Texas Education Agency
Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation

Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 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	TEXAS EDUCATION AGENCY 2018 MAY 29 PM 3:49 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION RECEIVED
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Por Vida Academy	015-801	Por Vida Academy Charter High School/001	N/A

Vendor ID #	ESC Region #	DUNS #
74-2792474	20	141062716

Mailing address	City	State	ZIP Code
1135 Mission Rd.	San Antonio	TX	78210-4598

Primary Contact

First name	M.I.	Last name	Title
Joseph	G.	Rendon	Superintendent

Telephone #	Email address	FAX #
(210) 532-8816	jrendon@por-vida.org	(210) 534-0795

Secondary Contact

First name	M.I.	Last name	Title
Linda	V.	Alaniz	Grant Writer

Telephone #	Email address	FAX #
(956) 365-4100	Linda_alaniz@hotmail.com	(866) 600-0374

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
Joseph	G.	Rendon	Superintendent

Telephone #	Email address	FAX #
(210) 532-8816	jrendon@por-vida.org	(210) 534-0795

Signature (blue ink preferred) — Date signed: 25 May 18

Only the legally responsible party may sign this application.

701-18-112-014

Schedule #1—General Information	
County-district number or vendor ID: **015-801**	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)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
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.**

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **015-801**	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**
No program-related attachments are required for this grant.		
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
☒	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 No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **015-801**	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 provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For **Partnership Implementation** models (**P2 Partnership** and **IMO Partnership**), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For **New School Implementation** models (**Reset** and **Fresh-Start**) and **Redesign**, the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For **Reset**, the applicant provides assurance that the campus will have new school leadership and instructional staff.

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

Schedule #4—Request for Amendment	
County-district number or vendor ID: **015-801**	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 direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

Part 4: Amendment Justification

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

For TEA Use Only

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

Schedule #5—Program Executive Summary

County-district number or vendor ID: **015-801** | 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.

Opening Statement: Por Vida Academy will target Por Vida Charter Academy High School through the School Transformation Fund – Implementation Grant. The campus has been designated as a 2017–2018 Priority Campus and is not currently receiving funds from the Texas Title I Priority School (TTIPS) Cycle 4 or Cycle 5 grant funds or 2017–2019 School Redesign Grant, Pilot Cycle funds, which enables the campus to receive **5 priority points.** Additionally, the charter has greater than 10% of its campuses identified as 2017–2018 Priority Schools **(5 points)**, which makes this grant even more of a necessity. By utilizing funds obtained from the School Transformation Fund Grant, the charter will implement the Talent Transformation Model strategy. The strategy will be designed to implement a strategic staffing initiative across Por Vida Charter Academy High School. Moreover, with the acquisition of this grant, the charter will be provided with trainings and oversight from their School Transformation Partner on the implementation of best practices and procedures, which will assist Por Vida Academy's other low-performing schools once grant funds are depleted. **DEMOGRAPHICS OF THE CHARTER RELATE TO THE GOALS/PURPOSES OF THE GRANT:** ***The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts)*** To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the charter analyzed the needs of Por Vida Charter Academy High School. The campus data was analyzed utilizing information garnered from the Texas Academic Performance Report (TAPR), to determine the student/teacher demographics, gaps in students' performance, and gaps in school leadership. These can be seen below:

Needs Assessment Results

		Teacher Average Pay	Average Years of Experience	Teacher Turnover Rate
Teacher	Campus	$38,749	3.1	N/A
	Charter	$38,897	4.2	53.1%
	State	$52,525	10.9	16.4%

		Grade Level or Above on STAAR (Reading)	Grade Level or Above on STAAR (Math)	College-Ready Graduates (ELA)	College-Ready Graduates (Math)	Economically Disadvantaged	At-Risk
Students	Campus	27%	41%	7.1%	0%	92.7%	93.6%
	Charter	38%	44%	15.6%	8.8%	79.8%	87.4%
	State	72%	79%	50.6%	44.6%	59%	50.3%

Source: 2016-2017 Texas Academic Performance Report (TAPR)

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be changed: The initial needs assessment process was designed and reviewed by the charter and campus administrators, to include the Superintendent, Business Manager, Principal, and other charter/campus personnel. The charter/campus administrators and selected School Transformation Partner will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the charter. If awarded, these individuals will meet on a regular basis to assess and review the strategies and activities being conducted. If areas of weakness are identified, the charter/campus administrators and School Transformation Partner will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the school board and TEA for approval.

The program activities relate directly to the program goals, local objectives, and strategies. (4 pts) Due to the fact that Por Vida Academy only has one high school campus, they are unable to relocate high-performing teachers from within the area into Por Vida Academy Charter High School. However, Por Vida Academy conducted a comprehensive needs assessment that will be used to create an initiative that is still effective and relates directly to the School Transformation Fund Grant goals, objectives, and strategies. The proposed program will target teachers that: Teach students who are at-risk, economically disadvantaged, and/or English Language Learners (ELL); Have less than 5-years' experience and/or are struggling; and Have students who are performing low academically. The charter will assist these teachers by:

1.) ***Providing Professional Development*** that is designed to improve teachers' ability to manage and engage their students in the daily classroom activities. Training will be customized by the local Region Center based on campus needs.

For TEA Use Only

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

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **015-801** | 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.

2.) ***Contracting with AiSYS*** to provide professional development trainings that assist in incorporating technology into the student classroom. The types of trainings available include but are not limited to: iPads in the Classroom, Chromebooks for Productivity, and Blended Learning in the K-12 classroom.

3.) ***Conducting Quarterly Classroom Observations*** on teachers that provide instruction in core subjects during the grant funding period. This will provide the teachers an opportunity to receive feedback that can be utilized to modify their teaching strategies.

Moreover, the campus will initiate an incentive program to provide a financial stipend to teachers and campus administrators who attend a minimum of 80% of the professional development training related to this grant. By implementing the aforementioned strategies, Por Vida Academy will accelerate the school transformation through strong school leadership, effective teachers, and high expectations for both students and staff.

