

Texas Education Agency Standard Application System (SAS)

2017-2019 Public Charter School Program Start-Up Grant		
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DEC 15 PM 2:01 </div>
Grant Period	May 1, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, December 15, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Compass Rose Education, Inc.	015838001	Compass Rose Academy		
Vendor ID #	ESC Region #	DUNS #		
475328736	20			
Mailing address	City	State	ZIP Code	
524 Leigh St.	San Antonio	TX	78210	
Primary Contact				
First name	M.I.	Last name	Title	
Paul		Morrissey	Executive Director	
Telephone #	Email address		FAX #	
(210) 540-9265	pmorrissey@compassrosesa.org		None	
Secondary Contact				
First name	M.I.	Last name	Title	
Lynzee		Villafranca	Director of Outreach	
Telephone #	Email address		FAX #	
(361) 788-3889	lvillafranca@compassrosesa.org		None	
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
Paul		Morrissey	Executive Director
Telephone #	Email address		FAX #
(210) 540-9265	Morrissey7285@gmail.com		None
Signature (blue ink preferred)	Date signed		

December 15, 2016

Only the legally responsible party may sign this application.

701-16-101-033

Schedule #1—General Information

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015838001

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.	The charter school's financial accounting system adheres to the following requirements: <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><u>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</u></p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	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. A charter school means a public school that: <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and

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

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Schedule #4—Request for Amendment

County-district number or vendor ID: N/A

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

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1	Schedule #7: Payroll	6100	\$	\$	\$	\$
2	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6	Total costs:		\$	\$	\$	\$

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Schedule #4--Request for Amendment (cont.)

County/district number or vendor ID: N/A

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1			
2			
3			
4			
5			
6			
7			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015838001

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.

Compass Rose Education, Inc. submits this proposal on behalf of **Compass Rose Academy**, a newly designated open enrollment charter school approved by the Texas Education Commissioner, that will provide a college and career ready program for students in Grades 6-12 in the Southside of San Antonio. In 2017-2018 we intend to enroll 180 Grade 6 students from the ZIP codes near our new school, located on the Brooks City Base Campus. We will build a strong foundation of knowledge and skill aligned with TEKS through the implementation of our instructional strategies and core beliefs, all of which are supported by the practice of high-performing urban charter schools that inspire our school design. We are applying for this grant to supplement our professional development program, curriculum and instructional materials, school technology infrastructure, software for required reporting, and our Special Education program. This budget followed an analysis by our Founding Team of the needs of students we intend to serve, and our existing resources.

Management Team: Our team includes the Executive Director, Dean of Curriculum and Instruction, Dean of Operations, Dean of Students, and Student Support Coordinator. This team, along with our Board of Directors, is responsible for developing our program, our assessment process and oversight of our results and improvement process. We will use a continuous improvement model to evaluate our results and identify changes needed, by examining results of recent student assessments, classroom observations, teacher portfolios and student progress in interventions.

Statutory Requirements: As an open-enrollment charter school authorized in TEC, Subchapter D, Open-enrollment Charter Schools designated as a new school by the commissioner of education for 2017-2018, our responses to the five statutory requirements in the application are provided below.

1. Administrative relationship between the charter school and the Compass Rose Education, Inc. Board of Directors.

The Board of Directors is responsible for governing the charter school, ensuring the school is executing on its mission in all aspects. The primary purpose of the Board is to provide oversight while delegating day-to-day management of the school to the Executive Director. The Board will set compensation for, hire, oversee, and evaluate the Executive Director. The Executive Director is the only staff member reporting to the Board. The Executive Director will hire and evaluate all members of the school's staff and will be accountable to the Board for the school's organizational and academic success. The Board will ensure that Compass Rose successfully executes on its mission to prepare all students for admission to, success in, and graduation from college. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with all applicable local, state, and federal laws.

2. Plan for continued operation after grant. The primary source of revenue to support Compass Rose Academy will be based on average student attendance and provided by the State of Texas. When the requested grant expires (July 2019), we anticipate a student enrollment of 360 students (180 in Grade 6 and 180 in Grade 7) which will generate an estimated income of \$2,601,000 (assuming ADA of 85% and revenue per student to be \$8,500), and that student enrollment will increase in the 2019-2020 school year to 540 students (180 in Grade 6, 180 in Grade 7, and 180 in Grade 8) to generate approximately \$4,100,000 in revenue. By Year 3, we will have successfully completed the objectives identified in this grant application, which will service as a strong foundation for our projected growth as we build to full capacity at Compass Rose Academy.

