Texas Education Agency
Standard Application System (SAS)

2018–2020 Charter School Program High-Quality Replication

Program authority:	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	**FOR TEA USE ONLY** Write NOGA ID here
Grant Period:	June 4, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, April 17, 2018	Place date stamp here.
Submittal information:	Applicants must submit **one original copy of the application with an original signature, and two copies of the application**, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 APR 17 AM 8:11 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
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 #
International Leadership of Texas	057848	International Leadership of Texas Windmill Lakes High School	N/A

Vendor ID #	ESC Region #	DUNS #
27-4549127	Region 4	078841961

Mailing address	City	State	ZIP Code
1820 N. Glenville Suite #100	Richardson	TX	75081

Primary Contact

First name	M.I.	Last name	Title
Edward	G.	Conger	Superintendent
Telephone #	Email address		FAX #
972.479.9078	econger@iltexas.org		972.479.9129

Secondary Contact

First name	M.I.	Last name	Title
Alan		Seay	CEO
Telephone #	Email address		FAX #
972.479.9078	aseay@iltexas.org		972.479.9129

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
Edward	G.	Conger	Superintendent
Telephone #	Email address		FAX #
972.479.9078	econger@iltexas.org		972.479.9129

Signature (blue ink preferred) — Date signed: 4/16/18

Only the legally responsible party may sign this application.

701-18-110-007

Schedule #1—General Information	
County-district number or vendor ID: 057848	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	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***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: 057848	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	Description of Required Program-Related Attachment

1.	Documentation of Authorization to Charter	• A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); **AND**
		• A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); **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:
		  ○ 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(a)(2)); **OR**
		  ○ A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); **OR**
		  ○ A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.

2.	Board of Trustees Approval	• A copy of the *approved* 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	A narrative description on district letterhead signed by the superintendent which contains the following must be submitted: • The mission of the campus charter; • An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter; • A detailed description of the admission requirements for the campus charter; 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.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

Part 2: Acceptance and Compliance

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057848	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	The charter school's financial accounting system adheres to the following requirements: • 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. *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.
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; 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 CSP High-Quality Replication Grant Program funds.
6.	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.
7.	According to Title IV, Part C of ESSA, 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: 1. In accordance with TEC Chapter 12, is exempt 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 of this section. 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act.

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	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 secondary schools in the state, unless such requirements are specifically waived for the purposes of this program. 10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance 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.
8.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. 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. 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 **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 057848	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) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057848 | 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: 057848	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.

International Leadership of Texas (ILTexas) has successfully educated over 16,000 students to be exceptional leaders in the international community and believes all students, regardless of background, deserve an opportunity to participate. This grant will allow 100 ninth graders in southern Harris County access to a unique trilingual education in English, Spanish, and Mandarin Chinese, preparing them for success in today's increasingly global society. Additionally, teachers and campus administration will be better prepared for students arriving on the first day of class on August 16. Support for ILTexas will help students master three languages, to model servant leadership, and strengthen their mind, body and character.

ILTexas has opened a total of 26 campuses since inception in 2013. Using the historical data on the critical budgetary needs associated with the upfront costs informed the development of the budget. Upfront costs can be extremely cumbersome and basic needs such as salaries, instructional materials, furniture, and technology are a challenge. Budgeted items for this grant request are based on the immediate needs for opening a high school. Personnel is essential to ensure the campus starts off on the right foot. In year one, the Campus Principal is hired first to lead the operation, followed by his/her leadership team, and then all necessary enrollment and administrative staff to serve the students. As years two and three follow, additional support is needed as grade levels are added. These roles are essential in order for all students and parents to receive the quality of service necessary to support their choice to enroll at ILTexas. Additionally, instructional materials, furniture and technology are tangibles necessary for teachers to properly instruct students. Students need access to the unique curriculum offered in both Spanish and English from day one in order to meet their achievement goals.

ILTexas welcomes all students and therefore educates a diverse population. Through a robust needs assessment evaluation of both demographics and historical data, ILTexas campus leadership, with the support of the district, develops goals appropriate for student achievement at a specific campus. Throughout the school year, the Campus Principal and leadership team consisting of the Assistant Principal, evaluate the progress of the established goals and intervene, as necessary. Scheduled trainings and professional development for both leadership and teachers occurs every six-week grading period. Here, teachers dig deeper into specific topics and work together to implement best practices as students adjust to the curriculum and instruction at ILTexas and work hard to become exceptional leaders. Through this continuing method of training and evaluation of student progress, appropriate changes are made and more easily identified.

