

Texas Education Agency Standard Application System (SAS)

2018–2020 Charter School Program High-Quality Replication		
Program authority:	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	June 4, 2018 to July 31, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 / APR 17 PM 12:35 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, April 17, 2018	
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 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:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Great Hearts Texas	015835	Great Hearts Western Hills		
Vendor ID #	ESC Region #	DUNS #		
1431973126	20	01-331-2993		
Mailing address		City	State	ZIP Code
824 Broadway #101		San Antonio	TX	78215
Primary Contact				
First name	M.I.	Last name	Title	
Aaron	L	Kindel	Superintendent	
Telephone #	Email address		FAX #	
602-614-7764	Aaron.kindel@greatheartstx.org		210-888-9484	
Secondary Contact				
First name	M.I.	Last name	Title	
Dejah		Behnke	Vice President of Advancement	
Telephone #	Email address		FAX #	
210-882-0842	Dejah.behnke@greatheartstx.org		210-888-9484	
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
Aaron	L	Kindel	Superintendent
Telephone #	Email address		FAX #
602-614-7764	Aaron.kindel@greatheartstx.org		210-888-9484

Signature (blue ink)

Date signed

April 13, 2018

Only the legally responsible party may sign this application.

701-18-110-008

Schedule #1—General Information

County-district number or vendor ID: 015835 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015835

Amendment # (for amendments only):

Part 1: Required Attachments *NOT REQUIRED FOR GREAT HEARTS TEXAS*

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521(a)(2)); OR A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.
2.	Board of Trustees Approval	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3.	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter; A detailed description of the admission requirements for the campus charter; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4.	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5.	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

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Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015835

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the CSP High-Quality Replication Grant Program funds.
6.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
7.	<p>According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
8.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p>

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015835

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.

Great Hearts Texas is applying for a 2018-2020 Charter School Program High-Quality Replication grant to support start-up costs for the newest campus opening in San Antonio in August 2018, Great Hearts Western Hills. In Year 1 of operation, Great Hearts Western Hills will serve a total of 560 students in grades K – 5, and subsequently will add one upper grade each school year until the campus reaches its full K-12 capacity in the fall of 2025, at which time it will be fully enrolled and serving approximately 1,400 students.

If awarded, these funds will facilitate the acquisition of the necessary furniture, equipment, supplies and other select basics required to outfit our classrooms and multi-purpose learning spaces for the Great Hearts Western Hills campus' first year, benefiting students this year, next year and for many years to come. These funds will aid in covering the gap that exists between a) what is needed to deliver a top-tier education to the children served by Great Hearts and b) what Great Hearts receives from traditional public funding, as initial operational costs cannot be met from State or local sources alone.

Great Hearts, a public charter school and registered 501(c)(3) non-profit organization, is focused on improving academic outcomes for all students, and is committed to supporting educationally disadvantaged students. Echoing Mortimer Adler, we believe that "the best education for the best is the best education for all." Our founders and current leaders in the organization feel strongly that society cannot prosper if only the affluent have access to top-quality education; therefore, through our classical liberal arts curriculum – a choice previously confined to elite private schools that few could afford – Great Hearts Western Hills will provide access and afford opportunities for families on the west side of San Antonio who deserve the option to send their children to a top-tier public charter school.

Great Hearts' mission is to cultivate the minds and hearts of students through the pursuit of Truth, Goodness and Beauty. We believe that the highest goal of education is to become good, intellectually and morally. Our students are prepared for success in the best colleges and universities in the nation, but our main goal is to graduate "great-hearted" young men and women who possess a sense of purpose that is directed to the service of the greater good.

The goals of this grant are directly related to supplying Great Hearts Western Hills with necessary classroom staples, thereby providing the campus with the resources it needs to successfully achieve results that are in support of and aligned with the following Great Hearts Texas District goals:

- 100% eligible schools achieve - "Met Standard" designation / achieves "C" or better in at least three accountability indices.
- 10% average percentage of students achieving "Advanced" performance across all campuses in Math and Reading.
- 80% of seniors accepted into two or four year colleges or universities with at least 50% accepted into four year colleges or universities.
- Operator meets financial health requirements set forth by the TEA FIRST to achieve passing designation.
- 90% of teachers meet "acceptable" or "effective" evaluation criteria according to school/operator evaluation systems.

