who are assessed will meet or exceed satisfactory performance on the reading, math, and respective science and writing examinations that are part of the STAAR.

- Continuous progress monitoring to ensure student success and identify opportunities to reteach/remediate/tutor for mastery.
- Teacher Made Assessments, Common Assessments, and State Assessment Data
- PBL Rubric
- Obtain and disaggregate data received from TEA

Objective 3 - The end of Fall Semester 2018, attendance rates at LESA and LMSSA will increase to at least 97% with an increase in student engagement.

- Train staff on high yield instructional strategies
- Participation rates in incentive based attendance initiative
- Data tracking and parental contact logs
- Monthly attendance report tracking

Objective 4 - Spring 2018, facilitate partnerships with local STEAM related industry will increase by 50%.

- LESA/LMSSA will facilitate partnerships with local industries/organizations as evidenced through memorandums of understanding and lesson planning to increase student achievement.

Objective 5 - Spring 2018, assessment data will show a 10% increase of students eligible for AP courses at the high school.

- Personal Graduation Plans (PGP) with endorsement declaration
- Tracking reports to show increase and historical data

Changes: Changes include, but are not limited to:

- An innovative approach to student learning
- A teacher as facilitator approach
- Increase ownership and student motivation
- A College and Career Centered Culture campus wide

Who will achieve change:

Students will be the benefactors of implemented change, however the entire learning community will benefit from the STEAM model.

When:

Immediately and will be ongoing

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA/LMSSA parents and Longview community members are an integral part of the planning and program design. Parent and community feedback has been solicited and input given to LISD on the need and direction for a STEAM based elementary and middle grades program.

Once under a charter, community members and parents will have the opportunity to serve on the Campus Leadership Team (CLT) to assist in further planning the operations and instructional program. Community members' input will be key as partnerships are formed with local STEAM based industries.

Additional input will be sought from volunteer organizations with an interest in STEAM based opportunities and enrichment. Other parent and community members will be surveyed and polled concerning program offerings and improvements. Through this feedback, a community based school approach will be used to implement best practices and innovative educational options for all students.

Furthermore, all stakeholders will be welcomed and encouraged to participate in events which showcase STEAM as an integrated approach to learning.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA/LMSSA will utilize a variety of communication mediums to ensure students and parents are informed about the Montessori schools and enrollment procedures.

The following communication modalities will be utilized to publicize the academies:

- LISD website;
- campus websites;
- mail outs;
- written communications and brochures sent home with students;
- school newsletters;
- School Messenger telephone/computer communication system;
- the LISD Newspaper (The Voice);
- articles in the Local newspaper—"The Longview News Journal";
- local TV and radio stations;
- community meetings, and
- public hearings.

Pursuant to TEC Section 12.065, the admission of students in public charter schools shall be based first and foremost on geographic considerations. Secondary considerations may be given to a student's age, grade level, or academic credentials necessary for the type of program offered.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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 Longview ISD process for the approval of campus charters is detailed in Board Policy (EL LOCAL). This policy details the Board's process for consideration on the eligibility of an application for a campus charter, lists student eligibility to attend a campus charter school, teacher assignment, campus charters' compliance requirements, the Texas Education Code provisions for campus charters, the components of the application for approval of a campus charter, definitions, and requirements for a performance contract with the board and request for additional autonomy in campus decision making and campus operations.

An application was submitted to the LISD Board of Trustees on November 14, 2016 at their regularly scheduled meeting. Requests were submitted for approval for the Longview Elementary STEAM Academy and Longview Middle School STEAM Academy for the purposes of providing alternatives and choices to students in LISD who may not be benefitting from traditional schooling. The STEAM campuses will provide unique and innovative instruction to 903 students in first through eighth grades that is not and will not be available on any other LISD campuses.

In addition to providing unique and innovative instruction on all of the proposed charter campuses, these campuses will:

- Provide increased opportunity for school choice;
- Extend the school day and school year;
- Attract and hire transfer teachers that do not necessarily meet LISD's Board Policy transfer policy requirements;
- Develop a unique Professional Development calendar; and
- Extend flexibility in budget and spending decisions not afforded to traditional campuses.

LESA/LMSSA will provide a high quality STEAM experience for the students of Longview ISD. LISD believes that the high level of application of concepts, increased flexibility, and increased cross disciplinary interactions, experiences at a project based STEAM laboratory will increase student knowledge and skills critical for success in post secondary endeavors.

As in district charter schools, LESA/LMSSA seek to offer an innovative learning environment that will ensure all students will be prepared to further their education or pursue a career in a STEAM field. The rich curriculum specifically designed learning model, and instruction will provide opportunities to increase student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA/LMSSA will conduct an annual internal review to ensure the charter school is meeting the objectives of the charter and meeting or exceeding student academic achievement requirements and goals for charter schools under State law.

The process will hinge around the Campus Leadership Team working in conjunction with the LISD Board of Trustees and senior leadership to monitor the program design and implementation. Moreover, the district mandated system safeguards will be utilized to help in the review and evaluation.

Six Week principal progress meetings will be scheduled where principals reflect on goals, related to academics, discipline, student and teacher attendance, grades, walkthroughs, and special programs. The evidence shared by principals will allow the curriculum and instruction department personnel to assist in identifying campus needs, provide recommendations for intervention and remediation, and identify ways that they can support the campuses in accomplishing the identified goals and performance objectives.