The management plan exists as a guide book for campus leadership to ensure milestones are being met and continuous improvement is being made. Leadership will use it to judge if additional support is needed. Milestones are data driven and therefore make interpreting student progress easier. Additionally, as grade levels are added, new goals and objectives will be set in order to continue proper management of student acheievement.

As a Texas public charter school campus, ILTexas Windmill Lakes High School will conduct all operations as required by state and federal law. The campus will serve 100 students in ninth grade for the 2018-2019 scool year, and 200 students in ninth and tenth grade the 2019-2020 school year. Additionally, the campus is located approximately ten miles from one Improvement Required high school in Houston ISD, Worthington High School (101912019). ILTexas is a responsible organization that will uphold all statutory requirements and manage the program with high-quality oversight. It is overseen by the ILTexas School Board and will maintain quality control per TEA standards and expectations of a public charter school. Parents and community leaders will be allowed access to the school and able to attend regularly scheduled meetings with the Campus Leadership to ensure an open-door policy and dialogue, and although transportation is not provided for attending students, meeting times and events will be scheduled appropriately for parents to attend. All funds will be managed with financial integrity and spent in compliance with the law and as described in the grant application.

The educational model replicated at ILTexas Windmill Lakes High School is centered on the mission of the ILTexas school system to prepare students for exceptional leadership roles in the international community by emphasizing

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servant leadership, mastery of the English, Spanish, and Chinese languages, and strength of the mind, body and character. All staff is committed to living out this mission in the classroom and will work to make sure every student receives the proper support they need. Grant funding to support the start up of this new high school campus would impact students whose families see the value of language learning and leadership. Although this funding would not pay for the total costs associated with a new facility, it would allow campus leadership to focus more on the academics and student arrival on August 16. Continued funding for the general operation of this campus will be provided by the State at approximately $8,200 per student after the start of school. Through an innovative program, trained leadership and unique opportunities, ILTexas is prepared to serve all students in southern Harris County.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 057848				Amendment # (for amendments only):	
Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA					
Grant period: June 4, 2018 to July 31, 2020			Fund code: 258		
Budget Summary					
Schedule #	**Title**	**Class/ Object Code**	**Planning Activity: Direct Program Costs**	**Implementation Activity: Direct Program Costs**	**Total Budgeted Costs**
Schedule #7	Payroll Costs (6100)	6100	$146,216	$0	$146,216
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$264,000	$264,000
Schedule #9	Supplies and Materials (6300)	6300	$0	$412,891	$412,891
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$146,216**	**$676,891**	**$823,106**

No administrative costs (direct or indirect) may be charged to this grant program.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057848 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
Academic/Instructional						
1	Teacher			$	$	$
2	Educational aide		1	$13,750	$	$13,750
3	Tutor			$	$	$
Program Management and Administration						
4	Project director/Princpal		1	$23,973	$	$23,973
5	Project coordinator/ Assitant Princpal		1	$17,123	$	$17,123
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant		2	$13,242	$	$13,242
9	Data entry clerk		2	$12,100	$	$12,100
10	Grant accountant/bookkeeper		1	$6,849	$	$6,849
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor		1	$14,103	$	$14,103
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Facilities Manager			$0	$	$0
22	Lead SPED		1	$13,750	$	$13,750
23	Nurse		1	$13,369	$	$13,369
24	Subtotal employee costs:			$128,259	$0	$128,259
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			$0	$	$0
26	6119 Professional staff extra-duty pay			$	$	$
27	6121 Support staff extra-duty pay			$	$	$
28	6140 Employee benefits			$17,956	$	$17,956
29	61XX Tuition remission (IHEs only)			$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$17,956	$0	$17,956
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$146,215**	$0	**$146,215**

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: 057848			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 Activity Costs**	**Implementation Activity Costs**	**Total Budgeted Costs**
1	Technology – Infastructure (cabel, wiring, phone system, hardware, audio visual hook up, cameras, paging system)	$0	$264,000	$264,000
2		$	$	$
3		$	$	$
4		$	$	$
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
a. Subtotal of professional and contracted services:		$0	$264,000	$264,000
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		**$0**	**$264,000**	**$264,000**

