

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

**2017–2019 Public Charter School Program Start-Up Grant**

<b>Program authority:</b>	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	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	May 1, 2017, to July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, December 15, 2016	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p><b>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</b></p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 DEC 13 PM 1:39</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</p>
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> : (512) 463-9575	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
The University of Texas at Tyler Innovation Academy	212-804	The University of Texas at Tyler Virtual Senior High School	
Vendor ID #	ESC Region #	DUNS #	
3-750750750	7	80-018-9235	
Mailing address		City	State      ZIP Code
3900 University Blvd		Tyler	TX      75799-0001

**Primary Contact**

First name	M.I.	Last name	Title
Mark		Parkerson	Executive Director
Telephone #	Email address		FAX #
903-565-5756	<a href="mailto:jparkerson@uttyler.edu">jparkerson@uttyler.edu</a>		903-565-5858

**Secondary Contact**

First name	M.I.	Last name	Title
Michael		Odell	VP Research
Telephone #	Email address		FAX #
903-566-7132	<a href="mailto:modell@uttyler.edu">modell@uttyler.edu</a>		903-565-5858

**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
Michael		Odell	VP Research
Telephone #	Email address		FAX #
903-566-7132	<a href="mailto:modell@uttyler.edu">modell@uttyler.edu</a>		903-565-5858

Signature (blue ink preferred)

Date signed

12-12-16

Only the legally responsible party may sign this application.

701-16-101-014

**Schedule #1—General Information**

County-district number or vendor ID: 212-804      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: 212-804

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"> <li>• A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>• A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>• A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>• Either of the following:                             <ul style="list-style-type: none"> <li>○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>○ 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).</li> </ul> </li> </ul>
2	Board of Trustees Approval	<ul style="list-style-type: none"> <li>• A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>• 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.</li> </ul>
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"> <li>• The mission of the campus charter;</li> <li>• An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>• A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>• 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;</li> <li>• A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>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</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
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: 212-804

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> *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.
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.	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. A charter school means a public school that: <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>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.</li> <li>6. Does not charge tuition.</li> <li>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.</li> <li>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.</li> </ol>

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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>
<p>7.</p>	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 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.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>e. 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 <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 212-804      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) 463-7915.

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: 212-804

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: 212-804	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 University of Texas at Tyler Innovation Academy seeks to add a new campus that will be virtual, online, and a dual credit Senior High School, serving only 11 <sup>th</sup> and 12 <sup>th</sup> graders. UT Tyler and the three UT Tyler Innovation Academies have been working to develop seamless pathways from High School into University majors. There has been concern of late about Dual Credit. The THECB using feedback from universities has begun to question the rigor and effectiveness of dual credit that many students receive from different higher education providers. UT Tyler and other UT System institutions have worked to address these concerns so that students do not complete “wasted” college credits by enrolling in generic college core courses that may or may not align with future degree requirements. If implemented thoughtfully and correctly, qualified High School Students can enroll and successfully complete Dual Credit courses that will either align with a desired major or be of sufficient rigor that the course will transfer into a different degree program should the student decide to change discipline focus. For example, in the STEM areas there are introductory courses for STEM Majors and different STEM Courses for non-STEM Majors. In almost all cases, students who enroll in the course for majors can transfer that course and count it as a requirement for a non-STEM major. Unfortunately the reverse is not true and many students end up completing “generic” science and math courses. As a result, students that want a STEM major are faced with retaking courses or changing majors so they can finish. This is tragic for many students who believed that they could complete 2 years of college in High School. In our experience at UT Tyler, ECD students faced with retaking courses typically change into a major that the completed coursework will count towards. Too often these degree pathways do not offer the same workforce and economic opportunities that a more rigorous set of dual credit courses would provide. “University” charters are required to be innovative and we believe a Senior High School that serves students ready for dual credit could be a great asset for students across the state. In our experience operating University charters, it has been determined that there is a need to reach students across the state with <b>free</b> , University level dual credits. When dual credit was initiated, one intent was to reduce the cost of higher education. Across Texas today, most students pay for dual credit. Even though the cost can be significantly less than attending an IHE, even minimal costs can prove to be a barrier to enrolling in college. There are a significant number of students across the state with minimal access to dual credit classes, or the dual credit classes available do not meet the needs of their degree plan, or they have to pay tuition/textbooks they cannot afford. Recent articles state that many of the community colleges are at capacity on their campuses, or offer a generic set of classes that do not lead to specialized fields, especially in the STEM areas. It is our desire to offer dual credit classes to students who have met their freshman and sophomore requirements in which dual credit classes will fulfill the remainder of their high school education and allow them a seamless transition into the University Major of their choice. These students would need to be TSI complete in all subjects and have met a baseline of freshman and sophomore classes in order to enroll. The University of Texas at Tyler has agreed to provide these dual credit classes for free to those enrolled in the new campus. Textbooks will be embedded in the class and students will realize no costs. There are measures in place that allow the student to get high school credit only, in instances where they are not successful in the dual credit arena. The charter plans a one year planning and pre-implementation period. During this time the charter will enlist University faculty and certified high school teachers to co-write curriculum for up to 25 dual credit courses that will satisfy University guidelines, implementation of TEKS, and National Quality Standards in each course. Up to 25 newly developed dual credit courses will be created. Classes would start during the 2018-2019 school year. In addition, we will use Canvas that will contain all coursework and the Dual Enroll enrollment system will be purchased to manage student enrollment. These web-based tools are easy to navigate and would house all textbooks and grading information. They are also secure. Canvas is the standard LMS across a large number of higher education institutions. High School Students would have the opportunity to earn up to 42 credits that would complete public university core requirements as well as high school graduation course requirements. The Virtual High School will be a separate campus. It will be staffed with a certified principal and certified teachers to facilitate the classes in order to award high school credits. Teachers will meet UT Tyler requirements for either teaching or facilitating a dual credit course as required by our accrediting agency. Course sections will be limited to 40 students. All teachers will have part time upper level college students as teaching assistants to assist with high student tutoring, grading, and communication. This approach will also help prepare high school students by providing an online mentor that provides additional monitoring and motivation to complete online courses. The curriculum will embed the interactive components required by TEA for virtual classes, with certified teachers actively engaged in each class. Certified teachers will be responsible to certify that each student has successfully completed the	