HOW THE BUDGET WAS DEVELOPED: In order to develop the proposed budget, the charter reviewed the grant's goals. Next, the charter determined how many teachers and students would be participating in the program. The charter also projected the amount of funds needed to provide professional development (PD) activities, as well as, manage the program and implement all the aforementioned grant activities. ***Objectives, strategies, activities, and desired results of the program are clearly specified /measurable. (4 pts)*** The objectives that the charter wishes to achieve by utilizing funding include: Improving Teachers' Proficiency; Improving Student Academic Performance; and Improving the overall standard as a campus. Throughout the duration of the grant program, the campus will incorporate evidence-based strategies that are clearly specified. These strategies are discussed extensively on page 29 and include: The Texas Continuous Improvement Framework to establish a foundation of systems, actions, and processes that support continuous improvement in the classroom; Professional Development Training because it "is a key mechanism for improving classroom instruction and student achievement" (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996); Teacher stipends and recognition activities due to the fact it has been demonstrated to be effective at increasing teacher retention, as well as, improving their proficiency; and Student Progress Tracking to provide teachers the opportunity to address deficiencies as they occur. (*Source: http://www.allinlearning.com/research/*). By implementing the aforementioned strategies, as well as, meeting the objectives set out in this grant application, the charter plans to implement an effective staffing strategy across Por Vida Charter Academy High School. **PROGRAM WILL RECEIVE CONSISTENT, HIGH-QUALITY MANAGEMENT**: To ensure the strategies are implemented effectively, the charter assures that the program will receive consistent, high-quality management. Por Vida Academy's Superintendent will oversee the program staff and will also obligate the grant activities according to state/federal regulations. Additionally, Por Vida Academy will assign a highly-qualified Program Director to manage and provide support to grant staff. This individual will be required to hold a minimum of a bachelor's degree. The Business Manager will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of grant funding. Their experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope.

HOW THE APPLICATION COMPLETELY AND ACCURATELY ANSWERS ALL STATUTORY AND TEA REQUIREMENTS: ***Application is organized and completed according to instructions. (5 pts.)*** The administrators met and reviewed the completed application to ensure that **all** statutory and TEA requirements were answered completely and accurately. Por Vida Academy's stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

CHARTER'S ON-GOING COMMITMENT TO THE GOALS OF THE GRANT AND FUNDING THE PROGRAM BEYOND GRANT FUNDING: To ensure all project participants remain committed to the success of the project, the charter has ensured that they received buy-in from participants, including administration, parents, and teachers. Throughout the term of the grant, the charter will continue to meet with administration, teachers, board, and partners to solicit feedback; thus, ensuring continued support of the program. The charter will coordinate federal and state programs and build partnerships that will increase the quality of services provided and increase the likelihood of sustainability. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource, **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds, will ensure teacher and student improvement are continued after funding ends.

For TEA Use Only

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

Schedule #6—Program Budget Summary					
County-district number or vendor ID: **015-801**				Amendment # (for amendments only):	
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	**Title**	**Class/ Object Code**	**Program Cost**	**Admin Cost**	**Total Budgeted Cost**
Schedule #7	Payroll Costs (6100)	6100	$36,960	$0	$36,960
Schedule #8	Professional and Contracted Services (6200)	6200	$86,456	$0	$86,456
Schedule #9	Supplies and Materials (6300)	6300	$155,040	$0	$155,040
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$10,000	$0	$10,000
	Consolidate Administrative Funds			☐ Yes **X** No	
		Total direct costs:	$288,456	$0	$288,456
		3.85% indirect costs (see note):	N/A	$11,544	$11,544
Grand total of budgeted costs (add all entries in each column):			**$288,456**	**$11,544**	**$300,000**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of $300,000 for the grant period of July 9, 2018, to July 31, 2020, is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target a low-performing Priority School, 109 students, and 8 teachers. Additionally, the charter will follow all necessary procurement procedures to ensure the grant funds are being expended as efficiently as possible.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) Only items necessary for the implementation of the grant were included in the budget. Additionally, the charter only included allowable and reasonable costs that will support the activities proposed during the grant. The charter incorporated into the grant design all the grant requirements proposed by TEA in order to offer high-quality programming through each grant component. Moreover, the charter took into account expenses that are reasonable and necessary in order to fulfill the proposed program goals and objectives.

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

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director			
5	Project coordinator			
6	Teacher facilitator			
7	Teacher supervisor			
8	Secretary/administrative assistant			
9	Data entry clerk			
10	Grant accountant/bookkeeper			
11	Evaluator/evaluation specialist			
Auxiliary				
12	Counselor			
13	Social worker			
14	Community liaison/parent coordinator			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21				
22				
23				
24	Subtotal employee costs:			**$0**

Substitute, Extra-Duty Pay, Benefits Costs			
25	6112	Substitute pay	
26	6119	Professional staff extra-duty pay – **Educator Stipends** – Will be given to teachers and principal for Professional Development attendance during non-instructional hours (9 educators x $2,000 = $18,000). **Program Director Stipends** – Will be given to the Program Director annually for monitoring the activities of the grant ($7,500 x 2 years = $15,000).	$33,000
27	6121	Support staff extra-duty pay	
28	6140	Employee benefits	$3,960
29	61XX	Tuition remission (IHEs only)	
30		Subtotal substitute, extra-duty, benefits costs	$36,960
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$36,960**

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

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

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **015-801**	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 Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	**School Transformation Partner** (See Program Guidelines and Program-Specific Instructions)	$30,000
2	**Technical Assistant Consultant** – Will provide targeted trainings and added technical support that will help to increase teacher proficiency and improve leadership skills. In addition, the TAC will disaggregate student data to identify areas of need and/or weaknesses, as well as, assist with compliance and reporting of grant activities.	$18,456
3	**College Preparation Platform** – Will implement an online college preparation program designed to assist students in preparing for post-secondary success.	$8,000
4	**Education Service Center** – Will provide teachers with trainings, webinars, and conferences to increase student achievement and teacher retention.	$15,000
5	**Pitsco** – Will provide trainings on how to utilize materials and manipulatives in order to maximize student learning in STEM fields.	$10,000
6	**AiSYS** – Will provide professional development on how to incorporate technology into the classroom.	$5,000
7		
8		
9		
10		
11		
12		
13		
14		
	b. Subtotal of professional and contracted services:	**$86,456**
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	**$86,456**

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

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

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **015-801**		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval: **Pitsco** – Will provide hands-on materials and manipulatives to increase student learning and academic rigor. This may include but is not limited to age-appropriate resources in robotics, aerospace, engineering, physical science, coding, and math. ($65,000) **Texas Education Solutions** – MindPlay - Reading Software (109 students x $130/site license = $14,170) and Ascend Math - Mathematics Software (109 students x $33/site license = $3,597) **Student Laptops** – Will be purchased for students to access valuable educational resources and create a 1:1 student-to-technology ratio. (109 students x $500 = 54,500) **Educator Laptops** – Will be utilized by teachers and the principal during normal classroom instruction, as well as, during specialized trainings and workshops. (9 educators x $1,500 = $13,500) **Miscellaneous Supplies** – Will be utilized to purchase supplies such as pens, pencils, paper, scantrons, etc. ($ 4,273)	$155,040
	Grand total:	**$155,040**

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: **015-801**	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	
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.	
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	
Subtotal other operating costs requiring specific approval:		$0
	Remaining 6400—Other operating costs that do not require specific approval:	$0
	Grand total:	**$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.