The budget established for the Great Hearts Western Hills project is to cover items necessary for the opening of the campus including furniture, fixtures and IT equipment. Budget items are priced through the appropriate approved vendors as part of the overall budget for the new campus, including construction costs. All items included in the budget have secured bids and are replicated models used in existing campuses. The needs assessment for the items included in the budget are determined by the School Opening Team in conjunction with the selected Headmaster and IT and Facilities Managers/Directors. The items chosen were selected to support the Great Hearts academic model and are replicated at each campus built by Great Hearts.

The student population of Great Hearts Western Hills will be economically diverse with an anticipated 30% of our newly enrolled students qualifying for free/reduced meals (also referred to as FRL). It is estimated that 10% of our incoming study body will require resources and services offered through our special education program (SPED), and that approximately 10% will be identified as English Language Learners (ELL). With that, the student demographics

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anticipated at Great Hearts Western Hills will increase the overall percentages reported by the district in Fall 2017 (see following), positively impacting the diverse student population that Great Hearts Texas strives to serve and represent. Great Hearts San Antonio student demographics as of 10/19/2017:
 • Hispanic: 40% | • Asian: 6% | • Black: 3% | • White: 47% | • Two or more: 5% | • FRL: 19% | • SPED: 6% | • ELL: 3%

Though we expect that most incoming students will experience for the first time all that comes with being exposed to a rigorous curriculum, engaging instruction, and high expectations from all school leaders and teachers, Great Hearts' academic environment enables every student to learn, grow and achieve. As educators in the public school system, we recognize that children come to our schools with a diverse set of talents, strengths and challenges, and all children learn at different speeds; yet the instructional model and our talented Great Hearts teachers promote equity by challenging every student to exceed expectations, while balancing the academic rigor with a caring approach that allows all children to feel safe, build character and succeed emotionally, physically and academically.

Great Hearts' needs assessment process is developed by its Leadership Team, which includes the Superintendent, Vice President of Finance, Vice President of Academies, Vice President of Advancement (overseeing development, marketing and communications), Director of Operations, and the Headmaster. This Leadership Team determines its efficacy and when/how the process needs to be updated or changed. Reviews and updates to the needs assessment, while on-going and continually improving, are formally conducted at a minimum of once per academic year.

The Superintendent, the Vice Presidents of Finance, Academies and Advancement, and the Headmaster will ensure that the program receives consistent, high-quality management. In addition to the outcomes proposed in the Performance Agreement submitted with our Application for High-Quality Campus Designation, Great Hearts uses a rigorous academy dashboard that assesses campus performance according to national standards and Key Performance Indicators (KPIs). This includes measures that are proven to indicate if a campus is performing at, above, or below organizational standards. KPIs include faculty class observations by headmasters and site visits by VPs; standardized test results; school culture assessments according to a campus-wide rubric; parent and faculty survey data; demand and enrollment metrics; and financial performance of the site. The KPI dashboard is updated quarterly, and the Leadership Team analyzes results comparatively across the network to determine the sharing of best practices for what is working well and to determine interventions for underperforming campuses.

Great Hearts Western Hills will be evaluated through the Performance Agreement submitted with our Application for High-Quality Campus Designation on April 2, 2018, and outlined on page 23 (Statutory Requirement #2) of this application. This Performance Agreement lists 12 academic performance objectives measuring progress in defined areas to be met by students attending the proposed high-quality campus.

Great Hearts understands that, by submitting this application, we agree to comply with any reporting and evaluation requirements that may be established by TEA and to submit reports in the format and time requested by TEA. Great Hearts' application has completely and accurately answered all statutory requirements and is eligible for review and scoring. Great Hearts application has answered all TEA requirements completely and accurately. Great Hearts is committed to the long-term success of the goals of this grant program for the life of the grant and for years to come, and will ensure that funding from other sources will be committed to the program after this grant funding terminates. We will accomplish this through the efforts of our Advancement Team, to include:

- Fundraising to support school operations that are not covered in full by the allotted per pupil public funds.
- Annual campaigns to reduce debt that each school will carry on the facility, in order to free funds for teacher salaries and operations.
- Grant applications to both private and public entities for programs and equipment not covered in operating budgets.
- Ongoing communication, public information and relation-building efforts to foster awareness and support within the greater San Antonio community.
- Community Investment (CI) campaigns – campus-based fund raising program at each school, conducted by the Directors of Community Engagement, that supports each school's operation.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015835	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	
Grant period: June 4, 2018 to July 31, 2020	Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$	\$559,431.16	\$559,431.16
Grand total of budgeted costs (add all entries in each column):			\$0	\$559,431.16	\$559,431.16