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 212-804	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.	
<p>coursework to award high school credit. The budget is designed to meet the needs of students in an online environment. We have experience with online dual credit and utilized this approach for some of our dual credit for our traditional campuses. There are several components for successful dual credit we wish to address with the grant in regards to curriculum. We wish to develop a full offering of curriculum that is truly dual credit, in order that the curriculum not only meets the requirements of the University but also covers all of the TEKS and aligns to the CCRS. We wish to develop a collaboration between the University faculty and a certified subject teacher for each dual credit class. We will hire qualified university instructors and certified high school teachers to co-develop each class. We will use Canvas as our Learning Management System, which the University uses. Furthermore we wish to purchase an enrollment system (Dual Enroll) that is easy to navigate and links to our People Soft system. In our interaction with dual credit providers within several university systems, we find a wide variety of online systems. Courses are often difficult to navigate and there can be significant variation in format between each instructor which can lead to students being confused and frustrated. We will develop courses that have the textbook and curriculum embedded into the Learning Management System which will result in no textbook costs to students or school. In addition, our courses will utilize the latest learning technologies and instructional systems to make online learning more engaging. These features include green screens, VR, offline experiences, etc. Some funds will be used for hardware to house the operating system. We will also spend a portion of the budget to manage the development of the curriculum and set up of the virtual campus. Since this is a statewide offering, demographics will reflect the state percentages in each region. We have interest in providing quality dual credit classes to those in rural areas and those who do not have the finances to pay for dual credits. Based on the grade levels served, the only EOC we would administer would be U.S. History. The campus would like to administer SAT or ACT tests for students as a measure of accountability. Students would receive online advising for College and Career Readiness. Proper counseling/advising is the best solution to the growing problem of students taking the wrong classes. The University is developing an overlay of their degree plans, so that students can better select courses most beneficial for their degree/career choice. It is not the goal of the University to offer an Associate of Arts type core complete degree, but rather to create enough quality dual credit offerings that eliminate surprises and allows a seamless transition into upper level classes. Ultimately, Dr. Jo Ann Simmons (Superintendent) will provide oversight for the project. Dr. Eric Stocks, a psychometrician in the College of Education has provided input on needs assessments and program evaluation. He works very closely with Dr. Michael Odell who oversees the IA Curriculum. Both are experienced evaluators and have conducted needs assessments and evaluations in 5 states. These include large scale federally funded projects. They have expertise in the development of logic models, quantitative and qualitative measures, and are familiar with the standards of the What Works Clearinghouse. We are very aware of the struggles that have impacted some virtual schools in other states and will develop monitoring protocols for responsive interventions. The management of the grant program will be overseen by the Assistant Superintendent Mark Parkerson. He has managed numerous grants for the University. A certified Principal, IT Director and Admin will spend significant time on the structure and organization of the new campus. Other roles will be filled by personnel already employed at a district level, including Finance Manager, PEIMS Coordinator and University faculty. A University charter by law must have a faculty member in direct supervision of curriculum offerings. The Project Manager will collect program-level quantitative data, including budget efficiencies, effectiveness of Professional Development and other relevant data. This process will continue throughout the grant. Data will be analyzed for changes from fidelity to requirement for the grant especially in the area of curriculum development and school structure. Curriculum development will be based on a timeline for appropriate approval by TEA. Programmatic data will be kept by the Project Manager. Qualitative data will assess staffing information, partnerships and other funding sources. Progress will be measured by the submitted timeline in non-quantitative elements for documentation. The campus will use proven research-based methods used on the district level for evaluation and modification. In regards to statutory requirements, the charter will address in detail in succeeding schedules but will maintain the same relationship with their board as do the other campuses of the charter. The charter is committed to continuous operation once their grant is completed using funds as generated by the FSP funding formula. The charter did request and receive one waiver that allows us to create a New Designated campus one year early. Grant funds will be used to manage the startup of the school structure and curriculum development. All grant funds will be leveraged with any other programs such as IDEA, NCLB and IMA funds. Marketing will be administered and paid for by the Ingenuity Center, an auxillary research center at The University of Texas at Tyler.</p>	

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 212-804			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12					
Grant period: May 1, 2017, to July 31, 2019			Fund code: 258		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$576,200	\$47,000	\$623,200
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$15,000	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$125,000	\$30,000	\$155,000
Schedule #10	Other Operating Costs (6400)	6400	\$6,800	\$	\$6,800
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$708,000</b>	<b>\$92,000</b>	<b>\$800,000</b>

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)].

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<b>Schedule #7—Payroll Costs (6100)</b>						
County-district number or vendor ID: 212-804				Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs	
<b>Academic/Instructional</b>						
1	Teacher		\$	\$	\$	
2	Educational aide		\$	\$	\$	
3	Tutor		\$	\$	\$	
<b>Program Management and Administration</b>						
4	Project director	1	\$50,000	\$10,000	\$60,000	
5	Project coordinator	1	\$50,000	\$10,000	\$60,000	
6	Teacher facilitator		\$	\$	\$	
7	Teacher supervisor		\$	\$	\$	
8	Secretary/administrative assistant	1	\$25,000	\$5,000	\$30,000	
9	Data entry clerk		\$	\$	\$	
10	Grant accountant/bookkeeper		\$	\$	\$	
11	Evaluator/evaluation specialist		\$	\$	\$	
<b>Auxiliary</b>						
12	Software developer					
13	Social worker		\$	\$	\$	
14	Community liaison/parent coordinator		\$	\$	\$	
<b>Other Employee Positions</b>						
15	IT director	1	\$30,000	\$10,000	\$40,000	
16	University faculty/summer pay	15	\$250,000	\$2,500	\$252,500	
17	Certified High school teacher/summer pay	10	\$125,000	\$2,500	\$127,500	
18	Subtotal employee costs:		<b>\$530,000</b>	<b>\$40,000</b>	<b>\$570,000</b>	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay	\$	\$	\$	
20	6119	Professional staff extra-duty pay	\$	\$	\$	
21	6121	Support staff extra-duty pay	\$	\$	\$	
22	6140	Employee benefits	\$46,200	\$7,000	\$53,200	
23	61XX	Tuition remission (IHEs only)	\$	\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		<b>\$46,200</b>	<b>\$7,000</b>	<b>\$53,200</b>	
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$576,200</b>	<b>\$47,000</b>	<b>\$623,200</b>	

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

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 212-804			Amendment # (for amendments only):	
<b>NOTE:</b> 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 Costs	Implementation Costs	Total Budgeted Costs
1				
2				
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>				
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$15,000	\$15,000
<b>(Sum of lines a, b, and c) Grand total</b>				\$15,000

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

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<b>Schedule #9—Supplies and Materials (6300)</b>				
County-District Number or Vendor ID: 212-804		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$125,000	\$30,000	\$155,000
<b>Grand total:</b>		<b>\$125,000</b>	<b>\$30,000</b>	<b>\$155,000</b>

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: 212-804		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
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 must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		6800	\$	\$6800
<b>Grand total:</b>		<b>\$6800</b>	<b>\$0</b>	<b>\$6800</b>