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

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: **015-801** | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1				
66XX—Computing Devices, capitalized				
2	SmartBoard	1	$10,000	$10,000
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:	**$10,000**

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

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	101	92.7%	Por Vida Charter Academy High School's Economically Disadvantaged population is 33.7% higher than the State's average of 59.0%.
Limited English proficient (LEP)	0	0.0%	Por Vida Charter Academy High School's Limited English Proficient (LEP) population is currently 0.0%. However, the instructional staff understands that should they receive an LEP student, the English language would serve as an obstacle towards academic achievement.
Disciplinary placements	0	0.0%	Por Vida Charter Academy High School's Disciplinary Placements population is 0.0%. To maintain this percentage, the high school, if awarded, will offer grant funded incentives and stipends, as well as, continue to offer positive teacher feedback.
Attendance rate	DNA*	72.2%	Por Vida Charter Academy High School's Attendance Rate is 23.6% lower than the State's average of 95.8%. Students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels.
Annual dropout rate (Gr 9-12)	DNA*	24.8%	Por Vida Charter Academy High School's Dropout Rate is 22.8% higher than the State's average. This can be attributed to the fact that many students are transferring to local public school districts.

Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	12.9%	Por Vida Charter Academy High School's percentage of teachers that have more than 5 years of experience is **only** at 22.3%. With additional teacher professional development, incentives, and training, student achievement and teacher retention will increase.
6-10 Years Exp.	0.7	9.4%	
11-20 Years Exp.	1.0	12.9%	
20+ Years Exp.	0	0.0%	
No degree	0	0.0%59	The majority of Por Vida Charter Academy High School's teachers **only** have a bachelor's degree. Teachers need to be provided with added opportunities to increase their education-level so that they can provide students with a more rigorous program of study, which will better prepare them for the future.
Bachelor's Degree	5.6	74.1%	
Master's Degree	2	25.9%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										59	31	13	6	109

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	2	2	8

For TEA Use Only

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

Schedule #13—Needs Assessment

County-district number or vendor ID: **015-801** | 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.

PROCESS FOR IDENTIFYING AND PRIORITIZING CAMPUS TO BE SERVED: Por Vida Charter Academy High School was selected by Por Vida Academy to apply for the 2018–2020 School Transformation Fund Grant because it has been identified as a Title I Priority School and is in dire need of improving their staff. This lapse in high-quality staffing has caused a decline in academic achievement. In fact, according to the 2016 Accountability Summary, Por Vida Charter Academy High School is one of the two campuses in the charter that are classified as a 2017-2018 Priority and Improvement Required Campus.

NEEDS ASSESSMENT PROCESS/CURRENT ACHIEVEMENT: ***Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed is significant. (10 points)*** In preparation for the submission of the 2018–2020 School Transformation Fund Grant, the charter analyzed the needs of Por Vida Charter Academy High School. The campus data was analyzed utilizing information garnered from the 2016-2017 Texas Academic Performance Report (TAPR), to demonstrate the following gaps in students' performance and behavior, as well as, in school leadership:

Needs Assessment Results

		Teacher Average Pay	Average Years of Experience	Teacher Turnover Rate
Teacher	Campus	$38,749	3.1	N/A
	Charter	$38,897	4.2	53.1%
	State	$52,525	10.9	16.4%

		Grade Level or Above on STAAR (Reading)	Grade Level or Above on STAAR (Math)	College Ready Graduates (ELA)	College Ready Graduates (Math)	Economically Disadvantaged	At- Risk
Students	Campus	27%	41%	7.1%	0%	92.7%	93.6%
	Charter	38%	44%	15.6%	8.8%	79.8%	87.4%
	State	72%	79%	50.6%	44.6%	59%	50.3%

HOW NEEDS WERE PRIORITIZED: ***The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs (8 points)*** As seen above, Por Vida Charter Academy High School's needs assessment was an in-depth review of the gaps in staffing personnel, and how those gaps have affected student academic achievement. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the charter was not just to identify the campus' areas of need, but to also identify the root cause for the problems. Based on this assessment, Por Vida Academy determined that the campus needed to prioritize the following needs in order to be able to provide students the skills needed to become successful later in life:

- The experience of teachers and school leaders needs to be increased through Professional Development (PD) trainings. PD will provide the knowledge/self-confidence required to manage students' behavior in and out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Teachers, students, and school leaders need access to the latest research-based technology and curriculum that is geared to prepare students to be active member of today's society; and
- Teachers need to be provided a strong support system that will be available to provide them with the guidance and assistance needed to bring about positive student outcomes.

Additionally, the charter also conducted a needs assessment of the community. Data obtained from American FactFinder in 2016 indicated that Bexar County has a total population of 1,714,773 of which 294,941 (17.2%) live in poverty and 114,890 (6.7%) of the population are unemployed. This is significantly higher that the State's averages of 16.7% and 6.4% respectively. Furthermore, 16.6% of the population has less than a high school diploma. The last obstacle that presents itself in the city is the large number of individuals that can't speak English well (241,783). Through the acquisition of this grant, the charter hopes to improve in all of these aspects that currently affect the students and staff to improve the well-being of the community.

For TEA Use Only

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

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **015-801** | 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.	***As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)*** The average years of experience a teacher has with the campus is only 3.1 years. This is significantly lower than the State's average of 10.9 years. **Source:** 2016-2017 Texas Academic Performance Reports (TAPR)	**Strategy:** The campus will address this need by ensuring their staff is thoroughly trained and certified. By providing this professional development, the teachers will have the opportunities to gain experience on how to instruct their students effectively.
2.	The students' performance is 45% worse than State's average of 72% on the STAAR Reading Test. In addition, only 41% of students received test scores of At or Above Grade Level on the STAAR Math Test. **Source:** 2016-2017 Texas Academic Performance Reports (TAPR)	**Strategy:** In order to improve on scores from these students, Por Vida Charter Academy High School will contract with Texas Education Solutions (TES) to provide the teachers the ability to implement a Response to Intervention (RtI) software for students at all ability levels. With TES, teachers will be able to impact and improve student success in Special Education, Dyslexia, ELL, and Dual Language Programs, as well as, students who are currently not meeting adequate yearly performance.
3.	Currently, 0% of their students are classified as College and Career Ready in Math and only 7.1% of their students in English Language Arts. This is extremely low when compared to the State of Texas which averages 44.6% and 50.6% respectively. **Source:** 2016-2017 Texas Academic Performance Reports (TAPR)	**Strategy:** In order to promote post-secondary readiness, the campus will purchase an online preparation program designed to assist students in preparing for college.
4.	As per the TAPR report, 93.6% of the campus' students are at-risk in comparison to the State's percentage of 50.3%. **Source:** 2016-2017 Texas Academic Performance Reports (TAPR)	**Strategy:** The campus will address this need by conducting quarterly classroom observations of teachers that provide instruction in core subjects during the grant period. This will provide the teachers an opportunity to receive feedback from campus administrators that can be utilized to modify teaching strategies for the at-risk population.
5.	The charter has a remarkably high teacher turnover rate of **53.1%** in comparison to 16.4% for the State. (**Source**: 2016-2017 Texas Academic Progress Report-TAPR) Due to this high turnover rate, the charter and its prospective campuses are in need of additional professional development trainings and teacher mentoring to ensure highly-qualified personnel and staff are in place at the targeted campus.	**Strategy:** The campus will work with AiSYS to ensure there is professional development trainings. These trainings will assist teachers in incorporating technology into the student classroom. The types of trainings available include but are not limited to: iPads in the Classroom, Chromebooks for Productivity, and Blended Learning in the K-12. With valuable professional development and better resources, the campus will be able to ensure that the students are receiving high-quality instruction.