3. Justification of waiver requests. Compass Rose does not plan to submit waiver requests pertaining to federal, state, or local statutory provisions.

4. How grant funds will be used. These grant funds will: 1) support teacher professional development, 2) curriculum and instruction program development and materials, 3) the purchase and start-up of a student information system and a financial management system, and configuration to meet state and federal reporting requirements, and supplement support services for students. These are necessary components of a new school and are not currently funded by any other source of income. Through these grant funds, we will ensure that all students attending Compass Rose have the teachers, curriculum and materials needed to enable them to succeed and achieve. Should we receive other federal funds, we will ensure these requested grant funds are used to supplement and not supplant, as required by this grant program.

5. Compliance with Disabilities Education Act. As part of our mission to provide a comprehensive college preparatory

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education, Compass Rose ensures all students receive robust support in school so that they can meet their academic potential. In serving students identified as having disabilities under the law or who are suspected as having such disabilities, Compass Rose provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Compass Rose believes deeply in the potential of all students to succeed; therefore, the school does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. We will provide a full continuum of special education services.

State Requirements: Compass Rose will work to ensure compliance with all state & federal requirements for this grant.

Enable All Students: Compass Rose will provide every student with the opportunity to grow and learn to the highest level of ability, based on the strong Texas Essential Knowledge and Skills (TEKS) standards, and the amount of thought and effort that went into designing a clear and rational definition of what a student should know and be able to do at each grade level. At Compass Rose, all classes will be aligned with TEKS and our students will be supported by the clear and rational guidelines that TEKS provide in their effort to read fluently, write well, and compute accurately.

Grade-levels to be served: Compass Rose intends to eventually serve students in Grades 6-12; 180 in Grade 6 in 2017-2018; 180 in Grade 6 in 2018-2019 and 180 in Grade 7 in 2018-2019.

Curriculum and Instructional Practices:

-Extended Learning Time. For children to learn more, we must provide more time for them to learn. Compass Rose's extended school day of 8:00AM – 4:15PM for all students, allows time for the academic instruction and support necessary to meet our ambitious goals.

-Standards-Based Instruction. Our educational goals at each grade level are clear and ambitious; we use the strong TEKS standards as our foundation and frequent standards-driven assessments as our benchmarks. Teachers use the Understanding by Design framework to backwards plan from cumulative, standard-aligned assessments.

-Flexible Ability Groupings. Instructional supports and strategies will be most effective through the use of Flexible Ability Groupings in the core subjects of Language Arts and Math. Students are responsible for mastery of the same concepts and are required to take the same internal and external assessments regardless of grouping. Using differentiated instructional strategies, teachers will maximize the learning of all students.

-Data-Driven Instruction. We will use trimester and end-of year standards-based assessments to ensure students are reaching our academic expectations for them, enabling us to effectively address student deficiencies in real time. In this way, we will ensure that our students are on pace to meet the TEKS standards in preparation for STAAR assessments at the end of each school year.

-Common Blackboard Configuration. All teachers will use the Blackboard Configuration (BBC). The Compass Rose BBC will consist of the Objective, Do Now, Agenda, and Homework Assignment. The BBC will set clear expectations for what students learn during each lesson, and it will serve as a visual cue for the teacher to manage his/her instructional pacing effectively. School Leaders will use the BBC as a tool to monitor the teacher's pacing and to determine if the teacher is on track to meet TEKS standards-based objectives.

-Gradual Release and Productive Struggle Instructional Model. Lessons begin with a short Do Now to activate prior knowledge or to frame students' thinking around a particular problem. Next, the teacher models various methods for completing the problem, either by solving the problem for the class or by showing a number of examples. After sufficient examples have been provided, the teacher allows the class to learn and practice the concept together, either in small groups or on their own. Finally, students practice the concept independently.

-Direct Instruction. DI supports our opinion that all teachers can be effective and successful in the classroom when we provide them with effective pedagogy and a toolkit of high-impact instructional delivery techniques.

-Standards and Schedule of Assessed Standards. Compass Rose's curriculum is driven by the TEKS standards and STAAR assessments, which provide clear performance standards for what students should know and be able to do by the end of each school year. The TEKS will drive curriculum and classroom instruction at Compass Rose and the STARR will be used both directly and indirectly to assess student progress.