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

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

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 212-804				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				\$	\$	\$0

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

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 212-804

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 or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Though dual credits have been around for a decade or so, there has been limited collaboration between school districts and universities in developing high quality dual credit courses that systematically covers both the TEKS and Higher Education requirements. UT Permian Basin developed 11 courses for the Texas Virtual HS Network, but those courses could be augmented to take advantage of recent innovations. Many University faculty have concerns about HS Students entering into a four year institution. Some of these are valid and some are perception. They include:

1. Oftentimes the dual credits are administered by the high school teacher and has little guidance from the credentialing college. Many time the rigor of the class is not enough for the student to be successful in the succeeding class in the pathway.
2. Assessments are oftentimes local and do not reflect student ability to be successful in the next level of courses.
3. Students are not exposed to enough online virtual type classes to be successful at a higher education level and the learning curve places them at risk for probation.
4. The community college may lobby for an Associate of Arts degree which may lead to students taking the wrong classes for specialized degrees.
5. Many students come to the University with 60+ hours and find when they want to enter into a STEM major or other specialized field, they have taken the wrong classes and will have to take unexpected ones, thus increasing their time and expense in college.

A sample of class offerings can include: English 1301/English 1302, English 2322/2323 (British Literature), US History 1301/US History 1302, Economics 1302, US Government 2305, Texas Government 2306, Speech 1315, Music History 1302, Math 1342 (Statistics), Psychology 1302, Math 2413 (Calculus I), Technical Writing 1316, Ethics 2306, Math 1314 (College Algebra), Physics and PE and others as deemed necessary. The goal is to create a catalogue of courses that will provide students the greatest opportunities. There is some concern that courses offered for dual credits do not always address all of the TEKS. A collaboration between University faculty and certified high school teachers should eliminate this concern. Even if the student is not successful at the college level of their dual credit offering, they can still take the same class on a modified grading level to earn their high school credit. That said, we believe with a well-developed online course and proper support, students will be successful in the dual credit. It has been our experience that at the university level, students experience a plethora of online management systems, often different between faculties at the same college. Navigating through two or more systems during the same school year along with regular high school classes is daunting for the maturity level of most high school students. Using one LMS and creating a common template, with common elements/themes alongside newly created curriculum to fit the template should eliminate many of the structural hardships students encounter. The courses will be developed with UT Tyler Instructional designers in addition to the faculty and HS teachers. Students will experience courses that are structurally similar so assignments are easy to find and communication is clear. Students should have no doubts where to find grades, assignments, timelines and milestones. One of the biggest needs will be able to create a panel of experts that will examine all aspects of virtual offerings and determine how to address elements not obvious. Once that is done then the structure can be passed on to the Principal and Project Manager to orchestrate and build. UT Tyler already has experience in this area through our UT System Funded Patriots Applying Technology for Savings and Success which developed hybrid courses to reduce costs and improve retention and achievement. Though the IA has spent countless hours searching for unintended consequences, we are committed to searching out all concerns and addressing them with a solid school structure. Once the courses are developed, the charter will design a virtual implementation process that will host all of the offerings but provide on time direct access. The IT Director will play a crucial role in loading, hosting, trouble shooting and managing the system. Collaboration of this magnitude will take time. The grant will allow us to create a quality robust system that will improve student's opportunities to be successful in dual credits and the ability to graduate moving seamlessly into a University education. We will also develop support structures so that students working on courses at non-traditional times will be supported. Lastly all policies and procedures along with student and teacher handbooks will reflect the goals and mission of the new campus.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 212-804

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.	Curriculum Development	Curriculum developed would be a true collaboration between higher ed and high school faculty addressing SLO's, TEKS, and CCRS. Curriculum would be at the rigor needed for a seamless transition from high school to a University vs a community college. Curriculum would address the concerns of University faculty that dual credits coming from community colleges are not rigorous enough to allow students to succeed at the next level.
2.	Navigation process	A high school student will be more successful with a consistent course format that is easy to navigate. University faculty do not use a consistent cross curricular format or template for dual credits. Many high school students are not successful because they must navigate varied online formats. The new campus will use CANVAS, Dual Enroll and template that is common to all courses.
3.	School Structure	As a virtual school, there are several structural pieces that will need to be developed using processes of which some are already in place at the University. We will develop and modify how staff, administration, students and parents will communicate, and how to best interact with parents virtually, what testing procedures will look like across the state, and how will we administer ACT and SAT, etc.
4.	IT Implementation	Once a curriculum is developed, it must be housed and tested before introducing to the student body. Students in our current schools (which are lab schools) can test modules that are developed. We have found new concepts need testing to work out the bugs.
5.	Policies and Procedures	As with any new campus, policies, procedures, handbooks etc., must be transferred and adopted by new staff and administration. Policies and procedures on ARD's, 504, discipline, school polices, and teacher handbooks etc. must be modified to fit a virtual school environment. Things such as attendance, grading, failure, probation and GPA's will be addressed.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 212-804 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.	Principal	Principal certification, experience with policy, procedures and school structure
2.	Project Manager	Principal certification, grant management, finance experience
3.	Admin. Asst	Ability to keep up with day to day communication, purchasing and budget of the grant
4.	IT Director	Significant experience in hosting and troubleshooting an LMS system
5.	University Faculty/ High school teachers	Ability and qualifications to co-write and produce high quality dual credits that satisfy University level requirement and TEKS