For TEA Use Only

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

Schedule #14—Management Plan		
County-district number or vendor ID: **015-801**		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**
Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 points)		
1.	**Program Director**	A minimum of a bachelor's degree or a master's degree in education or related field is preferred. A minimum of 3 years of experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors.
2.	**Superintendent**	A minimum of a master's degree. Must have a State of Texas Superintendent Certificate. A minimum of 3 years of experience in a related field.
3.	**Campus Principal**	A minimum of a bachelor's or master's degree in education. Must have a Principal Certification or be enrolled in a Principal Preparation Program. A minimum of 3 years of experience in a related field, is preferred.
4.	**Business Manager**	A minimum of a bachelor's degree is required; however, a master's degree preferred. This individual must have experience in ensuring that previously allocated state/local funds are not diverted from school campuses because of their acquisition of grant funding.
5.	**School Transformation Partner**	Experience in the support and improvement of charters and campuses in state and federal accountability. Experience serving underperforming schools, including Turnaround Technical Assistance.
6.	**Support Staff**	Will be qualified to comprehend and abide by the state and federal law that governs the rigorous recruitment, screening, selection, and evaluation of all external consultants. Must have experience in efficiently operating the charter's expenses effectively, as well as, ensuring there is an uninterrupted flow of goods and services.

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

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.	Improved Teacher Proficiency	1.	Teachers will attend a minimum of 10 hours of professional development training each year.	10/01/2018	05/31/2020
		2.	A minimum of 60% of the teachers will receive an overall Proficient rating on their EEP assessment.	05/01/2019	06/01/2020
		3.	Teachers turnover rate will decrease by 10%.	05/01/2019	06/01/2020
		4.	A minimum of 65% of the teachers will receive a proficient rating or above on their teacher's assessment.	04/01/2019	06/30/2020
		5.	A minimum of 4 classroom walk-throughs will be performed on each teacher.	12/31/2018	06/30/2020
2.	Improved Student Academic Performance	1.	A minimum of 30% of the students will attend at least 5 hours of tutoring.	09/01/2018	07/31/2020
		2.	A minimum of 20% of the students will demonstrate a 5% increase in their Math academics based on EOC, state, and/or local assessments.	05/01/2019	06/30/2020
		3.	A minimum of 20% of the students will demonstrate a 5% increase in their ELA academics based on EOC, state, and/or local assessments.	05/01/2019	06/30/2020
		4.	A minimum of 20% of the students will demonstrate a 5% increase in their Science academics based on EOC, state, and/or local assessments.	05/01/2019	06/30/2020
		5.	A minimum of 20% of the students will demonstrate a 5% increase in their Social Studies academics based on EOC, state, and/or local assessments.	05/01/2019	06/30/2020
3.	Overall Campus Improvement	1.	The charter will decrease their at-risk rate from 87.4% to 82%.	07/09/2018	07/31/2020
		2.	Surveys will demonstrate that at least 95% of the students feel safe while at school.	12/31/2018	05/31/2020
		3.	Campus will work towards earning at least one distinction award.	05/31/2019	07/31/2020
		4.	The campus will perform well on all four indices.	05/31/2019	07/31/2020
4.	Improved Attendance/ Behavior	1.	Increase students' overall attendance rates by 5%.	12/31/2018	06/30/2020
		2.	Increase student persistence rate by a minimum of 5%.	07/09/2018	06/30/2020
		3.	A minimum of 65% of the staff will attend trainings designed to improve attendance and behavior.	07/09/2018	07/31/2020
5.	Provide Evaluation/ Feedback on the Program	1.	100% of the teachers will be provided with follow-up observations in order to ensure strategies are being properly implemented. (i.e. modeling, mentoring, etc.)	05/01/2019	06/01/2020
		2.	Create a Handbook of Operating Procedures (HOOP) which will be updated on an on-going basis.	08/01/2018	07/31/2020
		3.	Utilize TAPR and PEIMS reports to ensure the charter is meeting the goals and objectives of the grant program.	07/09/2018	07/31/2020
		4.	Utilize a formative assessment twice a year (mid and end-of-year) to measure student growth.	01/30/2019	07/31/2020

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

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

For TEA Use Only

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **015-801** | 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.

PROCESS AND PROCEDURES IN PLACE FOR MONITORING THE ATTAINMENT OF GOALS AND OBJECTIVES: The management plan is designed to achieve the objectives on time and within budget, with appropriate timelines and milestones for accomplishing tasks (5 points). The management plan is designed to achieve the objectives of the program on time and within budget. It will be the responsibility of the School Transformation Partner and the Campus Administration to monitor the implementation of this School Transformation Fund - Implementation Program on an on-going basis in order to ensure the successful attainment of goals and objectives. The School Transformation Partner and the Campus Administration will track each milestone according to the proposed timeline to ensure the charter is on target and will create a report that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge will include recommended strategies. This report will be reviewed by the participating Superintendent and other campus administration.

PLAN FOR ATTAINING GOALS AND OBJECTIVES IS ADJUSTED WHEN NECESSARY: The procedures ensure feedback and continuous improvement in the operation of the program through on-going monitoring and adjustments as needed (3 points) To ensure feedback and continuous improvement, the charter and campus administration will meet with the School Transformation Team on a regular basis to collect feedback pertaining to the various program components. It is of high priority for the campus to meet the needs of the students and its teachers and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. The stakeholders will review the information gathered from the targeted campus to determine whether adjustments to the program need to be implemented.

CHANGES ARE COMMUNICATED TO ADMINISTRATIVE STAFF, TEACHERS, STUDENTS, PARENTS, AND COMMUNITY MEMBERS: The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points). Adjustments made to the School Transformation Fund - Implementation Program will be communicated to all stakeholders via email and scheduled meetings. Email correspondence will be sent to all campus staff, parents/guardians, and students. In addition, students will be provided a notice in English and Spanish to take home to their parents/guardians detailing any adjustments made to the program.

For TEA Use Only

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

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.

ON-GOING, EXISTING EFFORTS SIMILAR OR RELATED TO THE PLANNED PROJECT: Por Vida Academy and Por Vida Charter Academy High School will coordinate existing strategies and interventions, resources and facilities, and other appropriate community, state, and federal resources in order to maximize the effectiveness of the School Transformation Fund Grant.

COORDINATED EFFORTS WILL MAXIMIZE EFFECTIVENESS OF GRANT FUNDS: If awarded, Por Vida Charter Academy High School will support the proposed grant program by providing existing program resources that include: technology, equipment, and training materials. Additionally, teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as, participate in staff trainings and meetings.

Moreover, the campus will utilize existing staff to provide support to the program. Some examples of this include: Support Staff will assist in managing grant expenditures; Campus administrators will conduct assessments and evaluations; and Board members will keep stakeholders informed of the on-going progress of the program. These School Transformation funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate supplemental resources and related services to the campus staff to fully and effectively implement the required activities of the grant program. Por Vida Charter Academy High School has a great need for the funds and has a strong commitment from the Board of Trustees, Superintendent, Principal, Counselor, Paraprofessionals, Teachers, Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to substantially raise the achievement of their students.

ENSURE ALL PROJECT PARTICIPANTS REMAIN COMMITTED TO THE PROJECT'S SUCCESS: The school board and charter/campus administrators are committed to the success of the School Transformation-Implementation Strategy. Funds obtained through this program will allow for the implementation of a staffing initiative that will increase teacher proficient; thereby, increasing the low-performing academic achievement. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- An incentive program that will be initiated in which teachers and campus administrators can receive a stipend for participating in a minimum of 80% of the professional development training related to this grant. Participant attendance will be monitored through sign-in sheets collected by the Program Director;
- On-going support which will be provided by the School Transformation Partner, charter and campus administration, and other contracted trainers and consultants;
- Quarterly surveys that are designed to solicit feedback from stakeholders, to include administrators, teachers, parents, students, and community-based organizations;
- Bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and
- Workshops and professional development trainings that will provide campus personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. In addition, the campus will research high-performing sites with similar demographics to determine strategies likely to impact student achievement.

Por Vida Charter Academy High School will provide campus support by appointing a Program Director to manage all grant activities. One of these activities includes selecting which staff development strategies to utilize.

For TEA Use Only

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

Schedule #15—Project Evaluation			
County-district number or vendor ID: **015-801**		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.	**Attendance Logs and Sign-In Sheets**	1.	Training logs reveal a minimum of 10 hours of training were attended by teachers.
		2.	Students' tutoring logs reveal a minimum of 30% of the students attended at least 5 hours of tutoring.
		3.	Attendance sheets show at least a 5% increase in student persistence rates.
2.	**Surveys**	1.	Results indicate that program initiatives are being well implemented.
		2.	Results indicate stakeholders are being informed of the grant actions that are taken place.
		3.	Results indicate that teachers feel more confident and knowledgeable.
3.	**Academic Results**	1.	State assessments indicate a 5% increase in a minimum of 20% of the students.
		2.	Report cards, classwork, and benchmarks demonstrate student progress.
		3.	RtI software demonstrates growth in their respective assessment results.
4.	**Bi-Annual Updates**	1.	Attendance records demonstrate a 5% improvement in students' attendance.
		2.	PEIMS 425, referrals, and detention logs indicate improvement in student behavior.
		3.	Grant staff create bi-annual reports that demonstrate how stakeholders received information on grant changes and status on meeting goals.
5.	**TEA Provided Reports**	1.	Increase in overall campus accountability rating from the previous school year.
		2.	The campus receives a distinction for the campus.
		3.	TAPR provides information detailing an increase in student academic achievement.

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

Schedule #15—Project Evaluation

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

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.

The evaluation design includes processes for collecting data, including program-level data and student-level academic data. (3 points) Por Vida Academy, in collaboration with the TEA assigned School Transformation Partner, will evaluate the program and ensure that the program is on target to meet its proposed outcomes. The Program Director will be required to collect data and submit the information to the School Transformation Partner. The partner will then develop bi-annual reports to be submitted to the charter for review.

The methods of evaluation provide for examining the effectiveness of program strategies. (2 points) The following table illustrates the data to be collected and when it will be collected:

PROCESS FOR COLLECTING DATA	
Program-Level Data	The Program Director will collect training logs and sign-in sheets; classroom observation reports; and survey results. The information will be entered into a data-base which will be utilized to track and monitor the progress being made in the program.
Student-Level Academic Data	State and local assessment results will be collected by the Director as they become available. The database will allow for the monitoring of students' academics and will track students' growth. Attendance and behavioral reports will be collected on a quarterly basis in order to monitor if students are displaying improvement. Finally, teachers' Educator Effectiveness Process (EEP) assessments will be monitored on an on-going basis to ensure their proficiency is improving. Data collected will include observation notes, as well as, goals and planning notes.
Campus-Level Data	The School Transformation Partner will utilize a data-driven process to provide a report that includes targeted recommendations and resources that should be utilized to meet campus needs.

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points)

In order for the charter to monitor the attainment of the program's goals, strategies, and objectives, the charter will ensure that clearly specified and measurable processes and procedures are in place. The charter will collect data including program-level data, student-level academic data, and campus-level academic. As seen above, the data collection will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. The wide range of evaluation instruments, as well as, the quantitative and qualitative data produced from these instruments will be used to identify program accomplishments, refinements, or failures.

PROBLEMS WITH PROJECT DELIVERY TO BE IDENTIFIED AND CORRECTED

The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 points)

By administering quarterly surveys and collecting and consolidating formative data in a database on a weekly basis, the Director, Principal, and School Transformation Partner will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the of the initiatives are deemed to be ineffective in positively impacting the transformation of the campus, key stakeholders of the grant will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, students, and parents. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made.

For TEA Use Only

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

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SUPPORT THE SCHOOL WITH THE DEVELOPMENT AND IMPLEMENTATION OF A TARGETED SCHOOL IMPROVEMENT PLAN AT A PRIORITY SCHOOL

Por Vida Academy will support the development of an improvement plan to assist Por Vida Charter Academy High School in exiting Priority School status.

The ultimate objective of the school improvement plan will be to improve teacher proficiency by implementing a strategic staffing initiative that ensures all teachers at the campus receive evidence-based professional development trainings; thereby, enhancing the way curriculum is delivered to students and increasing the number of college-ready graduates. This will be accomplished by partnering with the local Region Center, improving teachers' proficiency through professional development activities, and increasing the degree to which parents are involved in their child(ren)'s education at school. Once developed, the school improvement plan will serve as a road map that will identify the changes needed to be made to improve the level of teachers' proficiency, as well as, how and when these changes need be made.

