

**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>
Grant Period:	March 15, 2018, to July 31, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 JAN 30 PM 8:04 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
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: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	
<u>Schedule #1—General Information</u>		
Part 1: Applicant Information		
Organization name	County-District #	Campus name/#
Promesa Public Schools	227824	Promesa College Prep Brownsville
Vendor ID #	ESC Region #	DUNS #
26-1609474	13	015077978
Mailing address	City	State
1944 East Alton Gloor Blvd.	Brownsville	TX
		ZIP Code
		78526
Primary Contact		
First name	M.I.	Last name
Salvador		Cavazos
Telephone #	Email address	Title
512-986-0891	Sal.cavazos@swkey.org	Vice President of Education
Secondary Contact		
First name	M.I.	Last name
Elizabeth		McCarthy
Telephone #	Email address	Title
713-540-3629	Eegrz01@aol.com	Program Director
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
Jaime		Huerta	Superintendent
Telephone #	Email address	FAX #	
361-455-9010	jhuerta@eaprep.org		

Signature (blue ink preferred)

Date signed

1/30/2018

Only the legally responsible party may sign this application.

701-18-104-020

Schedule #1—General Information

County-district number or vendor ID: 227824

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: 227824

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 and 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

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		<p>regard to the school's curriculum, calendar, budget, and daily operations, and 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 <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</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 Assurances

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x 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 <u>will 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 above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.</p>

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227824

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.

The vision of Promesa College Brownsville is to have a school that performs effectively in a self-directed environment and that challenges old assumptions while still seeking innovative ways to excel in educational programs that cater to the high-risk, underserved, impoverished student. Ninety five percent of the students that will be served by Promesa College Prep Brownsville will be low-income, minority children. We want our campus -based and off campus- based programs to meet or exceed the expectations of students, faculty and employees. Promesa College Prep Brownsville have three main objectives for this grant. The first one will be that by the fall of 2019, at least 80% of entering students will meet state standards on the STARR state accountability test in mathematics and reading. The second is that by the fall of 2019, we will have maintained a dropout rate of less than 0.7 percent. The third will be that by the fall of 2019, we will have increased enrollment by at least 14.2 percent. We will continue to evaluate our progress in meeting our goals. The Promesa College Prep Brownsville campus will use the 2017 Texas Assessment Test results for baseline data and comparing. The data will be assessed, compared and disaggregated by gender, poverty status, ethnicity, English proficiency and disability. Student attendance will be closely monitored and reported to the TEA and to the parents. Our team has over 50 years of combined experience in the education system, with 30 of those years in operating charter schools. Our teams understand that parents are removing their children from public schools because of communication problems with teachers and administrators, violence in the schools, lackluster programs and poor student achievement. Our experience brings true passion and understanding to the importance of providing a unique, healthy environment for learning. Parent involvement is a key in monitoring the student's attendance. Our teachers and staff will take every step necessary to keep parents informed, including home visits. Promesa College Prep Brownsville will keep our channels of communication with the community open, advising parents and students of their educational options. Providing a high-quality education and sharing our academic success with community and government agencies will allow us to continue to grow our enrollment. We will use the funds provided to us to continue to expand the number of high quality charter schools available to students. Promesa College Prep Brownsville will use the grant funds to assist in the planning, program design and the initial implementation of the proposed charter school. We will continue to conduct evaluations on the progress of the school, its programs and on its students, student achievement, staff and parents. We are knowledgeable of our guidelines and will comply with all educational and charter school laws, including 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. Our goal is to ensure that all of our students are receiving a quality education. Our leadership team has set high goals and is driven by action and results. We are able to make decisions on a day- to- day basis, ensuring that all educational and financial goals are met. Our leaders will use data, think through problems and follow up with targeted action. The leadership team will use a hands-on approach to problem solving to ensure that everyone can follow the plan that has been approved by the board of directors, parents, teachers and other members of our management team. Our leaders will exhibit confidence that all of our organizational goals can be reached, or even exceeded. The leaders will focus on developing staff skills over time and on using influence to foster immediate action toward the school's short and long term needs. Our board of directors has empowered our leadership team to make all of the necessary budget, calendar and curriculum decisions needed to secure the ultimate success of our school.

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<u>Schedule #6—Program Budget Summary</u>					
County-district number or vendor ID: 227824			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	<u>Planning Activity:</u> Direct Program Costs	<u>Implementation Activity:</u> Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$43,939		\$43,939
Schedule #8	Professional and Contracted Services (6200)	6200			
Schedule #9	Supplies and Materials (6300)	6300		\$147,000	\$147,000
Schedule #10	Other Operating Costs (6400)	6400	\$30,000		\$30,000
Schedule #11	Capital Outlay (6600)	6600	\$578,150		\$578,150
Grand total of budgeted costs (add all entries in each column):			\$652,089	\$147,000	\$799,089

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: 227824				Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs	
Academic/Instructional						
1 Teacher						
2 Educational aide						
3 Tutor						
Program Management and Administration						
4 Project director						
5 Project coordinator						
6 Teacher facilitator						
7 Teacher supervisor						
8 Secretary/administrative assistant	4		\$14,619.60	\$0	\$14,169.60	
9 Data entry clerk						
10 Grant accountant/bookkeeper						
11 Evaluator/evaluation specialist						
Auxiliary						
12 Counselor	2		\$8,104.80		\$8,104.80	
13 Social worker						
14 Community liaison/parent coordinator						
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21 Principal	1		\$8,557.40		\$8,557.40	
22 Assit. Principal	1		\$6,007.40		\$6,007.40	
23 Parent Liason	1		\$6,650.00		\$6,650.00	
24	Subtotal employee costs:		\$43,939.20		\$43,939.20	
Substitute, Extra-Duty Pay, Benefits Costs						
25 6112	Substitute pay					
26 6119	Professional staff extra-duty pay					
27 6121	Support staff extra-duty pay					
28 6140	Employee benefits					
29 61XX	Tuition remission (IHEs only)					
30	Subtotal substitute, extra-duty, benefits costs					
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$43,939.20		\$43,939.20	

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

County-district number or vendor ID: 227824		Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$	\$

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: 227824			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	Reading Materials		\$22,000.00	\$22,000.00
2	Tutorial Materials		\$35,000.00	\$35,000.00
3	Purchase Curriculum		\$90,000.00	\$90,000.00
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
15		\$	\$	\$
16		\$	\$	\$
17		\$	\$	\$
18		\$	\$	\$
19		\$	\$	\$
20		\$	\$	\$
Grand total		\$	\$147,000.00	\$147,000

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 #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 227824		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:	\$30,000.00		\$30,000.00
Grand total:		\$30,000.00		\$30,000.00

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.

\$30,000.00 for adverting of the new school- Billboards, flyers, door hangers.

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Schedule #11--Capital Outlay (6600)						
County-District Number or Vendor ID: 227824				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669--Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A			
66XX--Computing Devices, capitalized						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
66XX--Software, capitalized						
12	Microsoft License	68	\$110.00	\$7,480		\$7,480
13						
14						
15						
16						
17						
18						
66XX--Equipment, furniture, or vehicles						
19	Cafeteria Tables	50	\$325.000	\$16,250		\$16,250
20	Teacher Classroom Furniture	48	\$1765.00	\$84,720		\$84,720
21	Student Desk Charis	1200	\$75.00	\$90,000		\$90,000
22	Copiers	6	\$16,500	\$99,000		\$99,000
23	Scantron	3	\$2,500	\$7,500		\$7,500
24	Laminating Machine	3	\$3,500	\$10,500		\$10,500
25	Elmo's Projectors Installed	48	\$2,250	\$108,000		\$108,000
26	Printers	68	\$1,300	\$88,400		\$88,400
27	Computers-Teachers	48	\$975	\$46,800		\$46,800
28	Computers-Staff	20	\$975	\$19,500		\$19,500
66XX--Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29						
Grand total:				\$578,150		\$578,150

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

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227824

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.

Promesa College Prep Brownsville will serve an academically, socially and economically at-risk population that is less affluent and clearly in great need of additional resources, extended learning time and instructional excellence. In addition, Promesa College Prep Brownsville will serve many students who are on wait lists in other charter schools in the Brownsville area.

We envision a school that realizes that life and learning are adventures to be experienced. Promesa College Prep Brownsville will invite students to explore and engage the world around them. We want to challenge them intellectually, physically and emotionally. Through our demanding challenge-based curriculum, students collaborate with peers, solve real world problems and display their work with pride.

Promesa College Prep Brownsville will have three main objectives for this grant. The first one will be that by the fall of 2019, at least 80% of all students who are assessed will have an acceptable performance on Starr. The second is that by the fall of 2019, we will have maintained a dropout rate of less than 0.7 percent. The third will be that by the fall of 2019, we will have increased enrollment by at least 14.2 percent. We will continue to evaluate our progress in meeting all of our goals. Promesa College Prep Brownsville will use student's 2017 TASK results for baseline data and comparing. The data will be assessed, compared and disaggregated by gender, poverty status, ethnicity, English proficiency and disability. Student attendance will be closely monitored and reported to the TEA and to parents. Parent involvement is a key component in monitoring student attendance. Our teachers and staff members will take every step necessary in keeping parents informed, including home visits. Promesa College Prep Brownsville will keep our channels of communication with the community open, advising parents and students of their educational options. Providing a high quality education and sharing our academic success with community and government agencies will allow us to continue to grow our enrollment.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227824

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.	Need for STAAR preparation and early testing experience for students, beginning in elementary school.	Eighty percent of our students are reading below grade level, as measured by the Development Reading Assessment (DRA). We will increase achievement scores by 1.5 percent within one year of enrollment in our school.
2.	Need to develop relationships with parents/guardians to assure that a true partnership between all parents and the students attending Promesa College Prep Brownsville and our staff is one that develops with a shared focus on successful preparations for college and the world beyond.	The teaching staff of Promesa College Prep Brownsville will conduct home visits to each student prior to the start of the school year to ensure that parents /guardians understand the importance of maintaining parent involvement throughout the school year.
3.	Provide a highly qualified, degreed staff and maintain a lower student -teacher ratio than the traditional public schools.	Promesa College Prep Brownsville will continue to provide rigorous training and staff development to ensure that a highly qualified staff is provided to each student. Securing the grant funds will allow more students to have a choice in education.
4.	Improve parent and educator communication	This grant will allow us to hire a Parent Liaison. Improving the communication between parent and educator. Increasing parent involvement resulting in higher student test scores.
5.	Curriculum Writing because we are providing a dual language program, we need a curriculum (lesson plans with identified materials and resources) one that integrates the dual language concepts with our TEKS, ELP and CCRS.	Through this grant program, we will allow us to purchase a curriculum that addresses the goals of all our students including those in our dual language program.

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By TEA staff person:

Schedule #14—Management Plan					
County-district number or vendor ID: 227824				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Superintendent	Jaime R. Huerta is currently the Superintendent for the charter holder, Promes Public Schools, Inc. Mr. Huerta brings over 15 years of experience in the field of education. He has worked in both the public and in the charter school environment. He has proven to be a true leader and excellent communicator.			
2.	Principal	Our Brownsville campus has hired Hector Chirinos as our Principal. Mr. Chirinos brings over ten years of experience as a highly qualified Principal to our organization. Mr. Chirinos understands the importance of providing and delivering an expositional quality educational program.			
3.	Parent Liaison	Our district understands the importance of a Parent Liaison. The individual that we hire will be responsible for developing and maintaining a system of resources within the community. They will also assist in the development and maintenance of positive relationships with parents and key stakeholders.			
4.	Student Counselors	Student Counselors represent a structure through which students in our school can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students. We are seeking an individual with a least 10 years of current experience to join our team			
5.					
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.	Communicate opening of campus	1.	Communicate the opening of the new campus to the community.	04/01/2018	08/01/2018
		2.	Placing Billboard ads	04/01/2018	08/01/2018
		3.	Notify community by sending out flyers, mailers etc.	04/01/2018	08/01/2018
2.	Hire New Staff	1.	Place job postings	04/01/2018	08/01/2018
		2.	Reach out to community to inform them of	04/01/2018	08/01/2018
		3.	Attending job fairs	04/01/2018	08/1/2019
3.	Purchase Materials	1.	Start the bid process for items needed such as materials, supplies and hardware for the students and teachers.	04/01/2018	07/15/2018
4.	Forming Committees	1.	Form Committees to help with student needs	04/01/2018	07/15/2019
		2.	Form committees to help with organizing and		
		3.	scheduling professional development opportunities		
		4.	for teachers		
5.	Purchase furniture	1.	Purchase furniture and equipment for students	05/01/2018	07/30/2018
		2.	and teachers first day of class.		
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: 227824

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 takes more than a passion for education to run a quality charter school. Our board of trustees fully understands our policies and their oversight role and is truly focused on identifying the appropriate tasks needed to address and implement those policies. Our faculty will maintain itself in a way that supports the provision of a quality education. Our teachers will be supported in their roles and enthusiastic about our mission. Our school has set high standards and will provide each of our students with the means to be successful. As school leaders, our staff will need to wear a variety of hats and carry out diverse responsibilities with great skill. We are committed to providing and sustaining the highest level of professional student development. We understand the need to comply with reporting all school activities, test grades, attendances, program progress and staff development. We will maintain the highest standards of reporting to the TEA, the SBOE, parents and the board. We will comply with the daily reporting requirements, such as student attendance and the free and reduced-price lunch participation. Our school will support and value the opinions of the community, our community leaders, students and their parents. All concerns and suggestions made to the school will be considered when evaluating our programs and the progress of our students. All of these components come with a cost and our leadership team will be responsible for creating a spending plan, identifying sources of revenue to pay for our school's needs and tracking our expenditures. We will have a formal review process preformed by the start-up committee, our leadership team, the board of trustees and teachers to monitor continuous improvement through multiple levels. We will assure that all required criteria have been met. Feedback would result from, but is not limited to, test results, parent evaluations, student evaluations and reports generated through PEIMS to identify any deficiency and respond swiftly with student intervening strategies. We will use our district's successful program to monitor and identify any student that is not performing to standards. We will meet weekly to review and analyze the student's progress and will make any recommendations needed to correct the deficiencies identified by the data collected.

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.

We will have a formal review process preformed by the start-up committee, our leadership team, the board of trustees and teachers to monitor continuous improvement through various multiple levels. We will assure that all required criteria has been met. Feedback would result from, but is not limited to, test results, parent evaluations, student evaluations and reports generated through PEIMS to identify any deficiency and respond swiftly with student intervening strategies. We will use our district's successful program to monitor and identify any student that is not performing to standards. We will meet weekly to review and analyze the student's progress and make any recommendations needed to correct those deficiencies identified by the data collected.

In addition to these processes for ongoing monitoring and continuous improvement, Promesa College Prep Brownsville will hire an external evaluator to help design an assessment plan that will provide both formative and summative feedback. Promesa College Prep Brownsville will use an outside evaluator who has previous experience in providing successful evaluation services. Our administrative team will incorporate any feedback into the regular planned meetings and will share this feedback with parents, teachers and the administrative staff involved in the grant project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227824

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.	Independent Evaluation	1.	Evaluate the program every 6 months making sure that all aspects are in compliance. Make sure that all funds are appropriated correctly. Our Start Up Committee will review and make changes if needed.
2.	Parent and Student surveys	1.	Conduct surveys throughout the grant periods to solicit feedback concerning the design and implementation phases of this project.
3.	Bi-weekly committee meetings	1.	Conduct meetings to review surveys ,reports and other data collected
		2.	allowing us to continue to meet the needs of our students
4.	Evaluation of test Results	1.	Make sure that all stakeholders, including those on a district level, analyze
		2.	test results, making any changes needed to the curriculum or method of
		3.	teaching.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The designated evaluation of the project will be detailed as well as complete and comprehensive. It will be undertaken in order to determine whether the project is achieving its goals, to identify unintended positive or negative outcomes and to acquire information that will help the staff to increase their effectiveness. In the outline of the evaluation, several factors have been considered. Great consideration was given as to what and how certain elements are to be evaluated, what a contextual element may bear on the evaluation and what resources are available. The process of assessment will be conducted weekly based on established benchmarks and then reviewed by the leadership team and school staff. The object of the formal evaluation will be identifying strengths and weaknesses while the project is being conducted so that ongoing improvements can be made. The leadership team and school staff will gauge the project elements from two different perspectives: The first one is overall effectiveness. Is the content or training method effective in achieving the specific outcome goals stated for the project? The second is efficiency. Is the process used to deliver the content having a positive impact on teaching techniques, community involvement and/or student achievement? We will have a formal review process performed by the start-up committee, our leadership team, the board of trustees and teachers to monitor continuous improvement through various multiple levels. We will assure that all required criteria has been met. Feedback would result from, but is not limited to, test results, parent evaluations, student evaluations and reports generated through PEIMS to recognize any deficiencies and to respond swiftly with student intervening strategies. We will use our district's successful program to identify and monitor any student that is not performing to standards. We will meet weekly to review and analyze the student's progress and to make any recommendations needed to correct the deficiencies identified by the data collected.

In addition to these processes for ongoing monitoring and continuous improvement, Promesa College Prep Brownsville will hire an external evaluator to help design an inspection plan that will provide both formative and summative feedback. Promesa College Pep Brownsville will use an experienced outside inspector who has previously performed successful evaluations. Our management team will incorporate all feedback into the regular planned meetings and will share it with the parents, teachers and the administrative staff involved in the grant project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.

Our Board of Trustees fully understands our policies and their oversight role and is truly focused on identifying the appropriate tasks needed to address and implement those policies into our schools. The experienced Board of Directors that oversee our district office will also oversee Promesa College Prep Brownsville. Promesa Public Schools, Inc. formerly known as The East Academia, Inc. is currently governed by a Board of Trustees. The four members, Chairman Alexia Rodriguez, Board Chair Ruth Hsu, Board Member Juan Sanchez and Board Member Marcelo Tafoya all bring a wealth of dedicated work ethic and wisdom to the organization. In addition, the board strongly supports the school's mission to create a new generation of high-performance public education that will enable all children, regardless of their social or economic background, to reach their height of academic achievement. These individuals are devoted to the mission of the school, love children and will work very closely with our superintendent and our leadership team. They believe that while some student's socio-economic background may set a high hurdle, it is by no means their destiny. Our district has maintained a solid relationship with our Region and utilizes all tools available to us. Our district's standing with the TEA and the SBOE has continued to display a solid accountability rating. TEA has awarded Promesa Public Schools, Inc. (district) with the accountability rating of Recognized for both of our campuses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.

Promesa College Prep Brownsville is an open-enrollment public charter school overseen by our district. Promesa Public Schools, Inc. governs two campuses that serve over 700 disadvantaged students. Developing and implementing a five year financial and educational plan is an important key to our progress. The majority of our funding will come from federal dollars. Enrolling and retaining students is necessary for the school's success. Providing the community with a clear vision of our mission and goals and sharing our district success will provide us with the enrollment needed to thrive. To make up for the gap between state and district revenues and the cost of running our schools, Promesa College Prep Brownsville school leaders and regional directors will raise funds from local and national foundations, individual donors, and corporate philanthropic initiatives. The school employs an experienced grant writer to secure additional funding available through federal, corporate and foundation grants. All these factors will ensure the continuous success of the school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.

No waivers needed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.

Charter schools around the country are facing an ever- increasing need to attract great teachers, leaders, students and support staff. Not an easy task when budgets are tight, resources strained and priorities many. Charter schools can provide more choices for families and more opportunities for innovation and public-spirited entrepreneurialism in education. This grant is all about expanding the pipeline to a higher quality education. We will use the funds for the initial planning, program designing and implementation of the charter school. Promesa College Prep Brownsville is committed to advancing the charter school movement and to enhancing the national understanding of the charter school model. Our goal is to increase the number of high- quality charter schools available to families, particularly in disadvantaged communities that lack access to quality public schools. We are committed to providing continuous evaluations of all the programs offered by our school and to reporting the effects that it has on students, student achievements, staff and parents. As a new school, we will utilize these funds to support four main projects. The first project will focus on the implementation of the new charter school. The success of the school is predicated on our communication with the community. As the demand of charter schools increase, it is important for us to communicate all the requirements and deadlines needed for children to take advantage of a high quality education and all the programs that will be offered at Promesa College Prep Brownsville. Our second goal is to hire the teachers and staff needed to create and maintain the proper environment for each student to be successful. Lesson plans and classroom preparations are needed to demand a successful school year. Each of our staff members play a major role in our student's futures. Our third goal is to prepare the classrooms by purchasing the equipment and furniture needed to successfully operate the school. We will acquire the necessary library and text books to assure that students have the proper tools in meeting all the academic goals required by the TEA. Securing the proper learning environment for all students is important to both the student's self- esteem and the development of education. The four projects will focus on meeting all the reporting and evaluation requirements. We will purchase computers to provide the teachers with the tools needed to evaluate and report each student's progress .The reports generated through PEIMS and information provided by the teachers and other staff members will assure that the federal funds are properly allocated and that the students are taking the required courses. Any additional private funds will be utilized in conjunction with all federal funds to accomplish the same goals while meeting the federal guidelines.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.