Other than the reasons listed in TEC Chapter 39, Subchapter C and D, there are no other specified or identified reasons that the board will utilize to place either campus on probation and there are no other reasons specified or identified that will be reason for the board to revoke the campus charter other than those listed in TEC Chapter 39 Subchapter C and D.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LISD's charter schools will refer to LISD's Student Code of Conduct, Faculty/Employee Handbook, Student/Parent Handbook, Attendance, and PEIMS Reporting. However, charter campuses will adapt and modify existing governing documents to address the unique nature and needs of the STEAM model.

LISD's Superintendent will serve as charter school's superintendent. The charter school's campus principals are the lead administrators and will report directly to the superintendent. LISD's Board of Trustees will remain as the charter school's trustees with the same oversight as exists with LISD.

LESA/LMSSA's Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special populations representatives, a classified representative, a student representative, and one community member. With the exception of students and community members, staff will elect CLT members. The CLT will designate student and community members to be part of the CLT. LESA/LMSSA will follow district procedures in electing faculty and staff.

The CLT will:

- Serve as an advisory committee examining and coordinating initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter.
- Develop guidelines for the after-school meetings to include frequency, duration, and purpose.
- Develop a method and system for evaluation to ensure after-school meetings are efficient and necessary to the implementation of the charter.
- Determine the purpose, format, frequency for submission, and review process for lesson plans to ensure instructional planning that includes considerations of differentiation for special populations such as scaffolding and enrichment, project-based learning, acceleration, and STEAM concepts and skills.
- Work along with the campus principal to ensure that LESA/LMSSA works diligently towards achieving the goals set forth by the charter and the state.

LESA and LMSSA will be allowed the freedom and flexibility to govern autonomously in their day-to-day operations in the following ways:

- To provide an extended year school year to allow for increased opportunities for professional collaboration, planning, and embedded professional development;
- To develop and implement a modified professional development schedule which will lengthen the school day by thirty minutes for four days a week. This time will be dedicated to activities such as team meetings, data analysis, lesson planning, and professional learning;
- To manipulate their instructional schedules and calendars in order to comprehensively implement the TEKS aligned Montessori learning model and curriculum; and
- To make budget and spending decisions within the parameters of the grant that are necessary to fulfill grant requirements, purposes, goals, and objectives.

These day-to-day decisions and actions are above and beyond those that other non-charter campuses are afforded or have the freedom and flexibility to perform and bypass the central office administrative approvals and processes.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

In accordance with LISD's overall accounting system and by the use of the TEA Resource Guide for a specific campus code number for all transactions for the campus charter related to the operations of the campus charter can be extracted independently for reporting and auditing purposes. All information will be provided from campus charters to the auditing firm through the use of charter trial balance and chart of accounts.

When the campus charter receives state and/or federal financial assistance, each award will be accounted for in a separate special revenue code for tracking purposes. All of the transactions of the campus charters will be coded to the PEIMS data standards so that the District may properly participate in PEIMS as required by TEC, Chapter 12, Subchapter C or by State Board of Education rule.

The charter Board will engage an independent CPA firm for the performance of an annual financial and compliance audit of the campus charter and will issue a separate independent audit report as required by TEC, Chapter 12, Subchapter C.

The campus charter's plan for an audit separate and apart from the LISD audit are as follows:

- Maintain separate and independent accounting records;
- Receive an unqualified opinion on the financial statements;
- Provide transparency for stakeholders;
- Demonstrate the financial resources and obligations publicly through an independent opinion on the financial statements

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092903

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.

LESA/LMSSA will provide innovative high-quality TEKS aligned STEAM instruction to students from all socio-economic backgrounds at no cost. It is anticipated that both campuses will receive designation of Title I. The Title I funds will be utilized at LESA and LMSSA to provide additional academic enrichment/support and learning opportunities to help low achieving students master challenging curricula and meet state standards in core academic subjects.

Title III funds will also be utilized to ensure that Limited English Proficient (LEP) students are attaining English proficiency while simultaneously meeting the same academic standards as their English-speaking peers in all content areas. These funds will also be allocated for Bilingual instruction programs, professional development for teachers, and for teaching English to the parents and communities of LEP students.

Title I funds, Title III funds, and IDEA-B and all available federal monies will be placed in campus budgets and will be made available on or about September 15 for campuses to provide eligible services, schedule professional development, and to purchase supplies, materials, and resources in a timely manner. This timeline will ensure that all resources are made available promptly thus allowing maximum benefit and usage time to ensure that students meet and exceed expected campus, district, and state achievement and performance standards.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 092903

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			97	82	74	84	83	170	148	165					903
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:			97	82	74	84	83	170	148	165					903

☐**Total Staff** 100**Total Parents** 1500**Total Families** 750**Total Campuses** 2

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			107	92	84	94	93	180	158	175					983
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:			107	92	84	94	93	180	158	175					983

Total Staff 105**Total Parents** 1550**Total Families** 760**Total Campuses** 2**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)															
County-district number or vendor ID: 092903										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)			103	91	77	90	86								447
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:			103	91	77	90	86								447
															<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.	Longview ISD	Bramlette Elementary School	092903121
2.			
3.			
4.			
5.			
6.			
			<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 092903		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 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 checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 092903

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 092903

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 092903

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 092903		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"/>	X
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X	X
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	X
K03	Conduct home visits by staff	<input type="checkbox"/>	X	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	X
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	X
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	X
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	X	X
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	X
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	X
M02	Conduct home visits by staff	<input type="checkbox"/>	X	X

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 092903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	X	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	X
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	X
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 092903

Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	X
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: