Texas Education Agency
Standard Application System (SAS)

2018–2019 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Planning

Program authority:	GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	February 23, 2018, to June 15, 2019	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	Place date stamp here. RECEIVED
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	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Priority Charter School	014-803	Cedar Park Charter Academy/004	
Vendor ID #	ESC Region #		
1742886638	12		

Mailing address	City	State	ZIP Code
275 FM 2483	Morgans Point Resort	Texas	76513

Primary Contact

First name	M.I.	Last name	Title
Dr. Derrick		Love	Assistant Superintendent of Academics
Telephone #	Email address		FAX #
(254) 206-3840	dlove@prioritycharterschools.org		(254) 778-8690

Secondary Contact

First name	M.I.	Last name	Title
Maggie		Rodriguez	Grant Writer
Telephone #	Email address		FAX #
(956) 970-2597	M_Rodriguez23@live.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
Lula		Turnipseed	Superintendent
Telephone #	Email address		FAX #
(888) 984-8295	lturnipseed@prioritycharterschools.org		(254) 778-8690

Signature (blue ink preferred) Lula Turnipseed — Date signed 12/15/2017

Only the legally responsible party may sign this application.

701-18-102-023

Schedule #1—General Information	
County-district number or vendor ID: 014-803	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) – State Funds	See Important Note For Competitive Grants*	☐
7	Payroll Costs (6100) – Federal Funds		☐
8	Professional and Contracted Services (6200) –State Funds		☐
8	Professional and Contracted Services (6200) – Federal Funds		☐
9	Supplies and Materials (6300) –State Funds		☐
9	Supplies and Materials (6300) –Federal Funds		☐
10	Other Operating Costs (6400) –State Funds		☐
10	Other Operating Costs (6400) – Federal Funds		☐
11	Capital Outlay (6600) –State Funds		☐
11	Capital Outlay (6600) –Federal Funds		☐
13	Needs Assessment	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 014-803	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.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 014-803	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 work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 014-803	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 3a: Revised Budget For State Funds

			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:					

Part 3b: Revised Budget For Federal Funds

			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:					

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 014-803 | Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 014-803	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.

Indicate which grant you are applying for:

☒ P-TECH ☐ ICIA ☐ Both

Opening Statement: Cedar Park Charter Academy has yet to be designated as an Early College High School as of Fall 2017. It is the goal of campus administrators and teachers to provide its students with a coherent sequence of classes that can lead to a high school diploma and an Associate's degree. Utilizing funds obtained from this grant, the Charter will apply for designation in February 2019 as a P-TECH campus. This will allow the campus to immerse students in rigorous educational opportunities that are: Connected to Texas' labor market demands; Responsive to employer needs; and Focused both on educational and employment outcomes. In particular, grant funds will be utilized to implement a scale-up model that will ultimately enable students in grades 9th through 12th by the 2022-2023 academic school year, who are at-risk of dropping out or who wish to accelerate completion of high school, to combine high school courses and college-level courses by providing rigorous academic and work-based programs that offer students a clear pathway to skilled employment opportunities while also responding to local workforce needs.

Development of Budget: ***The budget adequately supports the activities outlined in the grant proposal.* (10 pts.)** In order to develop the proposed 16-month budget, the Charter outlined activities, goals, and milestones that would ensure the campus was prepared to establish the foundational components of the P-TECH school by the 2019-2020 school year. The Charter identified Information and Computer Technology, (5, one of the Governor's Industry Clusters, as their targeted program. While preparing to offer this cluster, the Charter will focus on: Establishing required partnerships; Identifying and recruiting teachers and students to participate in the program; and Budgeting funds needed to provide appropriate equipment, assessments, professional development, and program management. By taking into consideration all of the aforementioned activities during the development of the budget, the Charter was able to obtain an accurate understanding of the amount of grant funds that are required to meet the defined goals of the application.

Demographics of Campus/Charter Relate to the Defined Goals and Purposes of the Grant: ***The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs.* (8 pts.)** Needs assessment findings revealed that the Cedar Park Charter Academy had a high percentage of students who are at-risk as defined by PEIMS (TEC§29.081) and/or are traditionally underrepresented in college. Cedar Park Charter Academy has 41.3% of its students identified as Economically Disadvantaged and 42.1% as At-Risk. Furthermore, only 7.7% of the students graduated College Ready in English and Math (State: 38.7%) and 0% graduated College and Career Ready (State: 75.9%). Finally, 0% of the students completed Twelve or More Hours of Post-Secondary Credit (State: 12.2%). Therefore, if awarded, the proposed program will assist in addressing the needs identified with the target population.

Who Designed the Needs Assessment Process, Determines Its Efficacy, and Determines When and How the Process Needs to be Updated or Changed: The initial needs assessment process was designed and reviewed by the Charter and campus administrators, to include the Superintendent, Business Manager, Principal, Assistant Superintendent of Academics, and other Charter/campus personnel. If awarded, the campus administrators and Project Director will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the campus. These individuals will meet on a quarterly basis, to assess and review the strategies and activities being conducted. If areas of weakness are identified, the campus administrators and Project Director 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 Members, TEA's selected Technical Assistance Provider (TAP), and TEA for approval.