Compass Rose will implement an inclusive, heterogeneous educational model that maximizes students' academic potential and prepares them for success in the college of their choice. The guiding philosophy at Compass Rose is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. Our commitment to these goals is ongoing, and we will ensure that funding from other sources is committed to the program after the grant funding terminates.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015838001			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	\$137,084	\$20,000	\$157,084
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$10,000	\$40,000
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$422,016	\$522,016
Schedule #10	Other Operating Costs (6400)	6400	\$40,000	\$40,000	\$80,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$307,084	\$492,016	\$800,000

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015838001				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	0	6	\$22,500	\$0	\$22,500
2	Educational aide	0	1	\$0	\$1,000	\$1,000
3	Tutor	0	0	\$0	\$0	\$0
Program Management and Administration						
4	Project director	0	1	\$37,500	\$3,000	\$40,500
5	Project coordinator		1	\$11,667	\$1,000	\$12,667
6	Teacher facilitator	0	0	\$0	\$0	\$0
7	Teacher supervisor	0	1	\$7,500	\$2,000	\$9,500
8	Secretary/administrative assistant		1	\$14,583	\$1,000	\$15,583
9	Data entry clerk	0	0	\$0	\$0	\$0
10	Grant accountant/bookkeeper	0	1	\$0	\$1,000	\$1,000
11	Evaluator/evaluation specialist	0	0	\$0	\$0	\$0
Auxiliary						
12	Counselor	0	0	\$0	\$0	\$0
13	Social worker	0	0	\$0	\$0	\$0
14	Community liaison/parent coordinator	0	1	\$0	\$3,000	\$3,000
Other Employee Positions						
15	Dean of Curriculum and Instruction	0	1	\$8,125	\$4000	\$12,125
16	Dean of Students	0	1	\$21,667	\$2000	\$23,667
17	Dean of Operations	0	1	\$13,542	\$2000	\$13,542
18	Subtotal employee costs:			\$137,084	\$20,000	\$157,084
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$	\$	\$0
20	6119	Professional staff extra-duty pay		\$	\$	\$0
21	6121	Support staff extra-duty pay		\$	\$	\$0
22	6140	Employee benefits		\$	\$	\$0
23	61XX	Tuition remission (IHEs only)		\$	\$	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$0	\$0	\$0
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$137,084	20,000	\$157,084

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

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 015838001			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	Technology Planning and Implementation	\$10,000	\$5,000	\$15,000
2	Training on Instructional and Administrative Technology	\$5,000	\$0	\$5,000
3	Assessment Consultant	\$5,000	\$0	\$5,000
4	Curriculum Consultant	\$10,000	\$5,000	\$15,000
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$30,000	\$10,000	\$40,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$30,000	\$10,000	\$40,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015838001		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:	\$100,000	\$422,016	\$522,016
Grand total:		\$100,000	\$422,016	\$522,016

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015838001		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0	\$0	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$40,000	\$40,000	\$80,000
Grand total:		\$40,000	\$40,000	\$80,000

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015838001				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$0	\$0	\$0

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

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015838001

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.

In order to determine the needs for funding during the startup period and first year of operation, the Founding Team considered gathered data about our students and their needs, research and evidence on best practice in curriculum and instruction, and the capacity needed by our instructional and leadership teams to design an effective school.

Needs of our Students: Compass Rose is proposing to open its first school at Brooks City Base, in the 78235 ZIP code, located on the Southside of San Antonio, in San Antonio ISD. Based on the demographics of this area, we can expect students who are disproportionately Hispanic/Latino, disproportionately of Limited English Proficiency, are below grade level in basic academic skills, come from homes where it is more likely than not that neither parent attended college, and live near or below the poverty line.

By opening this 6-12 charter campus in this neighborhood and including the other ZIP codes in our Geographic Attendance Boundary, we will significantly increase access to high quality educational services for these students, who deserve capable, experienced teachers who are willing to meet them where they are in their academic journey and lift them higher, to expect performance beyond where they are today, to achieve something more in their lives than they ever thought possible. We must find teachers who are willing and able to provide the level and type of support needed by our students.