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: 057848 | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Instructional Materials – Reading/Math Curricula and Calculators	$0	$65,636	$65,636
2	Furniture – Student/Teacher desks, chairs, etc.	$0	$214,500	$214,500
3	Technology – Laptops and chromebooks for students and teacehrs	$0	$132,755	$132,755
4		$	$	$
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
15		$	$	$
16		$	$	$
17		$	$	$
18		$	$	$
19		$	$	$
20		$	$	$
	Grand total	**$0**	**$412,891**	**$412,891**

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: 057848		Amendment number (for amendments only):		
Expense Item Description		**Planning Activity Costs**	**Implementation Activity Costs**	**Total Budgeted Costs**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$	$	$
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 grantee must keep out-of-state travel documentation locally.	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$	$
	Grand total:	**$0**	**$0**	**$0**

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: 057848 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity 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: 057848	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 outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ILTexas exists to provide students a unique educational opportunity not found in any other school. The curriculum used was established in the recognition that, as a major economic entity, Texas' top three countries of export are Mexico, Canada, and China. Furthermore, with China as the world's second largest economy, ILTexas believes it is critical for future generations to be prepared for life and work in an internationally connected world. ILTexas students are given the opportunity to learn English, Spanish, and Mandarin Chinese from Kindergarten through their senior year, enabling them to communicate with 80 percent of the world's population by the time they graduate, thus meeting a need that stretches far beyond Bryan/College Station, Texas.

To meet this greater need, specific goals and objectives are put in place to benchmark success throughout the school year. A needs assessment is completed to ensure all time, effort and resources are maximized to best meet the mission and ensure student achievement. Because every geographical location brings forward different demographics, a thorough examination must be complete. For each new campus, ILTexas sets up a Campus Improvement Plan Committee/Student Success Team (Committee). Led by the Campus Principal and with guidance from the district leadership team, the committee utilizes ILTexas historical data and the student demographics of the area to prioritize specific needs. Since August of 2013, ILTexas has successfully opened 26 campuses serving over 16,000 students. The historical data and lived experiences from each of these campuses naturally informs the formal needs assessment process, and adjustments are then made based off the needs of the student demographics. Over the course of various strategic planning meetings, goals are discussed and prioritized to meet the needs that ultimately achieve the ILTexas mission.

More specifically, the Committee utilizes the *Comprehensive Needs Assessment Questions to Consider* resource developed by Plan4learning.com to further craft the needs assessment. The questions are designed as a springboard to encourage the campus/district planning Committee members to think deeply as they consider what data are needed for the comprehensive needs assessment analysis. It should be noted that Plan4Learning is a continuously updated web-based software solution used nationwide to create District and Campus Improvement Plans and assists with helping determine efficacy. It has helped develop research based best practices in determining needs assessments, SMART goals, and the subsequent evaluation of the planning process itself. In addition to historical data and demographics, ILTexas considers the following data sources: State and federal planning requirements, Accountability Data, Student Data Assessments, Student Data Student Groups, Employee Data, Parent/Community Data, and Support Systems and Other Data.

Key questions asked when developing a needs assessment are centered around: Who are potential students? What percentages of students fall into each ethnic, socioeconomic, gender and special populations group, and how are they best served? How have the demographics changed over the last 3-5 years in the area, and what are some ways to ensure ILTexas meets the needs of the demographic shift?