The Management Plan Developed for the Grant Program—Without Naming Individuals Who Will Fill Certain Roles, As That May Change, Describe How You Will Ensure That the Program Receives Consistent, High-Quality Management: ***Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation.* (5 pts.)** To ensure the program receives consistent, high-quality management, a Project Director will be assigned to oversee the program. This individual will be required to hold a minimum of a Master's Degree in Educational Management. A minimum of 5 years' experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors. The Project Director, along with the campus/Charter administrators, and the TEA selected TAP will develop an articulation agreement with Austin Community College that will detail how the Associate's degree and accrued credits can lead to a baccalaureate degree, appropriate work-based education for 100% of the participating students. In addition, businesses will be identified and recruited to take part in the program. Partnership agreements will be established that will detail the appropriate work-based education that will

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 014-803	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.

be provided to students. The Project Director, campus/Charter staff, Austin Community College staff, and partnering businesses' representatives will all be part of the Leadership Team, which will meet on a quarterly basis. During this time, the team will determine if the campus is demonstrating progress in meeting milestones and objectives that have been set forth in the grant. Based on findings, a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the Charter and campus websites. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review. The creation of this Leadership Team along with the extensive review process will also contribute to a successful in establishing the foundational components of the P-TECH School, as outlined in TEC §29.551 -29.556 (P-TECH).

Methods to Evaluate the Program, Including Means to be Used to Measure Progress in Defined Program Areas: ***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 & qualitative data to the extent possible.*** **(3 pts)** ***The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed.*** **(3 pts.)** 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 evaluation process towards P-TECH designation will include: Conducting surveys to provide continuous feedback on the program; Collecting feedback from partnering agencies on meetings held to prepare for designation; Surveying parents and students to ensure that informational and feedback strategies being implemented are successful (qualitative); and Having the TEA assigned Technical Assistance Provided (TAP) complete a questionnaire evaluating the Charter's planning strategies and progress in completing the implementation plan and P-TECH Blueprint.

Application Completely and Accurately Answers All Statutory 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 Program Requirements were answered completely and accurately. This included:

- Identifying a Governor's Industry Cluster (as identified in Schedule #5 – Program Executive Summary) to focus on. Key stakeholders had the opportunity to provide feedback and responses provided by Charter staff, as well as, the local workforce needs prior to selecting Information and Computer Technology **(5 pts.)**.

Conclusion-Charter's On-Going Commitment to The Goals of The Grant and Funding Sources to The Program Beyond Grant Funding: To ensure that all project participants remain committed to the success of the project, the Charter has received commitments from participants, including administration and partnering agencies. A Project Director will be assigned to oversee the program and distribute information to parents, students, teachers, Charter/campus administrators, and community members. The Project Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of stakeholders. On-going support will also be provided by the TEA selected TAP, Charter/campus administration, and partnering agencies and consultants. In addition, ***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 beyond funding.*** **(3 pts.)** Cedar Park Charter Academy will align and complement existing resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and trainings. Below is a sample of existing resources and interventions that will be utilized and how they will be aligned:

- **Computers (Career and Technology Education (CTE) Funds)** – Provides students access to the Internet to research various CTE Pathways so that students can identify their preferred field of study. Also, allows students to complete coursework in their CTE courses;
- **Microsoft Certification Programs (CTE Funds/School Improvement Grant (SIG) Funds)** – Provides students with curriculum and certification testing; and
- **Chromebooks (CTE Funds/General Funds)** – Provides access to course curriculum and college and career courses.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 014-803

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$8,400	$	$8,400	$5,000	$0	$5,000
Schedule #8	Professional and Contracted Services (6200)	6200	$8,690	$0	$8,690	$1,990	$0	$1,990
Schedule #9	Supplies and Materials (6300)	6300	$4,500	$0	$4,500	$17,500	$0	$17,500
Schedule #10	Other Operating Costs (6400)	6400	$2,900	$0	$2,900	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0	$0	$0
	Total direct costs:		$24,490	$0	$24,490	$24,490	$0	$24,490
	2.042% indirect costs (see note):		N/A	$510	$510	N/A	$510	$510
	Grand total of budgeted costs (add all entries in each column):		**$24,490**	**$510**	**$25,000**	**$24,490**	**$510**	**$25,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$25,000	$25,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$2,500	$2,500

The costs reflected in the budget are appropriate for the results expected. **(7 pts.)** The requested amount of $50,000 for the 16 months of the P-TECH and ICIA Planning Grant is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target 1 campus, 256 students, and 4 teachers. The estimated costs are based on current district expenditures, and the district will follow all necessary procurement procedures to ensure the best cost is made available on expenses. ***Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.*** **(3 pts.)** The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the campus is not designated as an Early College High School; therefore, expanding to the proposed services defined in this application to a P-TECH Program will not supplant any current activities.

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 boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID: 014-803			Amendment # (for amendments only):	
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (State Funds)**
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director			
5	Project coordinator			
6	Teacher facilitator			
7	Teacher supervisor			
8	Secretary/administrative assistant			
9	Data entry clerk			
10	Grant accountant/bookkeeper			
11	Evaluator/evaluation specialist			
Auxiliary				
12	Counselor			
13	Social worker			
14	Community liaison/parent coordinator			
Other Employee Positions				
15				
16				
17				
18			Subtotal employee costs:	$0
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$2,000
20	6119	Professional staff extra-duty pay		$5,000
21	6121	Support staff extra-duty pay		$0
22	6140	Employee benefits		$1,400
23	61XX	Tuition remission (IHEs only)		$0
24			Subtotal substitute, extra-duty, benefits costs	$8,400
25			**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$8,400**

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

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Schedule #7—Payroll Costs (6100) -Federal Funds				
County-district number or vendor ID: 014-803			Amendment # (for amendments only):	
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (Federal Funds)**
Program Management and Administration				
1	Project director		1	$5,000
2	Project coordinator			
3	Support Staff directly working on the program			
Other Employee Positions				
4				
5				
6				
7			**Grand total:**	**$5,000**

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

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 014-803		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 (State Funds)**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	
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	Comprehensive Training Center – Will provide professional development training which will prepare teachers to teach the targeted courses.	$1,990
2	Austin Community College – Will assist in credentialing teachers specifically related to identified programs of study.	$6,700
3		
4		
5		
6		
b.		$8,690
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0
	(Sum of lines a, b, and c) Grand total	**$8,690**

Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	
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	Comprehensive Training Center – Will provide professional development training which will prepare teachers to teach the targeted courses.	$1,990
2		
3		
4		
5		
6		
b.	**Subtotal of professional and contracted services:**	$1,990
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$0
	(Sum of lines a, b, and c) Grand total	**$1,990**

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

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-district number or vendor ID: 014-803		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted (State Funds)**
6300	Total supplies and materials that do not require specific approval: Equipment and supplies necessary for the implementation of identified programs of study.	$4,500
	Grand total:	**$4,500**

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**
63XX	Technology not capitalized	
	Specify purpose:	
	Subtotal supplies and materials requiring specific approval:	$0
6300	Total **non-consumable** supplies and materials that do not require specific approval: Equipment and supplies necessary for the implementation of identified programs of study.	$17,500
	Grand total:	**$17,500**

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

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Schedule #10—Other Operating Costs (6400) – State Funds		
County-district number or vendor ID: 014-803		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted (State Funds)**
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.	
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval: Travel required to attend professional development trainings that will prepare teachers to be credentialed in a related program of study.	$2,900
	Grand total:	**$2,900**

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		**Grant Amount Budgeted (Federal Funds)**
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	
	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.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-district number or vendor ID: 014-803			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
			Grand total:	**$0**

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

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Schedule #11—Capital Outlay (6600) – Federal Funds				
County-district number or vendor ID: 014-803			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
			Grand total:	**$0**

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

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Schedule #13—Needs Assessment

County-district number or vendor ID: 014-803	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.

Systematic Process for Identifying and Prioritizing Campus to Served: Cedar Park Charter Academy was selected by Priority Charter School to apply for the 2018–2019 P-TECH and ICIA Planning Grant. This selection was made because, although it has yet to be designated as an Early College High School, the goal of the Charter is to provide students with a coherent sequence of classes that can lead to a high school diploma and an Associate's degree. It is a priority for the Charter to assist Cedar Park Charter Academy in obtaining designation as a P-TECH campus and:

- Offer students opportunities to earn a diploma, associate's degree, and work credentials while in high school;
- Establish seamless student pathways in skilled, high-wage, high-demand career areas;
- Create clearly defined partnerships between the campus, partnering business, and the IHE to support students in the P-TECH pathways;
- Increase access for students traditionally underrepresented in higher education and the skilled workforce; and
- Contribute to the workforce needs of Texas employers.

Needs Assessment Process/Current Achievement: ***Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant.*** **(10 pts.)** In preparation for the submission of the 2018–2019 P-TECH and ICIA Planning Grant, the Charter analyzed the needs of Cedar Park Charter Academy. Campus data was analyzed utilizing information garnered from sources including the Texas Academic Performance Report (TAPR), School Report Cards (SRC), Texas Consolidated School Accountability Report (TCSR), and Texas Performance Reporting System (TPRS). These reports indicated the following gaps in student performance:

Needs Assessment Results

	Attendance Rate	Enrollment in CTE Courses	College-Ready Graduates	College and Career Ready Graduates	CTE Coherent Sequence	SAT/ACT Tested
State	95.8%	25.0%	38.7%	75.9%	47.8%	71.6%
Campus	**95.6%**	**11.3%**	**7.7%**	**0.0%**	**0.0%**	**0.0%**

	Completion of Two or More Advanced/Dual credit Courses in Current and/or Prior Year	Completion of Twelve or More Hours of Post-Secondary Credit	Advanced Course/Dual credit Course Completion	Graduates Enrolled in Texas Institution of Higher Education
State	48.7%	12.2%	35.9%	56.1%
Campus	**0.0%**	**0.0%**	**7.9%**	**34.6%**

How Needs Were Prioritized: ***As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described.*** **(10 pts.)** In addition, the Charter also conducted a needs assessment of the community. Data obtained from the U.S. Census Bureau's American Fact Finder indicated that Morgans Point Resort has a total population of 4,170 of which **6.9%** live in poverty and **3.5%** are unemployed. Furthermore, of the population that is between the ages of 18-24, only **24.3%** (State: 44.3%) have completed some college credit hours or have received an Associate's degree. To address this need, the Charter first reviewed the Texas Workforce list of Top 25 Occupations by Help Wanted Postings for Bell County. Based on the data obtained, it was determined that there was a high need for qualified individuals in Information and Computer Technology field. In fact, careers in Computer Occupations had a 25% increase in help wanted postings since January 2016. Texas Career Check lists the following salaries for individuals certified in one of these targeted occupations:

OCCUPATION INFORMATION

Computer Systems Analysts	$93,612	Web Developers	$71,138
Computer User Support Specialists	$52,142	Computer Network Architects	$112,852
Software Developers, Applications/Software	$104,908	Computer Systems Engineers/Architects	$88,136
Network and Computer Systems Administrators	$87,790	Database Architects	$88,136
Computer and Information Systems Managers	$154,620	Information Technology Project Managers	$88,136
Computer Network Support Specialists	$71,557	Software Quality Assurance Engineers and Testers	$88,136
Computer Programmers	$85,213	Video Game Designers	$88,136

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 014-803 | 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.

***The objectives, strategies, activities, & desired results of the program are clearly specified & measurable.* (4 pts.)**

#	Identified Need	How Implemented Grant Program Would Address
1	Cedar Park Charter Academy had 0% of its students test in ACT/SAT. This is significantly less than the state's average of 68.3%. Furthermore, only 11.1% (State: 22.6%) of the students met standard on their ELA Texas Success Initiative Assessment (TSIA) and 0.0% (State: 18.1%) met standard on their Math TSIA. (*Source: 2016-2017 TAPR Report*)	In order to prepare students for ACT/SAT testing, the Charter will partner with Austin Community College to provide students access to more rigorous courses. This will allow the Charter to improve students' outcomes which will be measured by monitoring/ compliance tools. Program staff will also be invited to attend Charter and trainer-provided professional development training relevant to curriculum, technology, software, and data collection.
2	The Charter currently lacks the education and industry experience to qualify its students to work in the real world. This unfortunate lack of education and experience has caused over **3.5%** of the population surrounding the Charter to suffer from unemployment. (*Source: 2015 American FactFinder*)	The Charter will help qualify their students by partnering with HardiTech and SDS IT Solutions to provide students real-world experiences in Information and Computer Technology, to include Computer Systems Analysts, Computer/Network Support Specialists, Software Developers, Web Developers, Computer Programmers, Software Quality Assurance Engineers and Testers, Video Game Designers and more. This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals at higher wage pay.
3	The Charter needs to offer additional high-demand occupation certificates and industry-recognized credentials/certifications. Unlike larger and more financially independent schools, Cedar Park Academy only offers a limited number of post-secondary instruction and opportunities. This limitation leads to only 11.3% of the students being enrolled in Career and Technical Education courses. (*Source: 2016-2017 TAPR Report*)	Priority Charter School will strengthen and expand linkages with IHEs to increase the number of post-secondary certifications and opportunities available. Hence, by offering additional opportunities, the campus will increase student interest; thus, increasing the number of graduates who are CTE coherent. Increased coherency will assist the Charter in meeting its ultimate goal to prepare students to be career and college ready which ensures they address both current and future workforce needs.
4	The Charter needs to increase the number of individuals who can sustain themselves after they graduate high school. The current median income for individuals within the target area is only $48,860, which is $5,861 less than the State's average of $54,727. (*Source: 2015 American FactFinder*)	To ensure Priority Charter School can address this need, the Charter will target the following identified Governor's Industry Cluster area: Information and Computer Technology. This industry cluster will enable students participating in the program to occupy the following jobs as soon as they complete high school: Computer Systems Analysts, Computer/Network Support Specialists, Software Developers, Web Developers, Computer Programmers, Software Quality Assurance Engineers and Testers, Video Game Designers and more. The median salary of these occupations is $88,136, which is already $33,409 more than the current average in the target area.
5	Zero students completed twelve (12) or more hours of post-secondary credits, which is 12.2% less than the State's average of 12.2%; and 0% graduated college and career ready, which is 75.9% lower than the State's average of 75.9%. Therefore, Priority Charter School understands to address their current low performing percentages, the campus will need to strengthen and expand linkages with the local IHE and businesses. (*Source: 2016-2017 TAPR Report*)	During the grant funding period, Priority Charter School plans to strengthen its linkages with Austin Community College, as well as, with HardiTech and SDS IT Solutions. However, the Charter not only wants to strengthen the current linkages it has in place, but also expand its linkages with other local partnerships such as: IHEs, CBOs, businesses, industries, and other Charter CTE programs to align its curriculum to industry sectors and offer work-based learning opportunities.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 014-803 | 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	Parent/Student Surveys	1	Positive feedback is received on strategies utilized to inform parents/students of the proposed P-TECH Designation.
		2	Positive feedback is received on strategies utilized to solicit input from parents/students of the proposed P-TECH Designation.
2	MOUs, Articulation Agreements, and Feedback from Partnering Agencies	1	MOUs and articulation agreements are developed in agreement of all the partnering agencies, which will address the needs of the students, Cedar Park Academy, Austin Community College, HardiTech, and SDS IT Solutions.
		2	Positive feedback is received on meetings held to prepare for P-TECH Designation.
3	Professional Development Feedback	1	Cedar Park Academy teachers and IHE staff actively participate in collaboratives.
		2	A minimum of four Charter and industry staff attendance trainings are offered.
		3	Teachers volunteer to attend other trainings they see fit.
4	Technical Assistance Provided (TAP) Evaluation	1	Positive feedback is received on the Charter's planning strategies.
		2	Positive feedback is received on the Charter's preparation of the Implementation Plan.
		3	Positive feedback is received on the Charter's preparation of the P-TECH Blueprint.
5	Review Use of Industry/Teacher Course Materials	1	Business(es)/Teachers provide effective approaches in higher-order thinking.
		2	Business(es)/Teachers integrate an understanding of facts, concepts, and principles.
		3	Business(es)/Teachers provide multiple, varied examples to illustrate skills.

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.

Processes for Collecting Data: ***The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data).*** **(3 pts.)** The Charter will evaluate the program and ensure the program is on target to meet its proposed outcomes. The Project Director will be required to collect data and develop bi-annual reports to be submitted to the Charter for review. ***The methods of evaluation provide for examining the effectiveness of strategies.*** **(2 pts)** The following table illustrates the data to be collected and when it will be collected:

DATA COLLECTION PROCESSES	
Student-Level Data	Data reports of projected student enrollment into the P-TECH Program with the following demographic percentages: student enrollment, at-risk, ethnicity, first-generation college students, English Language Learners, economically disadvantaged, and Special Education. This information will be collected as soon as the student enrolls in school and is assigned classes. Student logs and surveys detailing academic mentoring, support for intervention and acceleration, counseling, and student advisory services for academic and social/emotional support. This data will be collected and submitted to the Project Director on a monthly basis.
Program-Level Data	Leadership Design Team Members, Meeting Dates, Agendas and Meeting Minutes (including attendance) will be posted on the school's website. This data will be submitted on an on-going basis to the Project Director.
Recruitment Plan	Recruitment Plan that includes: 1.) Marketing materials and timelines; 2.) Methods used to obtain input about the implementation of the program from parents, community, businesses and post-secondary partners; and 3.) Regular activities to educate students, parents, counselor, community, staff and school board members.

Problems with Project Delivery to be Identified and Corrected: ***The formative evaluation processes outlined in the application provides for the identification and correction of problems throughout the duration of the grant project.*** **(2 pts)** By administering surveys and collecting and consolidating formative data in a database on an on-going basis, the Project Director 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, the Project Director, campus/Charter staff, TEA selected TAP, IHE staff, and partnering businesses' representatives will convene to discuss alternate initiatives or activities that may be substituted.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 014-803	Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

P-TECH School Structure: The open enrollment P-TECH campus will serve as a stand-alone campus. Due to the fact the Cedar Park Academy will act as a stand-alone campus, a Principal will be assigned to the campus who will have scheduling, hiring, and budget autonomy. In addition, the Principal will ensure that all participating student data is disaggregated and reported as required. Since the campus will not be located on a college or university campus, an IHE liaison will be assigned. The liaison will ensure that regular use of the college's academic facilities is provided to students at least six times per year. This will include assisting with registration, providing degree planning for students, assisting with information on TSI Assessments, etc. In addition, a Leadership Design Team will be formed, which will be charged with providing expert information and feedback. Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of the P-TECH and ICIA Planning Program. Members of the Leadership Design Team will include:

- Superintendent - Will assure the program is supported at the Charter level and assist with program sustainability;
- Principal – Will oversee all aspects of the program including maintaining the budget, providing curriculum oversight and program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication with College, and overseeing staff and building maintenance, among other duties;
- Austin Community College (ACC) President - Will assure the program is supported at the college-level and assist with program sustainability;
- Dual Credit Director – Will ensure that the department heads have seats and programs available for the participating students and ensure updates are provided to P-TECH staff;
- ACC Liaison – Will assist with program implementation, provide training and assistance to the Cedar Park Academy Counselor, assist with registration, provide degree planning for students, attend parent trainings to provide information to parents on their respective college, and assist with information on TSI Assessments; and
- Austin Community College Counselor - Will oversee scheduling, Personal Graduation Plans (PGP) for all students, college visits, P-TECH/Austin Community College crosswalks, college applications, scholarships, college visits, grade audits, grade conferences, Austin Community College grade analysis, parent nights, recruitment, etc.

Establish a Recruitment and Enrollment Process: ***Strategies/activities ensure equitable access and participation among all eligible program participants.*** **(5 pts.)** The Leadership Design Team will meet to formalize a recruitment and enrollment process that meets the open enrollment requirements of the grant. The process shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment. Instead, the process will identify, recruit, and enroll subpopulations that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, etc.). Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA). The process will include:

Recruitment – A timeline of recruitment events will be created that will be utilized as a guide for the recruitment and marketing process. Recruitment materials will be developed for distribution at feeder schools and other appropriate locations in the community. This will include brochures and marketing in Spanish, English, and/or relevant second language(s). Finally, a written communication plan will be prepared and approved for targeting identified audiences, parents, community members, school board, higher education personnel, etc. This communication plan will include targeted media outlets (local newspaper, school newspaper, Facebook), daily announcements, Charter and campus websites, and school marque.

Enrollment – 1.) The Principal and/or Counselor will conduct an in-depth orientation and interview for both the parent/guardian and student. This orientation will cover the structure, goals, intent, and standard expectations. 2.) The student and parent/guardian will complete the enrollment application and written essay and submit in person to a Cedar Park Academy administrator. 3.) The application and written essay will be reviewed blindly with all identifying information hidden from the selection committee. The selection committee will consist of Charter and campus administration, Counselor, and teachers of Cedar Park Academy. 4.) Applications meeting the selection criteria will be placed in a lottery pool in which students are selected to become the future P-TECH cohort by random drawing. 5.) The selected applicant and their parent/guardian will be notified by the Principal or Counselor two weeks following the lottery drawing. 6.) The parent/guardian and students will have two weeks to notify the Principal or Counselor of their acceptance or rejection of the invitation to become a member of the P-TECH cohort. 7.) A second random lottery drawing will be held to fill any vacancies left to meet the TEA agreed upon maximum cohort size.

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

County-district number or vendor ID: 014-803	Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. 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 pts.)** Priority Charter School, in partnership with Austin Community College, will design a program that will transform the traditional curriculum sequence and methods of instruction to allow for a closer alignment between high school and college. The Leadership Design Team, with assistance from the TEA assigned TAP, will develop a course of study list and crosswalk templates to be set forth in the P-TECH Blueprint. These will provide clear plans and outcomes for a structured sequence of courses that combine high school and post-secondary courses to students in grade levels 9-12.

The course of study list will detail the series of courses a student will be required to complete before he/she can move on to the next level in their education. For example, a student will be required to successfully complete English I prior to taking English II. The course of study will encompass all the courses a student will take beginning their 9th grade year and continuing through their 12th grade year.

In addition to their core area classes (math, science, English, and social studies), students will also be able to select a program of study that will ensure that they are career ready. This will include Information and Computer Technology.