We anticipated the challenge to attract and retain teachers of this caliber and who reflect the demographics of the area. We are currently conducting active recruitment to identify 10 experienced teachers who can join us on August 1, 2017. These teachers will need professional development to embrace our instructional philosophy, curriculum, community needs, interventions and practices. Using the funds from this grant, we will design our extended Summer Retreat for teachers to align with the needs of our students, and build our instructional program around the strengths of our staff. This will be a major priority of our efforts during the planning period and first year of operation. We will also augment our outreach efforts, as needed to attract competent teaching staff.

Curriculum and Instructional Program: As a small, slow-growth charter school, Compass Rose will benefit from the BES proven model to maintain the integrity of the program over time. Our full attention during the planning phase and first year of operation will be focused on creating a well-designed curriculum and instructional program that will address the needs of all learners. We have identified the components of our instructional program through a series of in-depth conversations among the Founding Team, with external experts, and with community members and other local stakeholders. To support students and their learning we need to build a strong school technology system that will be secure and accessible by teachers and students. Grant resources will be used to purchase a full range of instructional materials to support our curriculum and the learning needs of our students.

System Capacity. As a Building Excellent Schools (BES) Fellow, Lead Founder and Executive Director, Paul Morrissey, brings in-depth capacity as an organizational leader. We will hire and train the best teachers, and use the evidence-based programs and interventions to address the learning needs of students. We also need to establish a strong reputation as a competent guardian of public funds and the privacy and confidentiality of student information. We need to build the foundation on which we plan to add more campuses over time. To these ends we will use grant resources to purchase a student information system, and a financial management system, that meet the reporting needs of state and federal funding programs. In addition, we will purchase other support services and resources for Special Education, and for integrated student services (e.g., Communities In Schools) to address student needs beyond their academics.

Through the analysis of our data and resources, we arrived at five priorities to address in this grant application: 1) It starts with great teachers who are committed to serving the needs of their children in the school through professional development; 2) High-quality curriculum and instructional materials demonstrated to be effective; 3) technology infrastructure to bring the best resources and collaboration to the classroom; 4) Effective use of data for instruction and school administration; and 5) Ensuring that the needs of all students are met through integrated student services.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015838001

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.	Teacher Professional Development	Highly qualified and trained teachers will implement a carefully crafted curriculum to ensure that every child achieves academically in ELA, mathematics, science, social studies, and our innovative design-thinking/entrepreneurial computer literacy program. In-service training enables teachers to implement culturally-responsive teaching, trauma-informed practices, and restorative practices to serve the unique needs of the targeted population to ensure all students are successful.
2.	Curriculum Development and Instructional Materials	Develop a carefully crafted curriculum that is aligned with TEKS and college readiness standards. High-quality instructional materials will be purchased during this grant period for grades 6 and 7, and will include teacher and student materials, such as books, software and software subscriptions, videos, workbooks, and resource materials. These materials will empower students to master state academic standards, and will provide engaging and enriching experiences to foster the development of their internal desire to learn.
3.	School Technology Infrastructure	Internet-based resources require a robust and secure local area network, as well as rock-solid broad band internet access, through both Ethernet and wireless connections. Investment in this infrastructure will ensure our students have access and bandwidth needed to access relevant and secure content made available to them, which promotes their academic achievement and technical skill development.
4.	Student Information and Financial System	Compass Rose will contract with ESC 20 to have access to the TXEIS system for student and financial services. These systems will enable our staff to monitor student achievement and take early action, as needed to support them; prepare curriculum and instructional plans to meet the needs of all students; and to ensure the sustainability of the school through strong fiscal control and compliance.
5.	Prepare Program Support for All Students with Special Needs	At least 80% of Compass Rose students are expected to be from economically disadvantaged homes, and these students are more likely to have a variety of special needs. We anticipate at least 10% of students will need special education services, and at least 20% will need ESL services. In addition, we anticipate that 40% of students will need other services, such as attendance counseling, mentoring, tutoring, and other community-based services. We will make sure all students needs are addressed, such as Special Education, ESL, and other social service issues.