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

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

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 015835				Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs	
Academic/Instructional						
1	Teacher		\$	\$	\$	
2	Educational aide		\$	\$	\$	
3	Tutor		\$	\$	\$	
Program Management and Administration						
4	Project director		\$	\$	\$	
5	Project coordinator		\$	\$	\$	
6	Teacher facilitator		\$	\$	\$	
7	Teacher supervisor		\$	\$	\$	
8	Secretary/administrative assistant		\$	\$	\$	
9	Data entry clerk		\$	\$	\$	
10	Grant accountant/bookkeeper		\$	\$	\$	
11	Evaluator/evaluation specialist		\$	\$	\$	
Auxiliary						
12	Counselor		\$	\$	\$	
13	Social worker		\$	\$	\$	
14	Community liaison/parent coordinator		\$	\$	\$	
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title		\$	\$	\$	
22	Title		\$	\$	\$	
23	Title		\$	\$	\$	
24	Subtotal employee costs:		\$	\$	\$	
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay	\$	\$	\$	
26	6119	Professional staff extra-duty pay	\$	\$	\$	
27	6121	Support staff extra-duty pay	\$	\$	\$	
28	6140	Employee benefits	\$	\$	\$	
29	61XX	Tuition remission (IHEs only)	\$	\$	\$	
30	Subtotal substitute, extra-duty, benefits costs		\$	\$	\$	
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0	\$0	\$0	

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

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 015835			Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$0	\$0	\$0

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 015835			Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval				
#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
15		\$	\$	\$
16		\$	\$	\$
17		\$	\$	\$
18		\$	\$	\$
19		\$	\$	\$
20		\$	\$	\$
Grand total		\$0	\$0	\$0

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

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 015835		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$0	\$0	\$0

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

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

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 015835				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2	Computers for students – Chromebooks	132	\$378.64	\$	\$49,980.48	\$49,980.48
3	Computers for faculty	36	\$450.00	\$	\$16,200.00	\$16,200.00
4	Document cameras for classrooms	36	\$349.00	\$	\$12,564.00	\$12,564.00
5	Projectors for classrooms	36	\$1,079.41	\$	\$38,858.76	\$38,858.76
6	Mobile computer carts	4	\$3,000.00	\$	\$12,000.00	\$12,000.00
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Furniture – incl. desks, tables, chairs, shelving, cubbies, whiteboards, etc.			\$	\$429,827.92	\$429,827.92
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	\$559,431.16	\$559,431.16

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: 015835	Amendment # (for amendments only):
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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.

Needs assessment process: As Great Hearts Texas continues to grow and build new schools across the state, its Leadership Team meets regularly to discuss the vision, strategy, project plans and procedures associated with growth as the team operationalizes the start-up guide for launching new campuses. Based on the previous experience of school leaders and in collaboration with Great Hearts' Operations Team, Great Hearts is currently developing a start-up kit (internally referred to as the New School Guide and Reference), that will provide a step-by-step overview for new headmasters of a school under construction. This toolkit includes a timeline of needs and priorities for the successful launch of a new campus, serving as each headmaster's guide, complete with instructions and best practices learned and documented by their peers over time (i.e., timeline for purchases, furniture purchase orders, etc.).

The Superintendent, VP of Academies, VP of Advancement, Director of Operations and Chief Administrative Officer meet weekly (one hour each Wednesday) to discuss new school growth. In addition, the Leadership Team meets bi-weekly (30 minutes every other Thursday) with the Great Hearts Western Hills headmaster and office manager to discuss marketing, student enrollment, operations, construction and faculty recruitment/hires. This needs assessment process is continually refined to reflect the achievements and challenges encountered, including the challenges that have evolved into best practices worthy of inclusion within the New School Guide and Reference.

How needs are prioritized: While the needs listed within this grant application are of the utmost importance and pertain to basic requirements of outfitting and operating a school in Year 1, all needs are prioritized in order of *Highest Priority – Level 5 (must-have in order to operate schools) to Lowest Priority – Level 1 (would add benefit but not a necessity).*

The Great Hearts Western Hills campus will be served by this grant, and was selected as it is Great Hearts' newest academy in Texas. The campus is currently under construction, on-schedule to open for the 2018-19 school year. A TEA Charter School Program High-Quality Replication grant will provide much-needed support to ensure that the facility, most importantly the classrooms, are efficiently equipped with desks, chairs, white boards, books, projectors and computers that our teachers will use throughout the course of the next two years, and beyond the life of this grant, to mold the young minds of our growing student body who will receive the gift of the exceptional classical liberal arts education for which Great Hearts is best known.

Due to high parent demand for our education model, Great Hearts Texas is expanding. In the 2018-2019 school year, we will be operating a total of four campuses/eight schools in Texas, serving a total of 2,592 students, and building capacity to reach 14,000 students in future years. The projected schedule for our Texas school launches is as follows:

SAN ANTONIO (6 Campuses/12 Schools)

- Great Hearts Campus #1 (Monte Vista) – Est. 2014
- Great Hearts Campus #2 (Northern Oaks) – Est. 2015
- *Great Hearts Campus #3 (Western Hills) – Opening Fall 2018
- Great Hearts Campus #4 – Opening Fall 2019
- Great Hearts Campus #5 – Opening Fall 2020
- Great Hearts Campus #6 – Opening Fall 2021

IRVING (1 Campus/2 Schools)

- Great Hearts Campus #1 – Est. 2015

FORT WORTH (3 Campuses/6 Schools)

- Great Hearts Campus #1 – Opening Fall 2019
- Great Hearts Campus #2 – Opening Fall 2020
- Great Hearts Campus #3 – Opening Fall 2021

NOTE: As of 4/16/18, the current Great Hearts Texas waitlist is at over 5,300 students.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 015835		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	HIGHEST PRIORITY – LEVEL 5: Furniture, fixtures and equipment for new campus, including: desks, tables, chairs, whiteboards, bookcases, shelving and cubbies for classrooms	Provide funding for the acquisition of such, enabling the school to open fully equipped and ready for the fall 2018 school year, and reducing the amount borrowed for construction of new campus.
2.	HIGHEST PRIORITY – LEVEL 5: Computer equipment for students	Provide funding to purchase computers in order to deliver a high-quality educational experience for students.
3.	HIGHEST PRIORITY – LEVEL 5: Computer equipment for faculty	Provide funding to purchase computers in order to provide faculty with support to implement their lessons more effectively and efficiently.
4.	HIGHEST PRIORITY – LEVEL 5: Document cameras and projectors for each classroom	Provide means through which faculty are able to implement curriculum and deliver classroom instruction using modern and dynamic visual media.
5.	HIGHEST PRIORITY – LEVEL 5: Mobile computer utility carts with cable management systems and surge protector, power strip, locking casters, locking cabinet and adjustable shelves	Provide accessibility and mobility of laptop computers for students regardless of their location in the school, and give teachers the flexibility to deliver high-quality instruction throughout the campus.

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Schedule #14—Management Plan

County-district number or vendor ID: 015835 Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Bachelor's degree required, Masters degree preferred. Educational administration experience of at least 5 years, district-wide management responsibility experience of at least 3 years, classroom teaching experience and extensive understanding of the operation of high-performing schools.
2.	VP of Finance/ Administration	Bachelor's degree in Accounting or Finance and 10 years' experience required; Master's degree and/or Certified Public Accountant licensure preferred. Knowledge of financial and budgetary planning control.
3.	VP of Academies	Bachelor's degree required, Master's degree preferred. Five years in educational leadership with track record of student achievement results and strong teaching experience required. Demonstrated experience leading highly effective professional learning for school staff in instructional best practices.
4.	VP of Advancement	Bachelor's degree required, liberal arts preferred. Minimum 5 years of high level fundraising/ development experience. Comprehensive knowledge and understanding of significant issues in K-12 education and their application in charter school setting preferred.
5.	Headmaster	Bachelor's degree, 3-5 years' of instructional leadership and minimum 2 years of in-school administration experience required. Experience with students with a variety of special needs and from a variety of circumstantial challenges; ability to interpret student data.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruit & hire/ place qualified Leadership	1. Post job opening for HeadMaster	Jan 2017	Feb 2017
		2. Review applications	Feb 2017	March 2017
		3. Begin candidate interviews	March 2017	April 2017
		4. Conduct 2 nd interviews with top candidates	April 2017	May 2017
		5. Hire Headmaster	June 2017	June 2017
2.	Recruit & hire qualified teachers & support staff	1. Post job opening for Office Manager	June 2017	July 2017
		2. Interview and hire Office Manager	July 2017	Aug 2017
		3. Post job openings for Assist. HMs & admin. staff	Oct 2017	Nov 2017
		4. Interview & hire Assist. HMs & admin. staff	Nov 2017	Feb 2018
		5. Post job openings for teachers, interview & hire	Dec 2017	June 2018
3.	Perform extensive community outreach & engagement	1. Strategic planning to develop marketing plan	Aug 2017	Sept 2017
		2. Engage local leaders, stakeholders & organizations	Aug 2017	July 2018
		3. Formal building groundbreaking ceremony	Sept 2017	Sept 2017
		4. Outreach – billboards, mailers, community meetings	Oct 2017	June 2018
		5. Signage at building site	Sept 2017	Aug 2018
4.	Ensure enrollment of students in grades K-5	1. Info sessions, emails, social media engagement	Oct 2017	April 2018
		2. Street banners, community events in targeted areas	Sept 2017	Aug 2018
		3. Promote & conduct open enrollment	Sept 2017	Dec 2017
		4. Conduct lottery & make offers to parents	Jan 2018	March 2018
		5. Recruit additional students if space available	March 2018	July 2018
5.	Open facility to serve 560 students	1. Identify site to fit needs of location & demographics	Oct 2016	Dec 2016
		2. Acquire site, engage architect & contractors	Jan 2017	March 2017
		3. Break ground & monitor construction	Sept 2017	Aug 2018
		4. Obtain Certificate of Occupancy	June 2018	July 2018
		5. Outfit facility with furniture, technology, etc.	June 2018	Aug 2018

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015835

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Headmasters conduct a continuous schedule of classroom observations with quick cycle feedback meetings at which teachers are coached and given one or two areas in which to improve. Headmasters spend a minimum of 75% of their time observing teachers in the classroom and coaching them one-on-one, and in addition, conduct periodic data assessments with teachers during which they review student progress on assessments and identify any areas for improvement or any content areas requiring reteaching or intervention.

The VP of Academies accompanies headmasters on observations from time to time (quarterly at a minimum) and provides feedback to headmasters on observations made regarding classroom practice and culture. Headmasters are provided in writing the areas of focus and goals for improvement at the beginning of each year, and progress is monitored and strategies are revisited throughout the year; all which are included within each headmaster's end-of-year assessment and evaluation. The Superintendent also observes the VP of Academies on an annual basis to provide the same level of high expectations and accountability that is ingrained in the Great Hearts culture whether it be in the district office or the classroom.

Our district goal is that 90% of teachers meet "acceptable" or "effective" evaluation criteria according to the Great Hearts evaluation systems. Teacher and Headmaster success is also measured by an extensive annual parent satisfaction survey that goes out to families every March. Decisions regarding goal setting and improvement plans are in large based on a combination of the following: student results, classroom observations, responses to one-on-one feedback and coaching (or other forms of professional development), internal evaluation systems and the parent satisfaction survey results and responses.

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

By Year 4 of operation, Great Hearts Western Hills will have the ability (due to increased enrollment) to operate on the per pupil public funds received, therefore reaching financial sustainability. The caveat is that such operational expenses do not include extracurricular activities, after school care, enrichment activities, clubs, sports, music programs, special events, etc. In order to cover those additional expenses that are very much a part of the core of our mission, Great Hearts Texas' Vice President of Advancement, along with her team of fundraising and communications professionals, are responsible for and have a record of success with:

- Fund raising efforts in support of school operations.
- Leading capital campaigns to reduce debt that each school will carry on the facility.
- Grant awards for programs and equipment not included in operating budgets.
- Ongoing communication, public information and relation-building efforts to foster awareness and support within the greater San Antonio community.
- Community Investment campaigns – campus-based fund raising program at each school, conducted by the Directors of Community Engagement, that also supports each school's operation.