Each student's course of study will be aligned to a crosswalk, which will detail the college credit that will be obtained for each selected course. This will include the identified college course name, college course number, and college course credit. In this manner, the Charter can ensure that the program successfully combines the high school and post-secondary courses; thus, the student can graduate with a high school diploma and an associate's degree within the sixth anniversary of the date of the student's first day of high school.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements.* (4 pts.)** Once the campus is P-TECH designated, campus administrators will work in close partnership with Austin Community College, HardiTech, and SDS IT Solutions, and Priority Charter School to allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences that are proposed during and after the planning phase of this program. HardiTech and SDS IT Solutions will track and monitor the students' hours that are obtained during internships/externships. These hours will be submitted to the Project Director who will share the information with Austin Community College so that they can obtain their Cooperative Education credit hours.

The success of this program will be ensured by creating a:

Shared Vision and Understanding of Roles and Responsibilities -

- Expectations for students and parents;
- Memorandum of Understanding between education partners; and
- Memorandum of Understanding between business partners.

Culture of Learning and Support -

- Focus on rigorous instruction, accelerated coursework, and work-based education;
- A college-going, career-focused culture that provides high school students with access to college facilities, internships/externships, and other services;
- Student support systems including tutoring, counseling, and mentoring; and
- Collaborative teaching and professional development.

Focus on Outcomes -

- Increase high school graduation and reduce drop-out rates for students at-risk of not graduating;
- Reduce barriers to college access for first-generation college-goers;
- Increase attainment of post-secondary education and training;
- Increase students' career readiness in career fields of high-demand that offer competitive pay; and
- Reduce the unemployment and poverty rates in the targeted area.

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

County-district number or vendor ID: 014-803	Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flexible Class Scheduling: Priority Charter School is prepared to meet the flexible class scheduling and academic mentoring challenges that will arise when partnering with Austin Community College to offer students' college credit courses. In preparation for these challenges, the Charter researched strategies that are being implemented by Early College High Schools (ECHS), which have proven to be effective. ***The proposed program reflects up-to-date knowledge from scientifically based research and effective practice.*** **(4 pts.)** Based on research found of the Texas Early College High School website, the Cedar Park Academy intends to offer a five-period block schedule consisting of 80-minute courses. Each Spring, the Project Director and Counselor will meet with students to discuss and allow the student to select their courses for the following school year. Once all students have made their course selections, the Project Director and Counselor will meet with Austin Community College's Dual Credit Director, Liaison, and Counselor to ensure the department heads have seats and programs available for the participating students. The students will then be registered for their selected college courses. With the college courses entered into the schedule, the Project Director and Counselor will meet to fill in the open timeslots with the remaining courses that will be offered at the campus. The Charter feels confident that this procedure will provide students with the flexibility needed for designing their class schedules. Finally, the Charter will allow participating students an additional 2 years to complete any required courses.

Academic Mentoring: In addition, the Charter has researched current academic mentoring practices that have proven to be successful. Due to the arduous schedule each participating student will have, the Charter feels that it is important to provide students access to an academic mentor who will support them by offering advice, sharing resources, and caring about their success. Therefore, the planned schedule will allow for a 30-minute academic advising period. During this time, participating students will report to their assigned academic mentor to be provided with additional assistance and guidance. This may include tutoring, homework assistance, and academic advising. Furthermore, the Project Director will coordinate efforts with Austin Community College (ACC) to have upper classmen from the college assigned as a student mentor for the students. The mentors will serve as a friend and role model to support and encourage the students in their academic and personal growth. The mentor will guide the student in making the difficult transition from high school to college.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Priority Charter School will partner with ACC, HardiTech, and SDS IT Solutions to provide participating students the opportunity to receive a high school diploma, work credential (certificate and/or license), and an associate's degree at no cost. An MOU will be established between the Charter and each party, which will detail the roles and responsibilities that each agency will be committing to. This will include the financial commitment that will be absorbed by each agency. The following illustrates some of the proposed cost allocations that are being considered for approval:

PROPOSED PLAN TO PROVIDE NO COST TUITION TO STUDENTS

Tuition	ACC will waive all fees to all participating students for dual credit courses provided. In order to offset this cost, ACC will utilize formula funds obtained through the State for dual credit courses and will be based on contact and/or credit hours of instruction. These costs will include the use of college facilities, college mentors, and staff.
Books	Funds obtained from Average Daily Attendance (ADA) and Instructional Materials Allotment (IMA) funding will be utilized to purchase or lease books required by students.
Materials and Equipment	Funds obtained from Average Daily Attendance (ADA), Instructional Materials Allotment (IMA), and Career and Technology Education (CTE) funding will be utilized to purchase materials and equipment not covered through this grant.
Testing	It is the intent of the Charter to become an approved Texas Success Initiative Assessment (TSIA) testing site. With a per unit price of $1.70 (total of 8 units), the Charter will be able to waive this fee for all participating students.
Workforce Experience	HardiTech and SDS IT Solutions will provide participating students access to any equipment and materials that are required for use during their internships/externships.

In addition, it is the intent of the Charter to coordinate efforts with ACC to allow qualified high school teachers to become adjunct faculty who can be Board approved to teach dual credit courses. ACC will assist in professionally developing Cedar Park Academy' teachers. Finally, ACC will also offer online dual credit formats that will provide students with college courses in the convenience of their high school classrooms.

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

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Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quality of Proposed IHE Partnerships. **(10 pts.)** Austin Community College (ACC) has a history of successfully coordinating with Early College High Schools (ECHS) to provide students with college experience while still in high school. Currently, ACC has Memorandums of Understanding (MOU) in place with 10 different school Charters to provide a strong support network, specific academic advising, and rigorous academic curriculum. The campus' size is large enough to offer a diverse array of programs, majors, and services to suit every interest, while never losing sight of the needs of each individual student. ACC offers a range of choices for students which include more than 100 areas of study and training for high-demand careers. The campus has a student enrollment of 41,543 of which 9,155 are fulltime. Additionally, in 2015-2016, ACC awarded 1,151 Associates of Arts degrees, 648 Associates of Science degrees, and 1,188 Associates of Applied Science degrees, 87 Associates of Arts in Teaching degrees, and 829 Certificates.

This experience makes Austin Community College an ideal IHE partner for the P-TECH Program. In order to establish and maintain a strong partnership with Austin Community College, the Charter and campus administration will meet with the College President, Dual Credit Director, Liaison, and College Counselor to develop a MOU that includes all the agreed upon duties and responsibilities as required by this grant. Each of the agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, Charter and college representatives will meet regularly to review student outcomes and address any issues. Finally, each year the college and Charter administration will meet to review and renew the MOU. This will provide each agency the opportunity to modify the MOU as deemed necessary. The Charter has obtained a letter of support, that was signed by the Austin Community College President, which details their commitment to this project. ***Letter of support from an IHE*** **(2 pts.)**

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Priority Charter School will partner with two separate businesses. Information of each business is included below:

QUALITY OF PROPOSED BUSINESS PARTNERSHIPS **(10 pts.)**

Name of Business	Types of Businesses	Proposed Work-Based Education for Students
HardiTech	Computer Repairs, IT Management, Network Support, Computer and Host Recovery, and WEB Hosting and Design	Will provide students with work-based training, which will consist of Computer Repairs, IT Management, Network Support, Computer and Host Recovery, WEB Hosting and Design. Each student will have a minimum of 30 hour of work-based training. In addition, all equipment and materials required to complete tasks will be furnished for the student.
SDS IT Solutions	Computer Repairs, IT Network Support, and Computer and Host Recovery	Will provide students with work-based training, which will consist of: Analyzing network data to determine network usage, disk space availability, or server function; Configuring and defining parameters for installation or testing of local area network (LAN), wide area network (WAN), hubs, routers, switches, controllers, multiplexers, or related networking equipment; Configuring security settings or accessing permissions for groups or individuals, etc. In addition, all equipment and materials required to complete tasks will be furnished for the student.

In order to establish and maintain strong partnerships with HardiTech and SDS IT Solutions, the Charter and campus administration will meet with the authorizing officials of each agency to develop their separate MOUs. Each MOU will include the agreed upon duties and responsibilities for each agency. In addition, the MOU will detail the appropriate work-based education that will be provided for 100% of participating students at all grade levels. The agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, the Charter representative will meet with the business representatives to review student outcomes and address any issues. These meetings will be conducted jointly, so that ideas can be shared and solutions to issues can be presented. In addition, separate quarterly meetings will be held with each of the partnering businesses in order to provide each business with privacy and discretion. Finally, each year the Charter administration will meet with each business to review and renew the MOU. This will provide each agency the opportunity to modify the MOU as deemed necessary. The Charter has obtained a letter of support from each business, that was signed by the President and CEO, which details their commitment to this project. ***Letter of support from two (2) potential business partners*** **(4 pts.)**

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

County-district number or vendor ID: 014-803 | Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Priority Charter School will work with the Workforce Development Board to create clear pathways that will address regional employers' workforce needs. During the preparation of the application, Priority Charter School contacted Ms. Susan Kamas, Workforce Solutions of Central Texas' Executive Director, to request a list of high-demand occupations. Ms. Kamas researched the current trends, as well as, projected occupation growth based on economic and business industry growth. This list was signed and dated by the Executive Director in order to be included in the required Implementation Plan.

Utilizing this data, Priority Charter School will respond to these occupation opportunities by developing innovative high school models that will provide wrap-around services that immerse students in rigorous educational opportunities that identify Texas labor market demands, respond to employer needs, and focus both on educational and employment outcomes. This will include:

- Mentoring;
- Articulation of credits from high school to college;
- Flexibility in scheduling; and
- Work-based education (i.e. internships and externships).

Priority Charter School and Workforce Solutions of Central Texas will collaborate to identify employers for students upon receipt of their certification, diploma, and associate's degree. Workforce Solutions of Central Texas representatives will ensure that priority status, in terms of interviewing with participating employers, will be provided to student participants. This requirement has also been included in the attached signed letter of support.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per the rules that were adopted by the Commissioner and as identified in the Texas Education Code, Chapters 41, 42, and 46, funds obtained from the Foundation School Program (FSP), which are allocated based on student enrollment and daily attendance, are to be utilized for school maintenance and operations. Therefore, in order to ensure that P-TECH participants reap these benefits in proportion to the amount of time spent on high school courses while completing the course of study, the Charter will coordinate efforts with Austin Community College to allow qualified high school teachers to become adjunct faculty who can be Board approved to teach dual credit courses at the campus. In addition, Austin Community College will also offer online dual credit formats that will provide students with college courses in the convenience of their high school classrooms.

In this manner, students will have the ability to remain at the campus during many of their courses and benefit from the facility resources provided through the use of FSP funds. These resources will include but are not limited to the following:

- Use of the campus library to complete assignments and conduct research;
- Classroom space for study groups and mentoring sessions;
- Access to computers, software, curriculum, and Internet; and
- Use of software, circuit memory testers, spectrum analyzers, probe card devices, probe stations, mainframe computers, and power sensors, which are needed for training in Information and Computer Technology courses.