Promesa College Prep Brownsville will serve children with disabilities in the same manner as all other students enrolled in the Austin Independent School District (AISD). All accommodations and services identified by their IEP will be provided through the district's special education personnel that is assigned to the Promesa College Prep Brownsville's campus. The district is committed to providing the Promesa College Prep Brownsville campus with the necessary staffing and support services to comply with IDEA on the same level as it provides to all other district campuses.

The Promesa College Prep West Brownsville campus will be responsible for providing a free appropriate public education to all of the students with disabilities within the age group described in the charter contract, by direct and indirect services, and to all who select Promesa College Brownsville as their school. Regardless of the severity of the disability, Promesa College Prep West Brownsville will make every effort to locate, identify and evaluate those specific individuals, as well as to refer any students who may have a disability to the appropriate agency. This duty extends to children who are homeless children or who are wards of the State.

The referral of a child suspected of having a disability, for a full and individual evaluation for possible special education services, is a part of the Promesa Public Schools, Inc. district's overall general education referral and screening program. A student who is experiencing difficulty in the regular education program may be considered for eligibility for special education services after Response To Intervention (RTI) modifications and support have escalated to Tier 4 of the Promesa College Prep Brownsville framework. Promesa College Prep Brownsville will comply with the district's specific procedures related to identifying students, providing modifications in the regular program first (if appropriate) and initiating the Full and Individual Evaluation to establish when these modifications have failed to ensure adequate yearly progress resulting in the student being suspected of having a disability. A student who has received all pertinent and reasonable support in the general education setting and who continues to have difficulty in making adequate yearly progress may be considered for a referral for evaluation for special education services based on the district's & IDEA regulations and guidelines.

Promesa College Prep Brownsville offers educational programming for students with disabilities through a continuum of services, so that, to the greatest extent possible, they are educated with individuals who are not disabled. Support services are available to students with disabilities that supplement the student's special education program or may be determined by the ARD committee to be the only delivery of services required to meet the identified needs of the student. Promesa College Prep Brownsville makes available equitable access to any assistive technology devices or services needed as a result of the full and Individual Evaluation, ARD committee recommendations and/or Assistive Technology Team recommendations. Those devices and/or services are included in the Individual Education Plan (IEP). At the beginning of the school year, the school has in effect a current IEP for every student with a disability who is receiving special education and/or related services from the school. Educational decisions leading to the development of the IEP are based only on a student's individual and unique needs. Educational decisions are not based upon administrative expediency, availability of services (e.g., a related service is provided on a consultation basis only), cost of services or the type or severity of the disability.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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 –Approved for new school designation.

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County-district number or vendor ID: 227824

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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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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

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County-district number or vendor ID: 227824

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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By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227824	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. <i>Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.</i> Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Not Applicable –Approved for new school designation.	

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

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.

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Not Applicable –Approved for new school designation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227824

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															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School	66	66	66	80	42	42	42								404
TOTAL:	66	66	66	80	42	42	42								404

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

☐

Total Staff 33

Total Parents 424

Total Families 544

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															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School	66	66	66	80	42	42	42	42	42	42					530
TOTAL:	66	66	66	80	42	42	42	42	42	42					530

Total Staff 45

Total Parents 612

Total Families 812

Total Campuses 1

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

County-district number or vendor ID:227824

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)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															

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
1.			
2.			
3.			
4.			
5.			
6.			

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

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227824

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input 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: 227824 Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input 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 checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227824

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 type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

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

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

County-District Number or Vendor ID: 227824

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input 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	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 227284

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input 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 type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227824

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" 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 checked="" 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 type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 227824

Amendment number (for amendments only):

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99		<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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