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Schedule #14—Management Plan

County-district number or vendor ID: 015838001

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.	Executive Director	Experience in education managing a successful charter school; experience in academic leadership, financial management, and supervision; and a commitment to maintaining the integrity of the school through compliance with state and federal requirements.
2.	Dean of Curriculum and Instruction	Experience in coaching academic personnel, conducting classroom observations, preparing and running weekly check-ins, and setting goals with staff; skill in managing teachers' lesson planning and planning cycles, leading curriculum development and assessment; knowledge of TEKS, data analytics, and school policies; and skill in supporting the needs of ESL and SPED students.
3.	Dean of Operations	Experience in operations management, preferably for a school or district, including infrastructure, procurement, operational procedures and policies; skill in communications with staff and external service providers; knowledge of sound operational policies and procedures.
4.	Dean of Students	Experience managing school culture, discipline system and positive incentive programs; experience developing and implementing school culture building events, and delivering PD.
5.	Student Support Coord.	Certification in Special Education in State of Texas. Experience providing instruction and support for special needs students, and supervision of Special Education and ESL teachers.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By 7/31/2019, 100% of teachers required hired/trained on G6-8 curriculum	1. Identify additional outreach to teachers	05/01/2017	08/01/2017
		2. Conduct interviews and hire	05/01/2017	8/01/2017
		3. Develop PD modules	05/01/2017	07/15/2017
		4. Schedule training dates	05/01/2017	08/01/2017
		5. Conduct PD with teachers	08/01/2017	07/31/2019
2.	By 7/31/2019, 100% of curriculum developed and support materials purchased.	1. Develop curriculum for G6-G7	05/01/17	07/31/2019
		2. Determine needed materials	05/15/2017	06/01/2017
		3. Select final items and prepare contracts	06/01/2017	06/05/2017
		4. Receive materials and verify	07/01/17	07/01/2017
		5. Distribute materials	08/01/2017	07/31/2019
3.	By 7/31/2019, 100% of school technology infrastructure implemented.	1. Determine technology needs	05/01/2017	05/15/2017
		2. Select a vendor to implement plan	05/15/2017	05/30/2017
		3. Install broad-band technology	06/01/2017	06/15/2017
		4. Install LAN and Internet equipment	06/15/2017	06/30/2017
		5. Set up computers in labs, library, classrooms	07/01/2017	08/01/2017
4.	By 9/30/2017, 100% of Student Information/Financial Systems implemented	1. Determine full requirements	05/01/2017	05/15/2017
		2. Select vendor(s) to supply products	05/15/2017	05/30/2017
		3. Install/configure applications	06/01/2017	06/30/2017
		4. Train office staff and teachers	07/01/2017	08/31/2017
		5. Conduct small pilot then rollout	07/01/2017	09/30/2017
5.	By 7/31/2019, 100% of students with support needs served.	1. Develop assessment for student needs	05/01/2017	09/30/2017
		2. Develop service delivery plan	05/01/2017	08/31/2017
		3. Identify needed service providers	9/01/2017	7/31/2019
		4. Develop service programs	9/01/2017	7/31/2019
		5. Communicate to staff & parents	9/01/2017	7/01/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015838001

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.

Our Founding Team is data-driven and improvement oriented. We value both effective instruction and effective management of our resources. Modeled on the proven Building Excellent Schools' academic program, and guided by the rigorous TEKS standards and STAAR assessments, the curriculum at Compass Rose provides students with a college-bound education through data-driven instruction, gradual release and productive struggle, and frequent assessments. In order to ensure the curriculum is properly aligned to TEKS and is adequately preparing students for college-level work, frequent assessment evaluation of its efficacy is necessary.

School Leadership will continually assess the curriculum for strengths and weaknesses, using our data-driven approach to instruction to support this work. The Executive Director (or his/her appointee) and the Dean of Curriculum and Instruction (DCI) will use frequent observations and debrief sessions with teachers to ensure instructional techniques are aligned to the school's high academic standards, and they will use data from Exit Tickets to determine if instruction is rigorous enough to push students towards mastery of the TEKS standards. When they determine a teacher (or group of teachers) is struggling, they will implement an improvement plan, considering what their observations and the data tell them. This will ensure the curriculum and instruction are consistently being monitored.

To provide an additional layer of checks and balances, Compass Rose will implement curriculum audits on an interim basis throughout the school year. As a Fellow with Building Excellent Schools (BES), Lead Founder and Executive Director Paul Morrissey will be provided with follow-on support in the form of Executive Coaching from experienced school and network leaders in the planning year and the first years of school operations. In the planning year, Mr. Morrissey is working with a BES Director of Leadership Development (an experienced charter school leader with consistently strong results in high poverty schools) to map the most efficient curriculum development plan and produce a timeline for evaluating the curriculum.