These proposed strategies will be formalized within the IHE articulation agreement or Industry/Business Partner Memorandum of Understanding.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 014-803	Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks.* (5 pts.)** Priority Charter School will assemble a Leadership Design Team which will be responsible for ensuring that the implementation plan is completed and submitted to TEA for review by the January 15, 2019, due date. The proposed Leadership Design Team will consist of: Superintendent; Principal; CTE Director; Business Manager; Assistant Superintendent of Academics; Cedar Park Academy Counselor; College President; Dual Credit Director; Austin Community College Liaison; Austin Community College Counselor; and partnering businesses.

The diversity of this team will provide an array of expertise and feedback which will help to assure the Implementation Plan is completed accurately and addresses all measures. The table below describes each proposed member of the Leadership Design Team:

Superintendent, Principal, and College President	Their leadership skills will be instrumental to developing the vision for this program. As the primary leader in each respective area, they will have the ability to identify and commit resources needed to address all measures in the implementation plan.
CTE Director, Assistant Superintendent of Academics, and Dual Credit Director	Their knowledge of available curriculum, available courses, and teachers/instructors will provide insight needed to develop new courses and organize schedules.
Business Manager	The Business Manager will monitor proposed expenditures and ensure funds are available to cover all proposed costs.
Counselor	Their knowledge of student needs, available courses, and teachers/instructors will provide insight needed to develop new courses and organize schedules.
Liaison and Partnering Businesses	The liaison and partnering business will provide insight on available employment resources and will coordinate efforts to provide students with internships and externships.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

***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 pts.)** Priority Charter School will create a committee that will utilize a blend of various structures to provide leadership, communication and decision-making for the P-TECH Program. The structure will include the following elements:

- **Program Committee Structure** - While staff carries out the day-to-day activities that result in the development and implementation of the organization's programs, this structure is charged with long-range planning and general oversight;
- **Planning Structure** - The planning structure allows for the responsibility of developing and updating plans for approval. This includes monitoring the implementation of the plan and reporting on its progress; and
- **New Program Development Structure** - A new program development structure brings board members, consultants, funders, and representatives of the community together to find a creative solution to organization challenges. This structure is great when it is time to brainstorm about ideas to keep relevant in the face of changing demographics or trends.

Individuals that will be part of this structure will include the Superintendent; Principal; CTE Director; Business Manager; Assistant Superintendent of Academics; Cedar Park Academy Counselor; College President; Dual Credit Director; Austin Community College Liaison; Austin Community College Counselor; and partnering businesses. By having various stakeholders participate in the Leadership Team, the Charter ensures that there will be a level of involvement and commitment to the program by all participants, including management, staff, collaborators and partners.

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

County-district number or vendor ID: 014-803	Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the 2018–2019 P-TECH and ICIA Planning Grant, Priority Charter School has researched and planned for wrap-around structures and systems that will be put into place to strengthen students' academic and social/emotional skills. These structures and skills are also essential for ensuring the students' success in their rigorous academic and work-based educational experiences. These will include:

- Academic mentoring and support for intervention and acceleration, such as personalizing students' learning environment in the following ways:
  - Developing a plan for on-going academic support;
  - Providing tutoring or Saturday school for identified students;
  - Providing advisory and/or college readiness and support time built into the program of study; and
  - Establishing a mentorship program.
- Counseling, guidance, and student advisory services for academic and social/emotional support, such as:
  - Parent outreach;
  - Connections to social services;
  - Peer mentoring;
  - Parent outreach and involvement opportunities;
  - A structured program of community service to promote community involvement;
  - Partnerships with community businesses to expose students to a variety of potential career options and possible internship opportunities;
  - College awareness to current and prospective students and families, including:
    - Application assistance,
    - Financial aid counseling, and
    - College and career counseling.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Charter contacted Ms. Montognese, who is the Senior Assessment Manager for the Texas Higher Education Coordinating Board (THECB), in order to determine the process for becoming a Texas Success Initiative assessment site by 2019–2020. This was important in order develop a working timeline.

Based on information obtained from Ms. Montognese, the Charter will obtain an ACCUPLACER platform account and complete a New Institution Registration (which can be found under the Professionals tab) in order to start the approval process. As per the suggestion of the THECB, a Charter account will be obtained, rather than a high school account, which will make it easier to manage and setup. This process will include identifying points of contact, providing account information, and creating a user name and password.

Once the account has been set up, the Charter will have their Testing Coordinator, Counselor, Principal, and Master Teacher complete the required trainings on the ACCUPLACER platform. This will include reviewing all the offered materials embedded within the system, as well as, the free online webinars available on the specific platform features. In order to ensure that this process is completed by the required date, the Charter will begin this process upon notice of grant award.

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Schedule #18—Equitable Access and Participation

County-district number or vendor ID: 014-803	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-district number or vendor ID: 014-803 | 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	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-district number or vendor ID: 014-803		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	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Visual Impairments				
#	**Strategies for Visual Impairments**	**Students**	**Teachers**	**Others**
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐
Barrier: Hearing Impairments				
#	**Strategies for Hearing Impairments**			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐
Barrier: Learning Disabilities				
#	**Strategies for Learning Disabilities**	**Students**	**Teachers**	**Others**
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐
Barrier: Other Physical Disabilities or Constraints				
#	**Strategies for Other Physical Disabilities or Constraints**	**Students**	**Teachers**	**Others**
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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

County-district number or vendor ID: 014-803 | 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	☐	☐	☐

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

County-district number or vendor ID: 014-803 | 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	☒	☒	☒

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

County-district number or vendor ID: 014-803 | 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		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐

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