During the implementation of the grant, the charter will work with its School Transformation Partner to help support the implementation of Por Vida Charter Academy High School's reform. Por Vida Academy will host forums, as needed, in which teachers, school leaders, school councils, parents, and community members will be invited to take part in. These forums will invite various stakeholders to analyze current student data so that they can provide suggestions and feedback on improvements to be considered or made within the school. Furthermore, the charter will consider the following as needed:

- **Operational Flexibility -** The charter will permit the shifting of resources, processes, and practices in response to the critical needs that are identified;
- **Clear Vision and Focus -** The charter will articulate a focus on teacher proficiency as its primary work. Clear plans and systems, aligned to the school's vision, will be developed to address increasing performance for all students;
- **Sense of Urgency -** The charter will set priorities and press for rapid action to change ineffective practices and processes that impede student success;
- **High Expectations -** Explicit, rigorous standards will be placed for an increase in teacher effectiveness. These expectations will be evident and understood by all and include a commitment to providing a timely response and/or adjustment when goals are not met; and
- **Charter -Wide Ownership and Accountability -** The charter leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives. The charter will engage in continuous review of systemic strategies/practices to ensure there is an effective impact on critical need areas.

Through the partnership with the partner and with the support of the charter, Por Vida Charter Academy High School can be successful in achieving the following desired results: Increased Teacher Proficiency, System Transformation, and Sustainability. Ultimately, the grant and the developed improvement plan will allow the campus to exit Priority School status by increasing student achievement in reading/math system safeguards at the "All Student" level.

For TEA Use Only

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

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the charter will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the charter. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MONITOR SCHOOLS RECEIVING TITLE I FUNDS: As a Priority School that receives funding under Title I, Part A, the charter has established protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. This includes regular meetings with campus administration to review report cards, STAAR results, EEP results, and more.

MONITOR SCHOOL IMPROVEMENT PLANS UPON SUBMISSION AND IMPLEMENTATION: As described on Schedules 14-Management Plan and 15-Program Evaluation, the charter has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the Transformation Grant Strategy that will be implemented during the grant funding period. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, Por Vida Academy can monitor the implementation of the strategy.

IMPLEMENT ADDITIONAL ACTION FOLLOWING UNSUCCESSFUL IMPLEMENTATION AS DETERMINED BY THE CHARTER: The School Improvement Plan, as well as, the evaluation methods/processes and their indicators of accomplishment described on page 22, will be utilized to determine when action is needed. The Superintendent will review these items with the Principal as needed and will be provided with regular updates on the how well the grant is meeting each of their objectives. If necessary, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the campus schedule and/or changes to organizational and procedural practices.

If changes are made, an update will be placed on the School Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and charter website will post notices that detail the changes that were made.

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

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

THE APPLICANT WILL RECRUIT, SCREEN, SELECT, AND EVALUATE SCHOOL TRANSFORMATION PARTNERS USING A RIGOROUS PROCESS.

Por Vida Academy's Support Staff is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The mission of Por Vida Academy's Support Staff is to ensure there is an uninterrupted flow of goods and services needed to efficiently operate the charter's expenses effectively. The Superintendent has the authority to commit charter funds to the acquisition of goods. However, any single, budgeted purchase of goods or services that exceeds the charter's approved threshold, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in local newspapers.

Por Vida Academy, in keeping with its high-standards and good business practices, is committed to providing equal procurement opportunities to Historically Underutilized Businesses (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations, and management of the entity's affairs.

In the selection of the School Transformation Partner, the charter staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the charter will reach out to various partners provided by TEA to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the charter will determine who the best partner will be; however, if a competitive sealed bid process will still need to be initiated, solicitations will be sought from eligible entities in the manner listed above.

For TEA Use Only

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

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ALIGN OTHER FEDERAL, STATE, AND LOCAL RESOURCES TO CARRY OUT ACTIVITIES SUPPORTED WITH FUNDS RECEIVED

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points). Por Vida Academy will align and supplement existing school improvement resources, goals, and interventions including personnel, technology and infrastructure, curriculum, software, facilities, and trainings to support and effectively deliver a single and comprehensive school improvement plan.

This program will be cost-effective because existing resources such as office space, classrooms, telephones, Internet service, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other schools that have similar student and academic demographics.

Expenditures and activities are supplemental to and do not supplant/duplicate services currently provided (3 points). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the charter will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) state and local funds. Furthermore, Por Vida Academy ensures that the campus served with these grant funds will continue to receive all of the state and local funds it would have received in the absence of this award.

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

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MODIFY PRACTICES AND POLICIES TO PROVIDE OPERATIONAL FLEXIBILITY: The charter may modify practices and policies based on input provided by the School Transformation Partner. These changes may include but are not limited to:

- Staffing changes;
- Changing professional development trainers;
- Adjusting school hours and schedules; and
- Modifying attendance and discipline policies.

Furthermore, since the charter and campus data illustrate that Por Vida Charter Academy High School has a unique student population that has its own obstacles and needs, Por Vida Charter Academy High School will be provided the flexibility to modify their campus policies and instructional methods in order to improve student achievement. Prior to any changes being made to any policies, the charter and campus administrators will meet with the School Transformation Partner to discuss any proposed changes. Once the group has reached an agreement on any proposed changes, the policy changes will be presented to the School Board. Prior to approving any modifications to any practices and/or policies, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the strategy will be modified. These changes will be monitored for effectiveness.

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

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)

INCORPORATE ONE OR MORE EVIDENCE-BASED STRATEGIES: The proposed program is designed to incorporate multiple evidence-based strategies during its implementation. These strategies will include the following:

- **Utilizing the Professional Learning Community (PLC) to create a collaborative culture and collective responsibility**. Studies conducted by the Center on Organization and Restructuring of Schools, 1995; the National Commission on Teaching and America's Future, 2010; the Annenberg Institute for School Reform, 2005; the Wallace Foundation, 2010; and the American Educational Research Association, 2005 provide just a small sample of the research that confirms the positive effect of the PLC process on both student and adult learning. "*The collective results of these studies offer an unequivocal answer to the question about whether the literature supports the assumption that student learning increases when teachers participate in professional learning communities. The answer is a resounding and encouraging yes.*" (Vescio, Ross, & Adams, 2008, p. 87);
- **Providing on-going coaching and support to teachers and school leaders**. Due to the fact the School Transformation Partner will provide a Teacher Coach/Instructional Strategist, a comprehensive review of research was conducted to identify the benefits of providing a Teacher Coach/Instructional Strategist and their impact on teachers' implementation of evidence-based practices. A total of 13 studies from the 20 years of literature were researched and found that in general, coaching improved the extent to which teachers accurately implement evidence-based practices such as Class-Wide Peer Tutoring, Direct Instruction, Learning Strategies, and Positive Behavior Support in classrooms or practicum settings. The retrieved studies also suggest that highly engaged, small-group initial training, followed by multiple observations, feedback, and modeling are critical components across coaching interventions. Some of these studies also provide promising data to support the consequential effects of coaching on improvements in student achievement. (*Using Coaching to Improve the Fidelity of Evidence-Based Practices: A Review of Studies, August 31, 2010*)