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.

There are very few high-quality college-preparatory school on the Southside of San Antonio, and the majority of our students will come to us from schools labeled Priority or Focus Schools. San Antonio ISD is developing a STEM program, but that is a high school-only model and it is located in the center of the city, miles away from our students. Brooks Academy is nearby and has a STEM focus, but they do not have the same integrated program from grade 6 to grade 12 that we intend to provide our students. Our unique focus on college and career prep with a focus on design thinking and entrepreneurship are truly one of a kind in the city. Our campus leaders will work to maintain effective coordination across our various campus activities to maximize the benefit of the grant funds for our students.

We believe there is such great need in this area of San Antonio, that all efforts are needed to raise the tide for all children. We will work to develop collaborative relationships with other schools and community organizations in the area so as to bring the best resources to support children and parents at our school. Keeping our collective focus on student achievement and addressing their needs, over the needs of adults, we believe our Team will continue to be enthusiastic and committed to building Compass Rose.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015838001

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.	Review student achievement results frequently (Grades, MOY/EOY, benchmarks)	1.	Teachers will access benchmark assessments within two weeks of test
		2.	All teachers have received PD related to interpretation and use of this data
		3.	Teachers demonstrate ability to adjust instruction or intervention
2.	Review student achievement results frequently (Grades, MOY/EOY, benchmarks) for ELL, SPED students	1.	Teachers will access benchmark assessments within two weeks of test
		2.	All teacher have received PD related to interpretation and use of this data
		3.	Teachers demonstrate ability to adjust instruction or intervention
3.	Observe teacher implementation of desired instructional practices	1.	All teachers have received PD on desired instructional practices
		2.	Teachers demonstrate mastery of selected instructional practices
		3.	Teachers demonstrate ability to flexibly adapt practices to meet student needs
4.	Review teacher portfolios of classroom data that has been compiled	1.	All teachers have received PD on how to collect and use classroom data
		2.	Teachers demonstrate mastery of collecting classroom data for instruction
		3.	Teachers demonstrate ability to flexibly adapt and use classroom data
5.	Review results of interventions	1.	All teachers have received PD on implementing and monitor interventions
		2.	Teachers demonstration proficiency in implementing interventions
		3.	Teachers document implementation fidelity

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

To measure individual and cohort academic achievement and progress year to year and across the course of one school year, Compass Rose students will take the nationally normed Northwest Education Association Measure of Academic Progress (NWEA MAP) assessments in reading and math in grades 6 through 8, three times per year, to ensure we are on track to meeting our academic goal of each Compass Rose student making significant growth each year. As a school-wide commitment to data-driven instruction, Compass Rose will have a minimum of three dedicated data days throughout the school year, during which the entire staff analyzes assessment results, attendance data, and other student data, to create action plans for students, including specific tutoring schedules and approaches based on gaps that may appear in the data.

We know it is not enough to wait for "test days" to measure our students' progress; therefore, we measure academic growth through a number of daily data points that support teachers in assessing student achievement. We train teachers to frequently check for understanding in the classroom using quantifiable (rather than qualitative) methods; we ensure our teachers regularly give Exit Tickets at the end of class periods to ensure the learning they perceive in class is actually translating into measurable student performance. As we are committed to continually re-evaluating our academic assessment tools, when necessary we may change our tools to reflect the most relevant, rigorous data tools available at that time. To organize, store, and efficiently communicate student achievement data, we use a well-researched, computer-based program such as Illuminate, a well-regarded online system used in several high-achieving charter schools. This does not take the place of our student information system; rather, Illuminate helps teachers make sense of the data they collect in class to promote rapid response to learning gaps.

In high school, students will take standards-based interim exams, mid-year exams, and comprehensive exams in order to measure progress and performance. Students will take the state-mandated STAAR end-of-course exams in Algebra I, Biology, English, and US History. Students will take the ACT or SAT college admissions test in either their 11th or 12th grade year in alignment with our college preparatory mission.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

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 Board of Directors is responsible for governing the charter school, ensuring the school is executing on its mission in all aspects. The primary purpose of the Board is to provide oversight while delegating day-to-day management of the school to the Executive Director. The Board will set compensation for, hire, oversee, and evaluate the Executive Director. The Executive Director is the only staff member reporting to the Board. The Executive Director will hire and evaluate all members of the school's staff and will be accountable to the Board for the school's organizational and academic success. The Board will ensure that Compass Rose successfully executes on its mission to prepare all students for admission to, success in, and graduation from college. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with all applicable local, state, and federal laws.