The entire Project Team will coordinate efforts to maximize the effectiveness of grant funds through the diligent oversight of the project, to include monthly Grant Team meetings where we will review the expense budget and monitor the progress made towards the milestones, and will do so until we successfully fulfill the requirements of the grant. We will ensure that all stakeholders remain committed to the project's success not only through routine oversight and operating mechanisms but by celebrating short-term wins and long-term achievements along the way. In addition to accountability, personalized and publicized recognition of team members' accomplishments is key to maintaining a culture of commitment towards our common goal.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015835 Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review academic performance data from STAAR, MAPP testing & our assessments.	1.	Positive comparisons with state, district and prior years
		2.	Improvement in special populations groups
		3.	Improvement at grade and section level
2.	Review responses from parent surveys & VP of Acad.'s site visit on student culture.	1.	Questions on student character
		2.	Questions on rigor
		3.	ADA and attrition rates compared to other campuses
3.	Review faculty responses on surveys, observe classes, attend feedback sessions.	1.	Questions about mission, peers and work/life balance
		2.	Questions about Headmasters' leadership
		3.	Teacher retention numbers
4.	Review responses from parents on surveys & in conferences, and note participation.	1.	Net Promoter Score
		2.	Question on quality of education
		3.	Parent participation in events, surveys, fund raising, volunteering
5.	VP of Academies provides other specific goals based on observations & events.	1.	e.g., reduction in disciplinary infractions
		2.	e.g., reduction in legal fees by x amount
		3.	e.g., achieving specific diversity goals

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.

At the beginning of each academic year, we review student STAAR data from the previous year to identify areas of academic strengths and weaknesses, and review the Performance-Based Monitoring Analysis System (PBMAS) report to identify necessary areas of focus. Interventionists are assigned to work in specific content areas with students, and NWEA MAP testing (twice/year) helps us track progress or identify areas where we need to adjust our focus. In some cases we have targeted subject level instruction in specific sections at a certain grade level on one campus. At other times we have noted areas of broader deficit that needed correction at a district level. In preparation for the annual STAAR exam administration, student progress is monitored throughout the year and academic growth is measured via interim assessments developed specific to the grade level and subject matter.

We are adding a Senior Director of Data Systems to the Great Hearts Texas Leadership Team (starting May 1, 2018) whose primary role this year will be to assess our current data systems and provide us with an improved level of system accountability. This has become increasingly important to the organization as we are continuously learning more efficient and effective ways to gather, interpret and respond to data. We recognize the importance of the information that we have available to us and have used the resources we have to turn that information into responses that help our students improve their own performance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015835

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Great Hearts Texas is a non-profit network of public charter schools serving students in grades K-12, dedicated to providing high-quality education through our classical, liberal arts curriculum. The 2018-19 school year will be our fifth year serving students in Texas, and with this application we have requested a waiver of the requirement under 19 Texas Administrative Code §100.1033(b)(13)(A)(i) that the Commissioner may approve a High Quality Campus Designation only if a charter has operated at least one charter school campus in Texas for a minimum of five consecutive years. With high family satisfaction rates, strong academic performance and growing waitlists, we are looking forward to expanding our program to serve more families in San Antonio.

Since the establishment of the first Great Hearts academy in Texas in 2014, we have grown from serving 566 students to nearly 2,800 students at three academies – two in San Antonio (Monte Vista and Northern Oaks) and one in Irving. Our first senior class in Texas will graduate Great Hearts Monte Vista this June. In fall 2018, Northern Oaks and Irving will each grow to include 11th grade, and Western Hills will open in west San Antonio, increasing the number of students to be served in Texas to nearly 3,600. We are confident that our Western Hills campus will meet or exceed benchmarks and expectations for student achievement.

The Board of Great Hearts Texas provides leadership and oversight, helping to provide direction and set policies and strategic goals, and provides connections and resources to help meet any challenges or needs. The board may advise and direct the Superintendent, assess corrective action plans, and consult with the national CEO on the overall direction and objectives of the organization. The board has state-assigned fiduciary responsibilities such as approving the annual budget and approving policies.

The Superintendent is the executive leader of Great Hearts Texas business operations and reports to the national CEO, and is responsible for providing quarterly reports Great Hearts Texas board.

The VP of Academies reports to the Superintendent, and together they set goals for Headmasters. The VP of Academies is primarily responsible for the supervision of all Texas based headmasters and monitors progress/ measures outcomes through on-site visits to ensure all schools are operating according to federal and state law, and adhering to internal policies and procedures.

The Headmaster is responsible for the school's day-to-day management, and reports to the VP of Academies, who makes regular and frequent visits to each campus that include classroom observations and one-on-one debriefings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015835

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

The quality controls agreed to between Great Hearts and the TEA are stated in the Performance Agreement submitted March 28, 2018 for Great Hearts Western Hills, in support of our 2018-2019 Application for High-Quality Campus Designation and 2018-2019 Application for "Other" Waiver, as follows:

Academic performance objectives to be met by students attending the proposed high-quality campus:

Students attending Great Hearts Western Hills will exceed the statewide averages on the 2019 STAAR exam and the school will achieve the Met Standard Accountability Rating.