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The table below lists some of the evidence-based services and/or activities that will be provided to the campus during the implementation of the grant program, as well as, the partnering agencies:

EVIDENCE-BASED STRATEGIES

Strategy	Purpose	Partner
Texas Continuous Improvement Framework	Will help to establish foundation systems, actions, and processes to support continuous improvement. This includes Critical Success Factors that are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. (*Source: http://www.tcdss.net/resources/tag/tais_framework*)	TCDSS
Academic Readiness	Various initiatives will be implemented to ensure teachers are fully equipped to academically prepare students for the next phase of their education. This will include specified trainings through the Region Center to increase student achievement and teacher retention.	Region 20 ESC and Campus/ Charter Staff
Professional Development Training	In an age where technology is an intricate part of everyday life, teachers will need to learn how to incorporate it into the student classrooms. Therefore, the charter will contract with AiSYS to provide professional development that assists in this. The names of some the trainings that could be provided include but are not limited to: iPads in the Classroom, Chromebooks for Productivity, and Blended Learning in the K-12.	AiSYS

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation

- ☐ **P2 Partnership**
- ☐ **IMO Partnership**

New School Implementation

- ☐ **Reset**
- ☐ **Fresh-Start**

Transformation Implementation

- ☒ **Talent Transformation Model**
- ☐ **Redesign**

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SCHOOL TRANSFORMATION PLAN: Por Vida Academy's mission is to "to educate students and provide them with knowledge, self-respect, and skills that will be with them for life." In order to succeed with this mission, the charter will utilize grant funds to build on and improve administrator and teacher skills, knowledge, and proficiency. This will be accomplished by providing the administrators and teachers with targeted research-based trainings. Trainings may include but are not limited to: Planning time for curriculum; Aligning instructional strategies to the curriculum; Implementing differentiated instruction; Preparing and delivering rigorous instruction; Increasing student engagement; Improving classroom management skills; Using the latest research-based technology and software properly; and Utilizing student data to guide instruction and lesson plans.

Although the school transformation plan will focus on the development of teachers and the school leaders, the charter ensures that this is a holistic plan that is designed to address issues in each of the following areas:

- **Education Plan:**
  - *1.)* Instructional Programs - Instructional programs will be reviewed and reinforced with added resources currently available at the charter /campus, such as research-based RtI software, writing programming, and STEM-related curriculum;
  - *2.)* Assessment and Evaluation - Students will be assessed regularly utilizing programs that provide immediate data on students' comprehension. Teachers will also have quarterly observations conducted so they can be evaluated and provided with opportunities for feedback; and
  - *3.)* Plan for Specific Student Sub-Populations - During the program, meetings will be held to identify specific activities and services that will help to ensure that these special populations are able to benefit from the grant.
- ***Talent Plan:***
  - *1.)* Recruitment and Retention of Leadership and Staff - Initiatives will be implemented to increase teacher retention, attract highly-qualified teachers, and provide growth opportunities;
  - *2.)* Staffing Model - A staffing model will be developed that will identify staffing needs and detail a progression plan; and
  - *3.)* Professional Development - Highly-effective trainings will be scheduled and provided to all campus staff.
- ***School Culture Plan:***
  - *1.)* Core Values - A School Culture Plan will be developed and shared with all stakeholders, which will detail the campus's vision of reform and the core values that will be targeted; and
  - *2.)* Comprehensive Student Support - Various supports will be initiated to help ensure students have the means to improve their academics. This will include tutoring, homework assistance, increased parental involvement, mentoring, and more.
- ***Facilities Plan:***
  - *1.)* General Information - The campus will be assessed in order to identify any weaknesses that exist at the facility; and
  - *2.)* Specific Needs - Technology/infrastructure will be assessed to ensure no issues arise accessing technology and software programs.

TRANSFORMATION WILL IMPROVE STUDENT OUTCOMES: By placing students in classrooms with teachers and administrators that have been trained to deliver rigorous and engaging instruction, students will be able to excel in their academics and be better prepared to meet and/or exceed state standards.

APPLY LESSONS LEARNED THROUGHOUT THE CHARTER: The charter and campus administration will work collaboratively with the School Transformation Partner to develop a comprehensive report detailing the effective strategies, program results, and lessons learned. Information regarding key elements and noteworthy features will be described in sufficient detail so that when the report is shared with other districts and campuses, replication is possible. Additionally, top performing teachers will be identified which may serve as Teacher Coaches and/or trainers in a train-the-trainer model. These individuals will demonstrate the strategies they have learned and assist teachers at other campuses in applying these strategies to their instructional practices.

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **015-801**	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SELECTION OF THEORY OF ACTION AMONG THE LONE STAR GOVERNANCE MODELS:
Currently, the charter does not have a theory of action in place that this program can be aligned too. Therefore, Por Vida Academy and campus administrators met to review the Lone Star Governance's Theory of Actions. Once all theories were examined, the *Performance Management Theory of Action* was selected. The Performance Management Theory of Action is based on the following principal:

> *"If the charter focuses central administration on the most critical functions of campus accountability and HR support; and if the charter provides **differentiated paths of continuous improvement** for all educators -- whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of **student needs** rather than adult preferences; then the charter, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints."*

Process Used to Evaluate School Performance and Identify Low-Performing Schools: The charter has adopted policies designed to hold individual schools accountable for student achievement. This includes setting achievement standards and aligning local assessments to state standards in order to evaluate campus performance. Through these means, the charter can identify their lowest-performing schools and address deficiencies accordingly. Grant funds will be utilized to enhance and support this evaluation process.

Number and Percent of Low-Performing Schools, As Well As, The Number and Percent of Students Attending These Low-Performing Schools: Of the 3 of schools that make-up the Por Vida Academy, 2 (66.7%) have been identified as low-performing schools ***(5 points)*** with an aggregate student enrollment of 193, which is approximately **73.7%** of the charter's enrollment. Through grant funds, the charter will target Por Vida Charter Academy High School, the lowest performing campus.