ILTexas takes pride in the opportunity to provide all students an educational choice that truly prepares them for life and meets a much larger need in our world today. All students attending ILTexas, some traditionally considered to be underprivileged, will be prepared for success beyond measure.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057848 | 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.	**Payroll to partially fund the Campus Principal and Leadership Team.** The school principal is the most critical member of the campus leadership team, and for a startup campus, this influencer, and the core leadership team, will need to report to work several months before the first student walks through the doors.	The Grant will support the payroll needs of the campus leadership team for the time spent on start-up and planning operations leading up the first day of school.
2.	**Payroll to Fund the Administrative Team.** ILTexas plans to open the doors to 100 students on the first day of school which will require a robust enrollment team to welcome families and process each enrollment packet.	The Grant will help support the unique payroll needs associated with enrolling students from June 4 through the first day of school who subsequently work on requesting/gathering student records.
3.	**Instructional Materials.** In order to help ILTexas close the achievement gap by closing the opportunity gap, ILTexas will need to offer its existing language and leadership program; consequently, purchase instructional resources necessary to execute the program.	The Grant will help partially fund the startup costs of instructional materials needed to successfully launch the curriculum model. Funds requested will purchase materials for the bilingual English adoption and math adoption at ILTexas.
4.	**Furniture.** Classroom furniture is essential to a functioning school campus.	Classroom furniture is critical to the program and meets the basic need for students and teachers to function as a school.
5.	**Technology.** Critical to successfully launching an ILTexas campus is having the necessary infrastructure, hardware and software for students and teachers.	The Grant will help partially fund initial acquisition and technology needs of starting up a campus.

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Schedule #14—Management Plan

County-district number or vendor ID: 057848 | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Principal	• Masters degree in Educational Administration or related field from an accredited college or university recognized by the US Department of Education. • Doctoral Degree in Education or related field preferred • Valid Texas Principal (EC-12) certificate required • Minimum three years' experience as a classroom teacher • Minimum three years' experience in instructional leadership roles at the middle school level • Minimum of three years of experience with Title I programs • Bilingual in English/Spanish • Knowledge of Dual language programs and foreign language acquisitions
2.	Assistant Principal	• Masters degree in Educational Administration or closely related field from an accredited college or university recognized by the US Department of Education. • Doctoral Degree in Education or closely related field preferred • Valid Texas Principal (EC-12) certificate required • Minimum three years' experience as a classroom teacher • Minimum three years' experience in instructional leadership roles at the middle school level • Minimum of three years of experience with Title I programs • Bilingual in English/Spanish • Knowledge of Dual language programs and foreign language acquisitions
3.	Counselor	• Bachelors degree in Counseling or Psychology required • Masters degree in Counseling preferred • Valid Texas Counseling Certificate preferred • School Counselor EC -12 certification preferred • Minimum of six month's experience preferred for this position
4.	Enrollment Specialist	• High school diploma or GED • Ability to use computer and software to develop spreadsheets and databases, and do word processing • Skyward Experience • Proficient keyboarding, file maintenance, and 10-key skills • Ability to meet established deadlines
5.	Instructional Coach	• Bachelors Degree in Education or related field required • Masters degree prefered • Minimum of 5 years teaching experience • Campus and district level leadership experience in curriculum and instruction preferred

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.	All students meet or exceed State average on STAAR Reading	1.	Prepare common summative assessments	07/23//2018	08/31/2018
		2.	Give summative test to gauge TEKS mastery	09/03/2018	09/26/2018
		3.	Teachers begin PLCs to review student data	08/20/2018	05/20/2019
		4.	Administer middle of year assessments.	01/08/2019	02/08/2019
		5.	Student STAAR scores are received and analyzed.	06/01/2019	07/01/2019
2.		1.	Prepare common summative assessments	07/23/2018	08/31/2018

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057848 | 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.

ILTexas teachers have both a daily Grade Level Professional Learning Community (PLC) and a personal conference time. This Grade Level PLC time provides the platform through which the campus leadership team and teachers monitor progress towards goals and adjust the game plan accordingly. Additionally, it is during PLC times that students' Response to Intervention (RTI) is monitored.

Further, the ILTexas academic calendar provides a Data Day/Professional Development Day at the end of each grading period. During this Data Day, teachers have an opportunity to analyze multiple forms of data and to subsequently make data driven decisions (affecting lesson plans, instruction, enrichment/interventions and impacting school systems as necessary). Feedback received from grade level PLCs and Data Day inform the campus and district leadership teams, and give the campus and leadership teams a platform and conduit for communication.

Parents and stakeholders will be kept abreast of the progress towards goals through morning and evening parent events, progress reports, parent conferences and weekly campus communication. The campus and district improvement plan committees will also meet on a regular basis.

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.

