

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 Public Charter School Program Start-Up Grant		
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JAN 30 PM 12:50 DOCUMENT CONTROL CENTER </div>
Grant Period:	March 15, 2018, to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, January 30, 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 a contractual agreement, must be received no later than the aforementioned date and time at this address: <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
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 #	
Bridgeway Preparatory Academy Charter School	057851	Bridgeway Preparatory Academy	NA	
Vendor ID #	ESC Region #	DUNS #		
Not yet assigned	10 (X)	Not yet assigned		
Mailing address	City	State	ZIP Code	
4100 Alpha Road, Ste 1150	Dallas	TX	75244	
Primary Contact				
First name	M.I.	Last name	Title	
Natalie		Davenport, Ph.D.	CEO/Superintendent	
Telephone #	Email address	FAX #		
972.243.4102	ndavenport@spedservices.com	469.621.2728		
Secondary Contact				
First name	M.I.	Last name	Title	
Brandy	M.I.	Taylor-DeDe	Board - Secretary	
Telephone #	Email address	FAX #		
903-926-5331	btaylorde@gmail.com	469-621-2728		

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
Natalie		Davenport, Ph.D.	CEO/Superintendent
Telephone #	Email address		FAX #
972.243.4102	ndavenport@spedservices.com		469.621.2728
Signature (blue ink preferred)		Date signed	


1-27-18

Only the legally responsible party may sign this application.

701-18-104-011

Schedule #1—General InformationCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057851

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools (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 petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter or cooperative campus charter (TEC §12.052, §12.053); OR A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521); 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 proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and
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		<p>how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district;</p> <ul style="list-style-type: none"> • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter; • The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and • A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
<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 program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<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</u> requirements.
<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</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **057851**

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.	<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 <u>budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</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 exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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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 student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. If the campus charter school began operation prior to the 2018-2019 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. 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>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 SummaryCounty-district number or vendor ID: **057851**

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.

APPLICANT BACKGROUND: The mission of Bridgeway Preparatory Academy is to produce expert learners who achieve their full potential. These expert learners who are skillful, ambitious, and energized, will develop an insatiable thirst for knowledge as a result of educational supports that enable them to know that their gifts are of value and their contributions will positively impact society. The vision of Bridgeway Preparatory Academy is to be a barrier-free, innovative, inclusive, and personalized educational program that is supported by technology. This program will empower students to independently seek out learning and exploration now and throughout their lives. The staff consisting of educational and mental health experts, community liaisons and parent advocates will use a community learning approach to accomplish the mission and vision based on the following principles: Facilitate a paradigm shift of the school and community from exclusion to inclusion of all individuals; Develop a school culture committed to high academic achievement for all through holistic educational programming; Promote collaboration and team problem solving through on-going communication; Provide frequent and transparent assessment to inform teachers, students and parents of educational progress; Utilize technology in all aspects of instruction and assessment to provide a level playing field for all students; Create a network of community resources to ensure successful transition from home to school to adulthood; and Ensure that students have community experiences that enable them to become active, productive citizens.

CURRICULUM/INSTRUCTIONAL PROGRAM: By replicating a unique model developed at Harvard—the innovative framework of Universal Design for Learning (UDL)—Bridgeway will meet the needs of the unchallenged gifted, language different and academically and socially deficient student. The TEKS curriculum will be used to ensure that each child has the fundamental knowledge to excel in the Bridgeway environment and throughout the school experience. This curriculum will be delivered through the use of technology and UDL, eliminating barriers and focusing on personalized instructional approaches aligned to the individual needs of the child. As implemented at the Henderson School in Boston, Massachusetts, this inclusive, personalized program will rely on technology with an infusion of the arts throughout the educational programming. **PK3-PK4:** The proposed curricula **Frog Street** through the **CIRCLE** framework includes innovative techniques to produce measurable and ongoing gains in young students. The model is aligned with the **Texas Pre-K Guidelines**. This curriculum provides activities that produce optimal learning in children through daily intentional large, small group, center, and one-to-one learning. Moreover, the **Gradual Release model**, enables children to understand the thought behind what the teacher is doing. Through the curriculum children are provided with some freedom of choice enabling them to construct their own knowledge through play and exploration with cognitively challenging activities. This approach to multiple means of representation, engagement and expression offers a foundation for the UDL model that will be implemented as they progress through the grades. **K-5 Core Curriculum:** To effectively implement the UDL framework with a diverse group of students, teachers will require a tool box that offers numerous activities, resources and engagement approaches. Bridgeway will use a core reading and math curriculum (**Spalding Reading and Singapore Math**) to supplement and support lesson development and implementation for a wide variety of learner needs. Each of these offers multi-sensory means to engage students across many skill levels. The **Imagine Learning** and **Unique** programs enable teachers to extend effective learning opportunities to the **ELL and low incidence student** by planning for students with language deficits as well as those who are impacted with cognitive, social and behavioral challenges. Though **Imagine Learning**, students have the opportunity to gain a command of English through motivating computer based exercises that continually adjust to meet the student's areas of strength and need.

NEEDS ASSESSMENT: Both in charter and community independent school district settings, the challenges of educating those students who present with unique learning, social and emotional strengths and weaknesses often go unaddressed or are remediated with minimal success. There is a need for a school that provides instruction for these students (cognitive and or language different to the gifted, unmotivated or bored) who are not reaching their full potential as a result of an educational environment that does not meet their needs. The needs of these students require creative flexibility in developing an academic, emotional, social and behavioral programmatic structure that is parent friendly (Li-Grining, Votruba-Drzal, Maldonado-Carreno & Haas, 2010). When students have family involvement, a creative educational environment that supports their academic and social adjustment, emotional regulation, physical health and cognitive development, the prospects for secondary success increase drastically. (Hair, Halle, Terry-Humen, Lavelle & Calkins 2006). Please see page 15 and 16 for a more complete description of the unique needs and how Bridgeway will use charter startup funds to address them.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **057851**

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.

PROCESS/ALIGNMENT WITH GRANT GOALS AND OBJECTIVES: Bridgeway will attract and actively recruit students with unaddressed academic or language needs, those with advanced skills and maturation that are bored and unmotivated in the regular education environment, those with social and emotional deficits causing isolation, and students in the regular education environment who have experienced recurring interventions over a number of years with minimal success. The Universal Design for Learning (UDL) framework offered at Bridgeway is specifically designed to address these students' needs, and the objectives listed on page 17 are aligned with these needs. Achievement of these objectives will be measured by student academic performance and growth (MAP for Primary Grades, CIRCLE, and STAAR) as well as staff retention and parent satisfaction.

BUDGET DEVELOPMENT: The CEO/Superintendent, with support from the Board of Directors, has developed this charter startup budget to align with Bridgeway's mission, its needs during the first two years of operations, and the requirements of the students with unique learning needs Bridgeway will recruit, enroll, and serve. Bridgeway's leadership team met during December 2017 and January 2018 to collaboratively draft, hone, and finalize a budget that will ensure the achievement of all grant program objectives and create a foundation for sound expansion to additional grade levels in the two years following the grant period.

ENSURING HIGH-QUALITY MANAGEMENT: As noted on page 21, Bridgeway's leadership brings a wealth of experience in a number of key areas, including educational leadership, educational programming, business development and management, grant writing and administration, and marketing/Founder and CEO/Superintendent, Dr. Natalie Davenport, has 31 years of experience in education, which includes 25 years as CEO of a Texas-based mental health and educational company with offices in five cities, serving students in charter and community schools throughout the state. She has served as assistant professor in Education and School Psychology for Texas A&M University, Commerce and as a TSII monitor, assisting Texas Education Agency's department of special education in monitoring special education programs throughout the state. Her commitment to provide quality educational supports to all children and their families regardless of the ability to pay while striving to prepare them to engage in all aspects of life as adults will continue to guide Bridgeway Preparatory Academy during the funding period and beyond.

PROJECT EVALUATION/PROGRESS MEASUREMENT: Bridgeway will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include **criterion- and norm-referenced test results** [Preschool Evaluation Scale, Texas English Language Proficiency Assessment System (TELPAS), MPG Pre-LAS Kindergarten Entry Assessment, CIRCLE Progress Monitor, LAS, LAS Links, MAP Psycho-social Behavior Rating Scale – Synergy Center for Wellness, and STAAR]; **staffing reports** (including performance reports and retention data); and **surveys/interviews** of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use JR3 WebSmart (student data management software) to track data.

POPULATION TO BE SERVED: Bridgeway's commitment is to recruit the largest number of students from within the districts that are of close proximity to our school. (Arlington, north Dallas, Carrollton-Farmers Branch, Fort Worth, Hurst-Euless-Bedford, Lewisville, and Richardson, and Lewisville ISDs). Additional public school districts and cities within the primary boundaries of Bridgeway include Coppell, Irving, and Plano ISDs. We anticipate also drawing students from the following private schools which focus on students with unique learning needs: The Fairhill School, The Shelton School, Vanguard Academy, The St Anthony School, The Winston School, The Alexander School, and Oak Hill Academy. Bridgeway's demographics are projected to be 16.4% African American, 63.2% Hispanic, 21.7% white, and 7.9% Asian. The student population is expected to be 60.9% economically disadvantaged, 27.7% ELL, 50.2% At-risk, 50% Special Education, and 10.3% gifted and talented.

PRIORITY/FOCUS SCHOOLS: We anticipate that at least 140 students, or approximately 49% of the total enrollment (286 students in year 1), will be drawn from area priority or focus schools. See the extensive list of area schools with these designations, beginning on page 36.

COMMITMENT TO COMPLETENESS/ACCURACY: The Bridgeway Preparatory Academy Charter School CEO/Superintendent assures TEA that this application meets and has adequately responded to Statutory Requirements 1-5. As a Subchapter D Open-Enrollment Charter School, Bridgeway Preparatory Academy is not required to respond to Statutory Requirements 6-15. In addition, Bridgeway Preparatory Academy meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 057851				Amendment # (for amendments only):	
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12					
Grant period: March 15, 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	\$271,200	\$0	\$271,200
Schedule #8	Professional and Contracted Services (6200)	6200	\$33,000	\$0	\$33,000
Schedule #9	Supplies and Materials (6300)	6300	\$359,750	\$0	\$359,750
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$136,050	\$0	\$136,050
Grand total of budgeted costs (add all entries in each column):			\$800,000	\$0	\$800,000

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

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: 057851			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 - Superintendent	1		\$30,000	\$0	\$30,000
5 Project coordinator - Principal	1		\$25,000	\$0	\$25,000
6 Teacher facilitator			\$	\$	\$
7 Teacher supervisor - Dean	1		\$22,500	\$0	\$22,500
8 Secretary/administrative assistant	1		\$15,000	\$0	\$15,000
9 Data entry clerk – PEIMS Coordinator	1		\$13,750	\$0	\$13,750
10 Grant accountant/bookkeeper			\$	\$	\$
11 Evaluator/evaluation specialist			\$	\$	\$
Auxiliary					
12 Counselor			\$	\$	\$
13 Social worker			\$	\$	\$
14 Community liaison/parent coordinator	2		\$23,250	\$0	\$23,250
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21 Business Manager	1		\$15,000	\$0	\$15,000
22 Director of Operations & Compliance	1		\$22,500	\$0	\$22,500
23 Dyslexia Specialist	1		\$8,000	\$0	\$8,000
Applied Behavioral Analyst	1		\$8,000	\$0	\$8,000
Special Populations Director	1		\$8,000	\$0	\$8,000
Maintenance	1		\$5,000	\$0	\$5,000
24	Subtotal employee costs:		\$196,000	\$0	\$196,000
Substitute, Extra-Duty Pay, Benefits Costs					
25 6112 Substitute pay			\$	\$	\$
26 6119 Professional staff extra-duty pay – Teacher training			\$30,000	\$0	\$30,000
27 6121 Support staff extra-duty pay			\$	\$	\$
28 6140 Employee benefits (20%)			\$45,200	\$0	\$45,200
29 61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs		\$75,200	\$0	\$75,200
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$271,200	\$0	\$271,200

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

Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **057851**

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	Information Technology Specialist	\$10,000	\$0	\$10,000
2	Staff Development - Curriculum	\$4,000	\$0	\$4,000
3	Staff Development - Instruction	\$8,000	\$0	\$8,000
4	Staff Development - Data Disaggregation	\$4,000	\$0	\$4,000
5	Staff Development - Social - emotional development	\$7,000	\$0	\$7,000
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$33,000	\$0	\$33,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$33,000	\$0	\$33,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057851

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	Adaptive PE equipment	\$7,500	\$0	\$7,500
2	Adaptive therapy equipment	\$7,500	\$0	\$7,500
3	Specialized desks (25 @ \$1,000)	\$25,000	\$0	\$25,000
4	Robotics curricula and materials	\$100,000	\$0	\$100,000
5	Student laptops (50 @ \$750)	\$37,500	\$0	\$37,500
6	Student tablets (50 @ \$600)	\$30,000	\$0	\$30,000
7	Teacher laptops (15 @ \$800)	\$12,000	\$0	\$12,000
8	Admin laptops (15 @ \$800)	\$12,000	\$0	\$12,000
9	Printers (5 @ \$450)	\$2,250	\$0	\$2,250
10	Adaptive computers for visually and sensory impaired (15 @ \$1,000)	\$15,000	\$0	\$15,000
11	Communication devices for nonverbal students (15 @ \$1,000)	\$15,000	\$0	\$15,000
12	Visual learning software for GT	\$2,500	\$0	\$2,500
13	Greenhouse	\$2,500	\$0	\$2,500
14	Garden tools	\$750	\$0	\$750
15	3D printer (1 @ \$750)	\$750	\$0	\$750
16	Supplies for 3D printer	\$1,000	\$0	\$1,000
17	Whiteboards (15 @ \$750)	\$11,250	\$0	\$11,250
18	Document cameras (10 @ \$500)	\$5,000	\$0	\$5,000
19	Fine arts materials (props, music stands, costumes, sheet music, easels, etc.)	\$10,000	\$0	\$10,000
20	Student desks (200 @ \$150)	\$30,000	\$0	\$30,000
21	Student chairs (200 @ \$75)	\$15,000	\$0	\$15,000
22	Teacher desks (20 @ \$250)	\$5,000	\$0	\$5,000
23	Teacher chairs (20 @ \$100)	\$2,000	\$0	\$2,000
24	Admin desks (15 @ \$250)	\$3,750	\$0	\$3,750
25	Admin chairs (15 @ \$100)	\$1,500	\$0	\$1,500
26	Needs assessment for student evaluation and placement (instrument, nonconsumable)	\$5,000	\$0	\$5,000
Grand total		\$359,750	\$0	\$359,750

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: 057851		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: **057851**

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	Server	1	\$8,000	\$8,000	\$0	\$8,000
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12	Educational software (Imagine Learning, UNIQUE, etc.)	TBD	Various	\$50,050	\$0	\$50,050
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Meal preparation equipment (steamtables, warmers, refrigeration, etc.)	TBD	Various	\$15,000	\$0	\$15,000
20	Cafeteria tables/benches	10	\$2,500	\$25,000	\$0	\$25,000
21	Security camera system	1	\$20,000	\$20,000	\$0	\$20,000
22	Copier	1	\$8,000	\$8,000	\$0	\$8,000
23	Intercom system	1	\$10,000	\$10,000	\$0	\$10,000
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				\$0	\$0	\$0
Grand total:				\$136,050	\$0	\$136,050

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 AssessmentCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

COMMUNITY/EDUCATIONAL NEED: The goal of Bridgeway Preparatory Academy is to provide an inclusive, barrier-free, and personalized education for students in the margins while developing expert learners. Bridgeway will attract and actively recruit the students and families who are desiring an alternative option to meet their full potential. These families include students with unaddressed advanced talents and skills (those with advanced skills and maturation that are bored and unmotivated in the regular education environment) and students with unique learning, behavioral, social and emotional needs academic or language needs (those with social and emotional deficits causing isolation and finally students in the regular education environment who have experienced recurring interventions over a number of years with minimal success). Because of the tendency to teach to the average student, these children have historically been marginalized in the educational environment. The UDL framework offered at Bridgeway Preparatory Academy, is specifically designed to address the needs of this population.

Both in charter and community independent school district settings, the challenges of educating those students who present with unique learning, social and emotional strengths and weaknesses often go unaddressed or are remediated with minimal success. There is a need for a school that provides instruction for these students (cognitive and or language different to the gifted, unmotivated or bored) who are not reaching their full potential as a result of an educational environment that does not meet their needs. The needs of these students require creative flexibility in developing an academic, emotional, social and behavioral programmatic structure that is parent friendly (Li-Grining, Votruba-Drzal, Maldonado-Carreno & Haas, 2010). When students have family involvement, a creative educational environment that supports their academic and social adjustment, emotional regulation, physical health and cognitive development, the prospects for secondary success increase drastically. (Hair, Halle, Terry-Humen, Lavelle & Calkins 2006).

PROCESS: Bridgeway Academy conducted the following activities when assessing its need for Public Charter School Startup Grant resources:

- Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, Priority/Focus schools, etc.);
- Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics);
- Review of staffing needs and school leadership team qualifications (experience, prior appraisals, expertise, and special skills) in light of Bridgeway's unique and specialized, UDL-focused approach to teaching and learning;
- Review of planned curriculum materials needed and related school operational costs;
- Informal interviews with prospective parents and business/community members; and
- Reflection on previous experiences in charter school leadership and lessons learned.

ALIGNMENT WITH GRANT GOALS/OBJECTIVES: There is currently no model like Bridgeway's in the state of Texas. This innovative charter will provide a paradigm-shifting, individualize, brain-based model of education that features community integration in education through a focus on civic responsibility and the arts as well a personalized approach to teaching and learning.

Bridgeway's leadership and founding team identified the following top five needs to address with resources from this Public Charter School Program Startup Grant.

Students with unaddressed advanced talents and skills and/or unique learning, behavioral, social and emotional, academic, or language needs require:

1. A holistic, personalized approach to education;
2. An individualized educational plan with clearly articulated goals;
3. Teachers who are well trained in the use of multiple approaches and resources;
4. That technology be meaningfully and thoughtfully integrated into the curriculum; and
5. Frequent and timely feedback on their performance.

Please see the following page for the plan to use funds from this startup opportunity to address these five key needs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **057851**

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.	Students with unaddressed advanced talents and skills and/or unique learning, behavioral, social and emotional, academic, or language needs require a holistic, personalized approach to education.	Bridgeway students will experience an education that is the result of proactive planning, that anticipates needs, addresses different learning abilities, and eliminates learning barriers while maintaining the rigor of the lesson. Universal Design for Learning (UDL) views education as though there is no average student and by providing multiple means of representation, action and expressions, and engagement, teachers effectively remove all barriers to learning, while providing a personalized plan of instruction. Grant funds will provide: Specialized staffing (Dyslexia Specialist, Applied Behavioral Analyst, Special Populations Director, Community Outreach Coordinator, and Parent Liaison), staff development (curriculum, instruction, data disaggregation, and social-emotional development), specialized desks and technology, adaptive PE equipment, and a wide range of curriculum materials.
2.	Students with these unique learning needs require an individualized educational plan with clearly articulated goals.	UDL, through proactive planning, eliminates barriers, maintains rigor and introduces activities that are motivating and relevant to the student. The planning for individualized learning through the UDL approach is accomplished by implementing four critical elements (Lawrence 2011). These include goals, intentional planning for learner variability, flexible methods and materials and timely progress monitoring. Clearly articulated goals are an essential part of the learning process at BPA. Revealing the end goal in learning allows students to see the big picture, and make connections relevant to their learning outcomes. Clearly articulating goals enable students to understand why the learning objectives are important rather than focusing on disconnected details, thus giving them a sense of purpose and relatedness. Grant funds will provide: Teacher training and professional development and specialized curriculum materials.
3.	Students with unique learning needs require teachers who are well trained in the use of multiple approaches and resources.	The use of multiple approaches and resources enable teachers to reach a broad range of learner variability within the inclusive educational environment while considering the preferences of each learner (Metcalf 2011). Through the use of varied activities and technology, lessons and assessments can be designed to meet the needs of the individual student. Grant funds will provide: Summer training and professional development for all staff and specialized curriculum materials.
4.	Students with these unique learning needs require that technology be meaningfully and thoughtfully integrated into the curriculum.	The use of multiple approaches and resources enable teachers to reach a broad range of learner variability within the inclusive educational environment while considering the preferences of each learner (Metcalf 2011). Through the use of varied activities and technology, lessons and assessments can be designed to meet the needs of the individual student. Bridgeway will develop computer-literate learners who understand the utility of technology. In addition to infusing technology into all course lessons and activities we will offer a technology application class for students. To support our commitment to developing computer literate learners, extended learning opportunities through a TEKS aligned robotics program will provide an after-school opportunity to engage for those who demonstrate an interest. Grant funds will provide: Specialized technology, adaptive PE and therapy equipment, communication devices for nonverbal students, and visual learning software for gifted and talented students.
5.	Students with these unique learning needs require frequent feedback on their performance.	feedback of performance allows for reflection and new understandings to support student outcomes. With the use of technology, assessment is easily available enabling teachers to utilize their time providing curricular changes and modified student supports. For students, transparent assessment provides the opportunity to review performance through clear understandable means (graphs, charts, matrices), facilitating motivation to take ownership and be more self-reflective (Hall et al 2003). Grant funds will provide: Ongoing training and support for teachers to collect and use student data to improve academic performance.

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Schedule #14—Management PlanCounty-district number or vendor ID: **057851**

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.	CEO/ Superintendent	Bachelor's, Master's, and Doctorate degrees held; 31 years' experience in education and 25 years as CEO of a Texas-based educ. company, managing 100+ employees and consultants
2.	Principal	3+ years as a highly effective teacher and leader; able to lead teams of adults to achieve ambitious student achievement goals; Bachelor's and Master's in education required; Bilingual preferred.
3.	Dean/Assistant Principal	3+ years as a highly effective teacher and leader with expertise in curriculum development and data disaggregation/interpretation; Bachelor's and Master's in education required; Bilingual preferred.
4.	Teachers	Bachelor's degree and certification in the subject matter(s) taught required (as appropriate to the position); demonstrated competence in teaching; public/charter school experience preferred
5.	Consultants/ Trainers	External professional development (PD) providers will be selected by the CEO/Superintendent who will seek testimonials on results from prior clients and verify the research basis for all PD

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

#	Objective	Milestone	Begin Activity	End Activity
1.	By 6/31/20, at least 85% of PK students will score at grade and age level readiness as measured by CIRCLE.	1. All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2. All teachers partic in 40 hrs/year of content-rel PD	07/01/2018	06/30/2020
		3. At least 60% students meet std on benchmark test	01/31/2019	12/20/2020
		4. At least 75% students meet std on benchmark test	09/01/2019	03/15/2020
		5. Students not meeting std will receive additional academic interventions and intensive supports	09/01/2018	06/30/2020
2.	By 6/30/20, at least 85% grade K -2 students will make one year of progress in reading and math on MPG or MAP	1. All classrooms staffed with highly qualified tchrs	06/30/2018	07/31/2020
		2. All teachers partic in 80 hrs/year of content-rel PD	07/01/2018	06/30/2020
		3. At least 60% students meet std on benchmark test	01/31/2019	12/20/2020
		4. At least 75% students meet std on benchmark test	09/01/2019	03/15/2020
		5. Students not meeting std will receive additional academic interventions and intensive supports	09/01/2018	06/30/2020
3. and 4.	By 6/30/20, at least 85% of all gr 3 students will score Satisfactory or higher on STAAR Math (obj #3) and Reading (obj #4)	1. All classrooms staffed with highly qualified tchrs	06/30/2018	07/31/2020
		2. All teachers partic in 80 hrs/year of content-rel PD	07/01/2018	06/30/2020
		3. At least 60% students meet std on benchmark test	01/31/2019	12/20/2020
		4. At least 75% students meet std on benchmark test	09/01/2019	03/15/2020
		5. Students not meeting std will receive additional academic interventions and intensive supports	09/01/2018	06/30/2020
5.	By June 30, 2020 at least 95% of all students from 2018-19 will re-enroll	1. All parents invited to participate in site-based decision-making and campus academic events	08/01/2018	07/31/2020
		2. At least 75% of parents attend at least 1 academically focused workshop, training, or event	08/01/2018	05/30/2020
		3. 100% of parents receive calls, emails, newsletters	08/01/2018	05/30/2020
		4. 100% parents contacted re: student achievement and additional supports needed	09/01/2018	05/30/2020
		5. At least 85% of parents report satisfaction with academics and school operation (annual survey)	05/01/2019	06/30/2020

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: **057851**

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.

It is our belief that frequent feedback of performance allows for reflection and new understandings to support student outcomes. With the use of technology, assessment is easily available enabling teachers to utilize their time providing curricular changes and modified student supports. For students, transparent assessment provides the opportunity to review performance through clear understandable means (graphs, charts, matrices) facilitating motivation to take ownership and be more self-reflective (Hall et al 2003).

Timely Progress Monitoring: Every student receives feedback as a result of frequent and timely formative and summative assessment that allows for reflection and new understandings to support student outcomes. Because of the infusion of technology in all aspects of UDL, with assessment, the teacher's time is spent providing curricular changes and modified student supports resulting in effective and timely interventions. Likewise, students have the opportunity to review their work through student friendly representations (graphs, charts and visual representations) thus allowing them to be more self-reflective which may enhance motivation as well (Hall, Vue & Mengel 2003).

Internal Communication and Coordination: Bridgeway's CEO/Superintendent, together with the Principal and Assistant Principal/Dean, will work together to ensure the following: **Weekly**—Leadership team and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate; **Monthly**—CEO/Superintendent meets with school board and business and community partners to communicate updates and monitor and adjust project activities and management; leadership team schedules teachers and support staff to attend and participate in professional development; and **Semi-annually**—CEO/Superintendent (as supported by Principal, Assistant Principal/Dean, support staff, teachers, data personnel, and others) completes evaluation reports as required by TEA and reports results to the Bridgeway learning community and others as appropriate.

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.

At all stages of project implementation and management, the Bridgeway Preparatory Academy CEO/Superintendent will involve the Principal and data and finance personnel, who will work together to oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Keeping accurate procurement records.

In addition, Bridgeway and its charter holder, Texas Programs for Alternative Education, is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **057851**

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.	QUANTITATIVE: Review of student achievement data (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent/available criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers participate in weekly data disaggregation discussions and planning
		3.	Objectives 1-5 are achieved (see page 17)
2.	QUANTITATIVE: Review of student data management system and teacher use	1.	All teachers trained in student data management
		2.	100% of teachers use data to inform and personalize instruction
		3.	100% of teachers use (and are assessed on) Universal Design for Learning, individual education plans, clearly articulated goals and objectives
3.	QUANTITATIVE & QUALITATIVE: Review of staffing (open/filled positions, performance, satisfaction, retention)	1.	All instructional and support staff positions filled by 08/01/2018
		2.	At least 85% of teachers perform satisfactory or above on their combined appraisals each year
		3.	Teacher retention is 85% or higher by 07/31 each successive year
4.	QUALITATIVE: Review of survey/focus group/interview data (teacher/staff, parents, students)	1.	Faculty/staff satisfaction is 85% or higher based on anonymous annual survey
		2.	Leadership Team administers surveys for teachers/staff, parents, and students by which to evaluate program satisfaction as a success indicator
		3.	Leadership Team administers surveys, focus groups, and/or interviews to collect data to determine project effectiveness and success

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.

Assessment will be guided by the Texas Essential Knowledge and Skills (TEKS) instruction through the use of the Universal Design for Learning Framework. Data collection for assessment and evaluation purposes will take place on a **weekly, monthly, six-week data cycle, quarterly, and yearly basis** depending on the type of data being collected to identify and monitor specific learning competencies, strengths, and weaknesses, to guide instruction, and to support the students' overall success. **Initial assessment** of students in the form of observation, record review, formal and informal measures, and interviews will provide a baseline measure of student performance. **Weekly and six-week data cycle assessment** will make use of a wide variety of tools and take into consideration the principles of UDL (representation, engagement, action, and expression). Teachers will use multiple instructional approaches based on individual student, groups, and class needs and goals. Bridgeway will use **qualitative and quantitative data methods and analysis as well as both formative and summative assessments** to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments include **criterion- and norm-referenced test results** [Preschool Evaluation Scale, Texas English Language Proficiency Assessment System (TELPAS), MAP for Primary Grades (MPG), Pre-LAS Kindergarten Entry Assessment, CIRCLE Progress Monitor, Language Assessment Scale (LAS), LAS Links, Northwest Education Association's Measures of Academic Progress (NWEA MAP), a psycho-social assessment – Synergy Center for Wellness, and STAAR]; **staffing reports** (including performance reports and retention data); and **surveys/ interviews** of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use JR3 WebSmart (student data management software) to track data. The Principal, AP/Dean, and Special Education Director, along with the ESL specialist and the assessment specialist will be **responsible for planning all assessment/ evaluation activities**. The assessment coordinator, assessment specialists, and teachers will be **responsible for collecting assessment data**. Learning teams will **review assessment data** with the support of the administrator, special education director and respective coordinators (SpEd, ESL, 504). Assessment data will be compared among student groups to ensure that progress is being made within subgroups and when compared to overall student performance.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

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

Bridgeway Preparatory Academy Charter School is a campus operated by Texas Programs for Alternative Education., which has been authorized by the Texas Education Agency as a Generation 22 **Subchapter D, Section 12.101 Open-Enrollment Charter School** in accordance with State Board of Education rules and policies. As such, Texas Programs for Alternative Education, dba Bridgeway Preparatory Academy, is a local education agency (LEA).

The members of the Board of Directors are responsible for providing governance for Bridgeway Preparatory Academy. The CEO/Superintendent will report to the Board regarding all aspects of operations and finance. The Board will oversee operations and maintain the legal and ethical accountability of its staff and volunteers. Board members will receive no compensation or reimbursement for their service.

The Board of Directors is composed of six members with rotating appointments to ensure that there are experienced members seated at all times. Board terms are for four years. The founding six board members will serve through 2019 before the opportunity for reappointment. As the Bridgeway Preparatory Academy school expansion takes place, at least one member of the governing board will be chosen from the city of each existing school site.

The governance structure of the School Board of Bridgeway Preparatory Academy is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025 as it relates to Relationships by Consanguinity or Affinity.

Current board members include:

1. Kathy St. Clair, CPA and former comptroller of a private school
2. Dr. Brandy DeDe, a Licensed Specialist in School Psychology has been dedicated to the plight of children in poverty for many years;
3. Dana Glazier, a senior grant writer for the United Way organization;
4. Larry Lundy, the owner of Lundy Marketing group;
5. Diane Jones, a regional director for special programs for Great Hearts Charter School with a forty-year history in education;
6. Pamela Ward, a former Associate Superintendent of a charter school and current Special Education Administrator

The Board of Directors will meet monthly. Notice for all Board meetings will be posted 72 hours in advance. Emergency board meetings will be called as needed. All meetings will be open to the public with the exception of executive sessions.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.**Note: All applicants must address this statutory requirement.**

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

The primary source of funding for the continued operation of Bridgeway Preparatory Academy Charter School once the Federal start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2018-19 school year, this will be based on an estimated enrollment of 286 students in grades PK4 – grade 2 and 780 students in grades PK3 – grade 5 at capacity. Bridgeway will continue to add a class and grade level each year until we reach full PK4 through grade 5 enrollment in 2024-25.

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, annual fundraising events, grants from local foundations, and State and Federal sources.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

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

Not applicable.

Bridgeway Preparatory Academy has requested no waivers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057851

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Bridgeway Preparatory Academy Charter School understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCS program supports the federal program with the following goals:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and
- Expand the number of high-quality charter schools available to students.

Bridgeway is requesting a total of \$800,000 in start-up funding to accomplish the purpose, goals, and objectives of the grant as delineated on page 17. Additional detail is as follows:

Payroll and Benefits (@ 20%) in the amount of \$271,200 will support school operations staff (Superintendent, Principal, Dean, Business Manager, Director of Operations and Compliance, Assistant, PEIMS Coordinator, and Maintenance personnel) as well as specialized staff (Dyslexia Specialist, Applied Behavioral Analyst, Special Populations Director, Community Outreach Coordinator, and Parent Liaison) during the planning phase of the funding period. Additionally, payroll/benefits funds will provide summer training for teachers and staff in Bridgeway's specialized methods of instruction, assessment, and data disaggregation.

Professional and Contracted Services in the amount of \$33,000 will provide an Information Technology Specialist as well as professional development for teachers and staff in curriculum, instruction, and data disaggregation.

Supplies and Materials in the amount of \$359,750 will purchase adaptive PE and therapy equipment, specialized desks, adaptive computers for visually and sensory impaired students, communication devices for nonverbal students, visual learning software for gifted and talented students, a broad range of nonconsumable curriculum materials, furniture for staff and students, technology for school operations as well as teaching and learning (tablets, laptops, printers, document cameras, whiteboards, etc.), and nonconsumable materials for student evaluation and placement.

No Other Operating Costs are being requested.

Capital Outlay in the amount of \$136,050 will provide a server, cafeteria equipment for meal preparation, cafeteria tables/benches, a security camera system for staff and student safety, a copier, and an intercom system for campus communication.

School leaders and finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

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

A hallmark of Bridgeway Preparatory Academy Charter School is that its CEO/Superintendent, Dr. Natalie Davenport, is an expert in Special Education with a total of 31 years of experience in the field of education. In 1991, Dr. Davenport received her Ph. D. in Education with an emphasis in Special Education and School psychology and returned to Dallas to open her firm. Diagnostic Assessment Services is a mental health and educational resources company serving over 100 charter school campuses in the state of Texas. At the beginning of the Texas charter school movement, Dr. Davenport assisted numerous charter school programs in their initial development building compliant special education programs. Additionally, as a TSII monitor, Dr. Davenport assisted the department of special education of the Texas Education Agency in monitoring special education programs throughout the state of Texas.

Bridgeway will fully comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.

Bridgeway will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

Bridgeway expects the population of students entering identified by 504, Rtl, Special Education, gifted and talented, At Risk, and or ELL to be at higher percentages as a result of ongoing community outreach initiatives. This includes a Special Education population of at least 50%. (See also projected demographics, page 8.)

The UDL framework and community learning approach, which includes **individual community learning plans and clearly articulated goals for every student**, is especially beneficial for the student diagnosed with a need for supplementary aids and services. Special Education students along the continuum will be placed appropriate to their IEP's, throughout the inclusive classrooms to ensure a balance that offers diversity and inclusiveness. With the resources to design and implement instruction individualized to the need of each child, students will be educated to the greatest extent possible along with non-disabled peers. **Initially, a placement ARD/IEP meeting will be conducted upon entry into the school.** With parent consent, previous school personnel and additional agencies supporting the student will be invited to the meeting. Along with other school records and documentation, the community learning needs assessment will be presented to the team for consideration in developing the students individualized education program (IEP). **While inclusion is our commitment, a full continuum of placements will be offered and educational decisions will be based on student need.** A number of additional supports will also be found within the school to ensure that the student in special education can participate to the maximum extent possible in all aspects of the school environment, despite their differences. (Athletics, cheerleading, and extracurricular clubs). Moreover, Bridgeway Preparatory Academy will eventually offer additional therapies often conducive to maximum student engagement including art and music therapy and applied behavioral analysis interventions.

Extended educational options for the twice exceptional student (gifted and talented with unique abilities): The evaluation of learners' gifts will be conducted using a multiple intelligence framework. These students typically face many frustrations as they possess superior skills in one or more areas with deficits in others (behavior, academic, social). To ensure a successful placement for this group of students, extended programming will be made available during the day and in after school enrichment. Academically these students will have the opportunity to engage in acceleration and dual enrollment within the school structure. Under the UDL lens teachers can extend learning opportunities during the planning stage because of the knowledge of a student's individual abilities. We understand that with twice exceptional learners providing opportunities to challenge the gifts while addressing the difference is essential.

Finally, ELL, Special Education, economically disadvantaged and **twice exceptional learners (gifted and talented with unique abilities)** will benefit from instructional approaches that include **technology-based instruction including intelligent adaptive learning and blended learning models** (Kerns, 2013). Intelligent adaptive learning is a computer based/on line learning platform that adapts and grows as student's progress in learning. Thus, the students' own information can be used to adjust, pace and guide the learning experiences while providing formative and summative evaluation data (Kerns 2013).

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

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

Not applicable.

Bridgeway Preparatory Academy is not a Subchapter C Campus Charter School.

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Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

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

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Not applicable.

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Amendment # (for amendments only):

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

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Amendment # (for amendments only):

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

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Not applicable.

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Amendment # (for amendments only):

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

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

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

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Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 12: Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

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

Not applicable.

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Amendment # (for amendments only):

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

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

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

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

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

Not applicable.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

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

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

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

Not applicable.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **057851**

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2018-2019. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	52	78	78	78	0	0	0	0	0	0	0	0	0	0	286
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	52	78	78	78	0	0	0	0	0	0	0	0	0	0	286

Not Applicable – No students will be served during the 2018-2019 school year. ☐

Total Staff 35.5

Total Parents* 429

Total Families* 229

Total Campuses 1

TEA Program Requirement 2: Population to Be Served in 2019-2020. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2019-2020 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	156	78	78	78	78	0	0	0	0	0	0	0	0	0	468
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	156	78	78	78		0	0	0	0	0	0	0	0	0	468
Total Staff															52
Total Parents*															702
Total Families*															375
Total Campuses															1

* # of parents are estimated as 1.5 x # of students. # of families is estimated as .8 x # of students.

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

County-district number or vendor ID: 057851

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2018-2019 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)	25	35	40	40	0	0	0	0	0	0	0	0	0	0	140
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	25	35	40	40	0	0	0	0	0	0	0	0	0	0	140

Not Applicable – No students will be served during the 2018-2019 school year.

**TEA Program Requirement 4: For 2018-2019, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
Priority Schools			
1	Dallas ISD	Conner EL	057905129
2	Dallas ISD	Junkins EL	057905279
3	Dallas ISD	Carr EL	057905122
4	Dallas ISD	Truett EL	057905218
5	Dallas ISD	Hernandez EL	057905269
6	Dallas ISD	Bayes EL	057905108
7	Dallas ISD	Rowe EL	057905232
8	Dallas ISD	Hotchkiss EL	057905159
9	KIPP Dallas-Fort Worth	KIPP Destiny EL	057837101
10	Lewisville ISD	Central EL	061902101
Focus Schools			
11	Carrollton-Farmers Branch ISD	McKamy EL	057903124
12	Carrollton-Farmers Branch ISD	McWhorter EL	057903129
13	Carrollton-Farmers Branch ISD	Sheffield EL	057903125
14	Irving ISD	Farine EL	057912113
15	Irving ISD	Lee EL	057912111
16	Lewisville ISD	B B Owen EL	061902115
17	Lewisville ISD	Camey EL	061902107
18	Lewisville ISD	Creekside EL	061902116
19	Lewisville ISD	Degan EL	061902106
20	Lewisville ISD	Hedrick EL	061902105
21	Lewisville ISD	Lewisville EL	061902143
22	Lewisville ISD	Peters Colony EL	061902109
23	Lewisville ISD	Rockbrook EL	061902139

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24	Lewisville ISD	Stewarts Creek EL	061902111
25	Plano ISD	Barron EL	043910149
26	Plano ISD	Davis EL	043910111
27	Plano ISD	Forman EL	043910109
28	Plano ISD	Huffman EL	043910120
29	Plano ISD	McCall EL	043910135
30	Plano ISD	Meadows EL	043910102
31	Plano ISD	Memorial EL	043910105
32	Richardson ISD	Aikin EL	057916135
33	Richardson ISD	Audelia Creek EL	057916144
34	Richardson ISD	Forestridge EL	057916120
35	Richardson ISD	Greenwood Hills EL	057916104
36	Richardson ISD	Mark Twain EL	057916115
37	Richardson ISD	Northlake EL	057916121
38	Richardson ISD	Skyview EL	057916126
39	Richardson ISD	Stults Road EL	057916114
40	Richardson ISD	Thurgood Marshall EL	057916146
Not Applicable – No students will be served during the 2018-2019 school year.			<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057851

Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: **057851**

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 checked="" 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 checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Provide on-site certified VI teacher/Consultant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Implement UDL instructional framework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Implement UDL instructional Framework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Implement Blaze Sports Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Provide Parent/School Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input 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	Maintain full time substitute positions	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Provide automated information system for families in native language	<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 checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Z99	Other barrier				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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