HOW THE GRANT ALIGNS TO THE THEORY OF ACTION:
Compelling, Well-Articulated Strategy Outlining How the Low-Performing School Will Improve and Increase the Number and Percent of Students in Highly-Rated Schools: Strategies have been selected that will help to lead Por Vida Charter Academy High School out of Priority status and turn it into a higher-rated school. Thus, increasing the number and percentage of students that attend a higher-rated school. The evidence-based strategies that will be supported through grant funds include:

- Providing educators and administrators with ***differentiated paths for growth and continuous improvement that is based on student needs***, as well as, their experience and performance.
- Providing educators and administrators access to research-based professional development training that is geared to improve their teaching strategies, student engagement, and classroom management skills;
- Providing educators and administrators with professional development training that will assist them in creating lesson plans that demonstrate increase rigor;
- Placing ***educators in a classroom assignment based on student function rather than adult needs***;
- Ensuring that educators have access to the latest research-based programs and technology; and
- Ensuring that roles and positions are filled by educators and administrators that have the qualifications and experience needed to address students' needs.

Extent to which the applicant's responses describe an alignment to the broader LEA strategy and theory of action. (10 points) As can be seen in the evidence-based strategies above, this theory aligns directly with the overall design of this application, which is to support strategic staffing initiatives across the low-performing school.

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HIGH-LEVEL CHARTER AND COMMUNITY STAKEHOLDERS WERE EDUCATED ABOUT THE SELECTED SCHOOL TRANSFORMATION STRATEGY

Prior to the selection of the transformation strategy to be implemented in the grant, the charter performed a needs assessment that determined the targeted campus' greatest areas of weakness. Once this information was garnered, an open forum was held that encouraged high-level charter and community stakeholders (i.e. Superintendent, Support Staff, Principal, teachers, school councils, parents, community members, etc.) to be educated about the available transformation strategies. This forum allowed these stakeholders the opportunity to analyze current student and campus data, as well as, the current strategies being implemented at the targeted campus. Once the individuals reviewed this information, they provided stronger suggestions and feedback as to their opinion on the transformation strategy that would best fit the needs of the campus.

All suggestions and recommendations were taken into consideration when selecting the transformation strategy that best fit the campus. Therefore, based on the forum and the low-performance in student academic achievement, the charter and community stakeholders collectively agreed that the Talent Transformation Model would best fit the needs of the campus. The Talent Transformation Model will be utilized to implement a strategic staffing initiative in the low-performing campus.

It is the belief of the stakeholders that a student's education is only as strong the educator providing the instruction. Therefore, funding will be utilized to provide high-quality personnel/professional development that will increase classroom rigor.

DESCRIPTION OF STAKEHOLDERS ENGAGED IN AND SUPPORTING THE SCHOOL TRANSFORMATION STRATEGY

As previously mentioned, stakeholders were allowed to engage in the discussions during the open forum by analyzing student and campus data, as well as, the current strategies being implemented at the targeted campus. Minutes were recorded with feedback received and the determination of the strategy selected to be implemented.

For TEA Use Only

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **015-801** | Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HOW THE SELECTED SCHOOL TRANSFORMATION STRATEGY WOULD BE MANAGED OR SUPPORTED

The selected School Transformation Partner will work closely with the charter and campus administration to assist with managing and providing support for the Talent Transformation Model strategy that will be implemented. An initial meeting will be conducted in which the School Transformation Partner and the charter/campus personnel will identify and develop strategies and activities that will be implemented. Each of the strategies and activities will be tied directly to a desired outcome and will have identified methods (i.e. data sources) for monitoring the affect they have on teacher performance and student outcomes. Follow-up meetings will be coordinated on a regular basis to allow the School Transformation Partner and charter/campus personnel to review data collected. Once collected, the personnel will determine if the strategies and activities are having a positive impact on the teacher performance and student outcomes. If needed, added strategies and activities will be identified that can be implemented to support the program in reaching their identified goals.

WHICH OFFICES AND CHARTER POSITIONS WILL OVERSEE THE EFFORT AND WHY THEY ARE PARTICULARLY QUALIFIED FOR SUCH A TASK

CHARTER and CAMPUS-LEVEL PROGRAM OVERSIGHT

Office	Position	Qualifications
Central Administration Office	Superintendent	As the Superintendent, Mr. Rendon has 21 years of experience in education administration, including leading campuses out of "Improvement Required" status. He has a master's degree in social work, which coupled with his years of experience, will allow him to successfully assist the targeted campus implement the grant program presented and ultimately exit Priority status.
Central Administration Office	Human Resource (HR) Director	The Human Resource Director has a bachelor's degree in business administration with 9 years of experience in implementing policies for organizational effectiveness and employee satisfaction, including: Compensation and benefit systems, Recruitment, Performance management, Employee relations, etc. The HR Director will play a crucial role in the success of the school transformation efforts because she will be able to determine whether qualified teacher and leadership candidates are being recruited to address the needs of the targeted campus, as well as, support on-going performance evaluations.
Central Administration Office	Chief Financial Officer	The Chief Financial Officer (CFO) has over 13 years of experience with a bachelor's degree in accounting. The CFO has experience managing multiple funding streams and ensuring that expenditures made through programs are allowable per grant guidelines. The CFO will ensure that these grant funds will supplement and not supplant existing resources and activities previously conducted with state or local funds, as well as, assist the charter and campus personnel in identifying methods that can be utilized to sustain the program once funding has ended.
Campus Administration Office	Principal	The campus Principal has a master's degree in special education with a Principal Certification. The Principal previously served as a classroom teacher; therefore, has experience working with the same student and teacher demographics of the targeted campus. Her insight and knowledge will be crucial for ensuring the School Transformation Partner is able to identify the key issues facing the campus.
Campus Administration Office	Program Director	At this time a Program Director has not been selected to oversee this program. When selected, this individual will have a minimum of a master's degree, along with experience working with the at-risk population. The Program Director will have experience successfully implementing and monitoring innovative activities and strategies.

For TEA Use Only

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

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **015-801** | 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	☐	☐	☐

For TEA Use Only

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

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:	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	☐	☐	☐

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

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

County-District Number or Vendor ID: **015-801** | Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
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	☐	☐	☐

For TEA Use Only

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

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

County-District Number or Vendor ID: **015-801** | Amendment number (for amendments only):

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	☐	☐	☐

For TEA Use Only

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

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

County-District Number or Vendor ID: 015-801 | Amendment number (for amendments only):

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)	☐	☐	☐

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

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

County-District Number or Vendor ID: **015-801** | 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	☐	☐	☐
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	☐	☐	☐

For TEA Use Only

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

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

County-District Number or Vendor ID: **015-801** | 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	☐	☐	☐
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	☐	☒	☒

For TEA Use Only

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

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

County-District Number or Vendor ID: **015-801** | 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	☐	☐	☐
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	☐	☐	☐

For TEA Use Only

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