ILTexas Windmill Lakes High School will operate under the full support of the ILTexas district office. The district office consists of over 100 employees in the departments of Curriculum and Instruction, Athletics, Finance and Human Resources, Federal Programs, Marketing and Development, Child Nutrition, Legal Services, Special Education, Technology, Student Services, PEIMS, Testing and Data, and International Support, and can directly support campuses as needed.

The ILTexas District Office will coordinate with campus leaders to ensure grant funds are used as intended. Additionally, all finances will be monitored using the Skyward financial and student data systems. ILTexas will lean on resources available through the Education Service Center in Region 4 to assist and support federally funded programming, professional development and training.

Finally, all employees understand the mission and vision of ILTexas and know the expectations of supporting the campus in their efforts to best teach and lead students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057848 | 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.	Student Assessments	1.	Complete beginning of year tests/ set learning targets and pathways.
		2.	Complete middle of year assessments/ make necessary adjustments
		3.	Complete end of year assessments/ make necessary adjustments
2.	Professional Learning Communities (PLC)	1.	PLC meeting minutes, August - December
		2.	PLC meeting minutes, Jan-April
		3.	PLC meeting minutes, May-July
3.	Enrollment and Attendance	1.	Meet enrollment target of 95% and 95% attendance rate by 08/05/2018
		2.	Meet enrollment target of 100% and 95%+ attendance
		3.	Maintain enrollment target of 100% and 95%+ attendance
4.	Campus Leadership Training	1.	Meeting agenda and minutes from Principal meetings
		2.	Meeting agenda and minutes from GLA meetings
		3.	Meeting agenda and minutes from PD
5.	Teacher Observations	1.	Conduct teacher observations to identify strengths and weaknesses
		2.	Dec/Jan: Teacher observation dashboard revisited/support plans adjusted.
		3.	March: Teacher observation dashboard revisited/support plans adjusted.

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.

ILTexas uses common summative assessments in preparation for the STAAR test. ILTexas operates on three, six week academic grading periods in the fall semester and three, six weeks grading periods for the spring semester. Each week, three grades are recorded, and each Monday teachers meet in their Planned Learning Communities (PLC) to review students' academic performance and any behavioral issues.

Students who are not making progress are provided support through interventions that include mandatory homework academy after school hours, mandatory tutoring, and conversations with counselors and school leadership, as appropriate. If students do not improve their academic performance after these interventions, they are referred to Student Success Teams and potentially referred to Special Education via ARD, if necessary.

Teachers also take daily attendance and the campus registrar ensures that all students are properly coded as to all potential demographics.

Additionally, the campus Assistant Principals meet weekly with the Grade Level Administrator (GLA - similar to grade level lead teacher), and SPED teacher of their respective grade levels. The Campus Principal also meets weekly with their leadership, as well. Area Superintendents are responsible for all campuses that fall in their respective counties, and hold monthly meetings with Campus Principals as well as with the ILTexas Superintendent.

The ILTexas district subject matter experts continually monitor their areas of responsibility at the campus level, as well.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 1: Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
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.

International Leadership of Texas (ILTexas) is a public charter school system that is sponsored by International American Education Federation, INC. a 501(c)3. ILTexas is governed by a five member board of directors which makes all decisions related to policy, budget, and hiring of the Superintendent. ILTexas does not contract with other Charter Management Organizations.

ILTexas is made stronger because of its partnerships with various organizations. ILTexas contracts with the appropriate Education Service Centers (ESC) in the Region where the campus is located for professional development and trainings and any additional support, as needed. Additionally, ILTexas contracts with the College Board and Hanban for the hiring of native Chinese teachers to teach Mandarin classes; with TEA and ESC 13 for the staffing of Spanish teachers through the Texas-Spain Visiting International Teacher program; and with ATHLOS to provide the physical fitness and character training program at all elementary and middle schools. Further, ILTexas counts on the support of other like minded professional organizations (ACTFL, CAL, ASCD, etc) for additional teacher and student resources to help fulfill the mission.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 2: Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of 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.

ILTexas is a public charter school system that is currently authorized to operate charter schools in the State of Texas through July 2028. ILTexas tests all students in grades 3-12, as applicable, and is held to the same academic accountability standards as all public schools in the State of Texas. As a charter school system, ILTexas is also held to the strict standard that if ILTexas fails to meet either the academic standard or financial standard in any combination for three years in a row, that the charter is immediately revoked.