1. By June 1, 2019, 73% of ALL STUDENTS will achieve Approaches Grade Level Performance or above on the 2019 STAAR assessment.
2. By June 1, 2019, 75% of 3rd GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Reading assessment.
3. By June 1, 2019, 65% of 3rdGRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Math assessment.
4. By June 1, 2019, 75% of 4th GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Reading assessment.
5. By June 1, 2019, 70% of 4th GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Math assessment.
6. By June 1, 2019, 70% of 4th GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Writing assessment.
7. By June 1, 2019, 80% of 5th GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Reading assessment.
8. By June 1, 2019, 80% of 5th GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Math assessment.
9. By June 1, 2019, 65% of 5th GRADERS will achieve Approaches Grade Level Performance or above on the 2019 STAAR Science assessment.
10. By June 1, 2019, 55% of ENGLISH LANGUAGE LEARNER STUDENTS will achieve Approaches Grade Level Performance or above on the 2019 STAAR assessment.
11. By June 1, 2019, 50% of SPECIAL EDUCATION STUDENTS will achieve Approaches Grade Level Performance or above on the 2019 STAAR assessment.
12. By June 1, 2019, 70% of ECONOMICALLY DISADVANTAGED STUDENTS will achieve Approaches Grade Level Performance or above on the 2019 STAAR assessment.

We understand that the performance of Great Heart Western Hills in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of its charter, and that TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015835	Amendment # (for amendments only):
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Statutory Requirement 3: Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. ~~For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.~~

Note: All applicants must address this statutory requirement.

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

The autonomy and flexibility granted to Great Hearts Western Hills is consistent with the definition of a charter school in section 4310. As with all Great Hearts academies, it will have a high degree of autonomy over its budget and operations and personnel decisions.

The campus headmasters oversee their own teachers, administrative teams and staff in program implementation. They hire, coach and terminate, but do so with advice from the VP of Academies and from Human Resources. Campus staff follow our general curriculum aligned to the TEKS, and their headmaster trains (or oversees training), coaches and gives regular feedback. Behavior Improvement Plans for teachers come from their headmasters. Special events such as festivals, concerts and field trips are arranged primarily by local campus staff and parents. Headmasters can make adjustments to the curriculum for student or cultural needs in consultation with the VP of Academies and informing other headmasters. Each campus has its own parent group, and certain extracurriculars (e.g., string ensemble or dance) are determined by local staff.

Great Hearts Western Hills will be permitted to govern autonomously under the leadership of its headmaster and assistant headmaster(s) in the following areas of campus operation:

- Campus Budget
- Teacher Hiring and Dismissal
- School Calendars
- Daily Campus-level Operations

The curriculum at Great Hearts is standard throughout all academies – the consistent application of classical, liberal arts studies is our greatest strength and appeal to families looking for an exceptional, rigorous education for their children. All students read, discuss and write about the great works of Western Culture. Every student acts in plays, creates art in various mediums, and sings in a choir. Middle school students take Latin as a precursor to a modern foreign language or Ancient Greek. An intense focus on math and science is central: every student takes 2 years of calculus and 4 years of honors lab science. However, our curriculum is dependent upon input from our headmasters, who are given flexibility in such areas as enrichment and delivery of instruction.

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

County-district number or vendor ID: 015835

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Leaders on the District level and campus level seek feedback on our programs and service delivery in a multitude of ways.

Internally:

- We conduct family surveys and faculty surveys each twice a year. Most campuses also conduct their own focused surveys throughout the year (for example: a survey to gauge homework loads).
- Headmasters regularly conduct several calls to parents on Fridays for check-ins and to solicit any reflections.
- All campuses conduct parent-teacher conferences for which all parents are invited to sign up.
- Our headmasters conduct regular "Coffee with the Headmaster" events for specific grade-level parents.
- We also host Parent Organizations at each campus. Family involvement is encouraged, and is essential to Great Hearts' success.

Externally:

- We solicit outside security assessments, have conducted reviews of our transcripts from regional service center personnel, and have frequent visits and tours from outside school leaders and school operators.
- Our Campus/District Improvement Plan process also requires that we gain feedback and input from a variety of stakeholders.