Governance policies at Compass Rose are designed to ensure delineation of responsibility among appropriate parties and to set standards to measure performance and accountability. Our Board of Directors Manual was created to guide the Board's activities and efforts in this vein, and has been distributed to each member of the Board. The Board Manual was based on Brian Carpenter's tenets of effective charter school board governance laid out in *Charter School Board University*. (Carpenter, 2009) The manual includes but is not be limited to the following: Overview of the school, including mission and goals, By-laws and Articles of Incorporation, Charter Contract, List of Current Board members, List of committees, including purposes and objectives of each, Board policies and procedures, including clear articulation of Conflict of Interest and Relationships by Consanguinity or Affinity laws, School information, including educational and organizational information (i.e., student achievement data, description of academic programs, organizational chart), Operating Plan and Strategic Plan for the school, Recent reports (i.e., financial, administrative, and programmatic audits).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The primary source of revenue to support Compass Rose Academy will be based on average student attendance and provided by the State of Texas. When the requested grant expires (July 2019), we anticipate a student enrollment of 360 students (180 in Grade 6 and 180 in Grade 7) which will generate an estimated income of \$2,601,000 (assuming ADA of 85% and revenue per student to be \$8,500), and that student enrollment will increase again in the 2019-2020 school to 540 students (180 in Grade 6, 180 in Grade 7, and 180 in grade 8) to generate approximately \$4,100,000 in revenue. By Year 3, we will have successfully completed the objectives identified in this grant application, which will service as a strong foundation for our projected growth as we build to full capacity at Compass Rose Academy. Each year, we anticipate enrollment will continue to grow as we add grade levels and expand our enrollment at each level.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

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.

3. Justification of waiver requests.

Compass Rose does not plan to submit waiver requests pertaining to federal, state, or local statutory provisions.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The CSP grant funds will be used in conjunction with other federal programs. The school will participate in Federal Title Grants and IDEA (B) Special Education Grant. The Dean of Operations will be responsible for managing all grant activities alongside the other grants the school participates in to ensure there is no duplication of activities. The CSP grant will be carried out in the most efficient way possible, and the major grant activities will include:

1. **Supplement for training of highly qualified teachers.** The key to any school's success is its ability to recruit and train a great staff. Educating middle and high school students is a team effort, and as with any team, we have essential roles that we need people to play. Excellent, well-trained teachers will deliver a robust curriculum, aligned with TEKS, that provides our students with the academic skills they need to be successful. An essential component of becoming an excellent teacher is strong preparation. Our teachers will learn what it takes to be the most effective educators they can be in our teacher training program, which will lead directly to success in the classroom for our students.
2. **Supplement curriculum development and instructional materials.** Access to high-quality curriculum materials is essential to the growth of our students. Students in high-poverty neighborhoods too often do not have access to the highest quality educational materials available because their schools do not have the resources to purchase these materials. The CSP grant program will allow us to supplement the materials we plan to purchase for our students with more academically rich materials aligned to the TEKS, which will help drive our students towards success in all of their classes.
3. **Supplement school technology infrastructure.** Every school has a basic technology infrastructure which allows access to phone lines and the internet throughout the building. Increasingly, this baseline infrastructure proves insufficient for managing the increasing amount of technology in schools. As a STEM-focused school, Compass Rose will need a robust technology infrastructure to ensure our students have access to a technology-rich curriculum that will prepare them for college and the job market of the future. Improving our technology infrastructure will also ensure student records and other essential information remains secure at all times. This means our students will have equitable access to 21st century learning opportunities which support their learning and bolster their achievement. We will seek out additional resources, such as E-rate to assist in this build out.
4. **Supplement student and financial systems.** This grant will allow Compass Rose to contract with ESC 20 to access the TXEIS system for student and financial services. These systems are well-constructed and allow for greater certainty that we are tracking student data and school finances appropriately. They enable our staff to monitor student achievement and take early action, as needed to support them; prepare curriculum and instructional plans to meet the needs of all students; and to ensure the sustainability of the school through strong fiscal control and compliance.
5. **Supplement programs for special populations.** We anticipated relatively large proportion of students will need special education services and/or ESL services. In addition, we anticipate that 40% of students will need other services, such as attendance counseling, mentoring, tutoring, and other community-based services. While we will participate in IDEA (B) Special Education Grant, CSP grant money will be used to support programs for special populations by ensuring we are able to access external support systems for our students who need them the most.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

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.