To ensure quality control of the organization, regularly scheduled board meetings are held to monitor the academic, financial and operational obligations of the program. The public is notified and encouraged to attend all monthly board meetings which allows for an open dialogue and system of checks and balances over the organization.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus 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. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

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 Campus Principal is responsible for everything that happens or fails to happen on campus and oversees the recommendations to hire and recommendations to fire campus employees as necessary. The Campus Principal and Assistant Principal provide the evaluations of all staff and monitor everyday activity to ensure language and leadership unique to ILTexas is being taught.

The Campus Principal is supported by the staff of the Area Office as well as the staff of the District. Front office personnel is in place to take care of the every day activities such as enrollment and attendance. Finance and budget support includes a campus budget clerk properly trained to manage the Skyward financial software system. At the student level, each grade level has a lead teacher or Grade Level Administrator who supports the teachers in that respective grade. Additionally, ILTexas employees staff to meet the needs of all students including special education and ESL support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 4: Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.
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.

ILTexas will conduct community meetings in the evenings and on the weekends to provide information about ILTexas' unique language and leadership program. Meeting notices will be made available to the public online and through mailed flyers, and digital advertisement.

ILTexas will support a campus Parent Teacher Organization in which the campus leadership will fully participate. Additionally, there will be an annual survey to formally seek input from the parents, and informally, there will be monthly opportunities for parents to meet with the Principal as in "Coffee with the Principal", "Grandparents Day", etc.

ILTexas understands parent and community support is critical for the success of a new campus and welcomes feedback and input from both.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 5: Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.
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 grant will specifically be used help cover critical start up costs associated with running a new campus. In order to do so, initial personnel and administrative support is necessary, as well as instructional materials, furniture and technology. Budgeted items include these critical needs.

ILTexas will manage all funds through strict accountability using the Skyward financial software system and support from the district office. Financial stability upon depletion of these grant funds would come from general State operating funds calculated on a per-student amount. ILTexas has proven its financial stability by operating 26 campuses since August 2013 with state issued funds. Additionally, if the campus qualifies, federal funds such as Title I will help support the campus and its unique student needs.

Finally, the students on campus will have the opportunity to conduct fundraisers for specific student needs that fall outside of regular academic instruction such as band competition or debate club. Although these funds will not support the operation or academics of the campus, it will allow for additional extracurricular activities for students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 6: Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.
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.

ILTexas will allow parents to form and fully participate in a Parent Teacher Organization which creates a platform to garner support, raise funds, and supplement activities for the campus. Additionally, campus leadership will organize monthly opportunities for groups of parents to meet with the Campus Principal, as well as distribute a monthly newsletter from the campus, and weekly communication from the Grade Level Administrator or lead teacher. Individual teachers are highly encouraged and expected to communicate with the parents about student expectations and information related to upcoming events and the academic progress of each student. Parents and the community are always welcome to an ILTexas campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 7: Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.
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.

ILTexas does not provide a busing system for attending students. All families are responsible for dropping off and picking up their student on a daily basis. Additional funding will be sought from private foundations and community organizations to support the transportation needs associated with team sports, student competitions, and campus events.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057848	Amendment # (for amendments only):

Statutory Requirement 8: 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.

ILTexas does not request any waivers and fully intends to comply with all federal and state requirements for charter schools in the State of Texas.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057848 | Amendment # (for amendments only):

TEA Program Requirement 1: Population to be Served in 2018–2019. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2018–2019. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation		0	0	0	0	0	0	0	0	0	100				100
TOTAL:		0	0	0	0	0	0	0	0	0	100				100
														Total Staff	20
														Total Parents	175
														Total Families	90

TEA Program Requirement 2: Population to be Served in 2019–2020. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation		0	0	0	0	0	0	0	0	0	100	100			200
TOTAL:		0	0	0	0	0	0	0	0	0	100	100			200
														Total Staff	30
														Total Parents	375
														Total Families	180

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

County-district number or vendor ID: 057848 | Amendment # (for amendments only):

TEA Program Requirement 3: Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.
Please see https://rptsvr1.tea.texas.gov/perfreport/account/index.html for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
1.	Houston ISD	Worthington High School	101912019	10.4
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057848 | 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	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

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	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

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

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	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

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	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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

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

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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