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

County-district number or vendor ID: 015835	Amendment # (for amendments only):
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Statutory Requirement 5: Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Note: All applicants must address this statutory requirement.

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

The following activities and expenditures of grant funds are planned to open and prepare for the operation of the proposed high-quality charter school campus, Great Hearts Western Hills:

- Complete construction of Lower School campus – June 2018
- Obtain Certificate of Occupancy – June 2018
- Purchase and install by August 2018 :
 - Furniture, fixtures and equipment (desks, chairs, tables, lockers, whiteboards, bookcases, shelving, cubbies, etc.)
 - Computer equipment for students and faculty
 - Document cameras and projectors for each classroom
 - Mobile computer utility carts

Great Hearts will maintain financial sustainability after the end of the grant period by/through:

- State funding based on student enrollment, average daily attendance (ADA). A Great Hearts campus is sustainable by Year 4 of operation, due to increased enrollment and per pupil funding received.
- Fundraising/resource development by Great Hearts' Advancement Team, including grant applications, for non-budgeted items (i.e., enrichment, equipment and supplies).
- Great Hearts' success in other markets: we are replicating a very successful and sought-after educational program, as evidenced by our waiting list - currently at over 5,300 as of 4/16/18.

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

County-district number or vendor ID: 015835	Amendment # (for amendments only):
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Statutory Requirement 6: Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Note: All applicants must address this statutory requirement.

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

Feedback received during our Campus Improvement Plan process, which takes place each summer break, factors into the development of goals for the coming year. Also, parent feedback can provide a specific goal for improvement as it is reviewed by the headmaster and the VP of Academies. Our schools partner with adjacent neighbors and businesses in developing our crises response plans, and several use neighboring fields and other facilities through community relationships. One campus has been able to use facilities at a nearby community college, two others have been invited to use adjacent parks or fields. In one case, a music school opened across the street from one of our schools specifically because many of its students attended our school and the proximity created a nice working relationship. We have several parents involved in local city councils and neighborhood associations, and we try to maintain positive relationships with these organizations.

In addition, we host ground breakings, ribbon cuttings and a variety of community-friendly events to inspire excitement and create awareness that the campus is there to serve families and fully intends to become a permanent and active staple of the community.

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

County-district number or vendor ID: 015835

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Great Hearts locates academies in strategic areas that are convenient and accessible to demographically diverse populations. At Great Hearts Western Hills, we expect that all students will be transported to and from school by parents/guardians or walk.

Great Hearts is not currently able to provide transportation to students as it is cost prohibitive. Transportation requirements are thoroughly communicated to families during the application, registration and orientation process.

In an effort to find a solution to this ongoing issue, districts leadership has recently begun discussions with VIA Metropolitan Transit (VIA), the mass transit agency serving San Antonio and its surrounding municipalities, to investigate the possibility of partnering with them to provide affordable public transportation for Great Hearts families who may require assistance. We expect to have the beginnings of a report of the economic feasibility of this potential partnership by the end of the calendar year.

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

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Statutory Requirement 8: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Note: All applicants must address this statutory requirement.

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

Great Hearts Texas is not requesting any waivers of any Federal statutory or regulatory provisions for the operation of the Western Hills campus.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015835 Amendment # (for amendments only):

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	0	112	112	112	112	56	56	-	-	-	-	-	-	-	560
TOTAL:	0	112	112	112	112	56	56	-	-	-	-	-	-	-	560
Total Staff															62
Total Parents															875
Total Families															434

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	0	112	112	112	112	112	56	56	-	-	-	-	-	-	672
TOTAL:	0	112	112	112	112	112	56	56	-	-	-	-	-	-	672
Total Staff															70
Total Parents															1,055
Total Families															554

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

County-district number or vendor ID: 015835 | Amendment # (for amendments only):

TEA Program Requirement 3: Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.

Please see <https://rptsvr1.tea.texas.gov/perfreport/account/index.html> for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
1.	San Antonio	Ogden Elementary	015907157	8
2.	San Antonio	Rodriguez Elementary	015907140	8
3.	San Antonio	Sarah King Elementary	015907144	9
4.	San Antonio	Storm Elementary	015907169	9
5.				
6.				
7.				
8.				

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015835

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 015835 Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015835			Amendment number (for amendments only):	
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

County-District Number or Vendor ID: 015835 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015835			Amendment number (for amendments only):	
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015835			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Provide at Parent Info Sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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