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As part of our mission to provide a comprehensive college preparatory education, Compass Rose ensures all students receive robust support in school so that they can meet their academic potential. In serving students identified as having disabilities under the law or who are suspected as having such disabilities, Compass Rose provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Compass Rose believes deeply in the potential of all students to succeed, whether or not they have a diagnosed disability; therefore, the school does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. While we cannot determine the placement of our special populations before they arrive on campus, we will provide a full continuum of special education services.

Compass Rose will implement an inclusive, heterogeneous educational model that maximizes students' academic potential and prepares them for success in the college of their choice. The guiding philosophy at Compass Rose is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum.

Identifying students suspected of manifesting disabilities begins with the teachers in the classrooms, who observe and assess the academic, behavioral, and socio-emotional functioning of each student. When the teacher observes a pattern of failures in any of the aforementioned areas, the school's Response to Intervention (RtI) procedures are triggered. The school uses a multi-tiered RtI process to ensure all students who need support are addressed. Students in the RtI process may be referred for evaluation for special education or related services at any time. Once the school has obtained written and signed consent from the parent, the student is evaluated by the special education team. Once the evaluation is complete, the Admission, Review, and Dismissal (ARD) team determines if the child is eligible for special education and related services on an individual basis by following provisions and protocol set forth by the Individual with Disabilities Act of 2004 (IDEA), the Texas Education Code (TEC), and the Texas Administration Code (TAC). As stated in the ARD Manual provided by TEA, the ARD always includes the parent of the child in question. (*Parent's Guide to the Admission, Review, and Dismissal Process*. TEA, March 2015) If the ARD team determines that the student is eligible for special education services, an Individual Education Plan (IEP) is drawn up. Compass Rose ensures the student's IEP is implemented in full and in the least restrictive environment (LRE). A full array of services with appropriately certified personnel will be available to students following the ARD committee's decision that such services are necessary. Occasionally, the school will employ paraprofessionals with training in special education or SBEC certification to carry out responsibilities, supervised by the special education certified teacher. Services such as assessment, physical therapy, occupational therapy, speech therapy, counseling, or mobility services will be provided on an "as-necessary" basis, upon the determination of the ARD. The Executive Director will ensure all contractors are properly certified or licensed before signing off on any contract.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

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.*
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County-district number or vendor ID: 015838001

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.

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Amendment # (for amendments only):

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

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

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Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**
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County-district number or vendor ID: 015838001

Amendment # (for amendments only):

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

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

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

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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.*

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Amendment # (for amendments only):

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

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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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.*
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

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

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2017-2018. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								180							180
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:								180							180

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

☐**Total Staff**

15

Total Parents

100

Total Families

180

Total Campuses

1

TEA Program Requirement 2: Population to Be Served in 2018-2019. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								180	180						360
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:								180	180						360

Total Staff

21

Total Parents

220

Total Families

324

Total Campuses

1

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

County-district number or vendor ID: 015838001

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)								120							
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:								120							120

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

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

	District Name	Campus Name	9 Digit CDC Number
1.	Southwest Preparatory School	Southwest Preparatory-Southeast Campus	015807002
2.	San Antonio ISD	Davis Middle School Charter	015907043
3.	San Antonio ISD	Connell Middle School Charter	015907041
4.	Harlandale ISD	Wells Middle School	015904043
5.	San Antonio ISD	Page Middle School	015907053
6.	San Antonio ISD	Rogers Middle School	015907057

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

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015838001		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	x	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	x	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	x	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	x
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	x	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x	x	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	x
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	x	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	x	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	x
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	x
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	x
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	x
Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015838001		Amendment number (for amendments only):		
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	x	x
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	x	x
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	x
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	x
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015838001

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: 015838001

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	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"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	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"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015838001		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	x	x
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	x
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015838001		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"/>	x	x
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	x	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	x
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	x
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	x
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	x	x
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	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

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County-District Number or Vendor ID: 015838001

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"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

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