**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.	Curriculum Development, Dual Credit classes	1. Development of curriculum process	05/31/2017	06/15/2017
		2. Publish curriculum process	06/15/2017	XX/XX/XXXX
		3. Hire teachers	07/15/2017	XX/XX/XXXX
		4. Analyze and approve submissions	10/15/2017	XX/XX/XXXX
		5. Submit to TEA for approval	As they are built	01/01/2018
2.	Learning Management System	1. Purchase of enrollment system	05/31/2017	06/15/2017
		2. Test system	06/15/2017	XX/XX/XXXX
		3. Load curriculum into system	07/15/2017	05/30/18
		4. Analyze and test curriculum	05/30/2017	07/31/2018
		5. Implement system	08/01/18	XX/XX/XXXX
3.	IT Structure	1. Appoint part time IT Director	09/01/2017	XX/XX/XXXX
		2. Purchase technology components	11/01/2017	XX/XX/XXXX
		3. Download and Sync LMS and Curriculum	03/15/2018	XX/XX/XXXX
		4. Test	03/15/2018	05/15/2018
		5. Implement system with components	08/15/2018	XX/XX/XXXX
4.	School Structure	1. Appoint Certified Principal	06/01/2017	XX/XX/XXXX
		2. Transfer and develop charter policies	05/31/2017	12/01/2017
		3. Hire personnel	04/01/2018	06/15/2018
		4. Train personnel	07/01/2018	08/01/2018
		5.		XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 212-804

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.

The Innovation Academy led by Dr. Jo Ann Simmons in coordination with Dr. Michael Odell, University Faculty Member who oversees the IA Curriculum, have developed with the leadership team mechanisms for feedback and processes to assure continuous improvement. Currently, the district and each campus follows the Texas Accountability Intervention System (TAIS). Although this is a requirement of schools that are identified as "improvement required," the process is effective in supporting all levels of improvements. This process is data-driven, starting initially with key stakeholders analyzing various forms of data. Concerns identified within the data analysis process are addressed individually. A root cause analysis is completed on each identified concern. Once the root cause is identified, a targeted improvement plan is created. This plan includes setting quarterly and annual goals. Specific quarterly interventions are identified, supporting the achievement of the quarter and annual goal. The identified concern is closely monitored, quarterly check-points are set to determine if the campus/district is on track to support the improvement or if additional adjustments need to be made. Communication is on-going throughout the process. The targeted improvement plan is reviewed initially and throughout the school year with all levels of stakeholders.

The current IA Campuses have been designated as T-STEM Academies. Being data driven is essential for continuous improvement of the academies. The proposed Virtual High School is no different. We currently follow the T-STEM Blueprint for our Academies. The proposed Virtual High School will not be solely focused on STEM. That said, the T-STEM Blueprint will continue to be our guiding framework (minus the STEM focus) for the proposed school.

**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.

UT Tyler introduced Dual Credit into our current campuses. Over 50% of the 9<sup>th</sup> and 10<sup>th</sup> grade students are enrolled in Dual Credit. Students at the IA are enrolled in multiple models of dual credit. These include in-person course taught by university faculty, hybrid course facilitated by UTTIA Teacher with university oversight, qualified (SACS) teacher teaching dual credit, and online dual credit. We have also utilized Dual Credit Courses (online) from other UT System institutions. The variability in these courses led us to develop this proposal. We believe we can create rigorous and high quality courses that are well designed for High School Students.

The Innovation Academy designers have developed a cost analysis of the charter operations. Under the proposed instructional model, the design allows for the charter to be financially viable in the first year. The model also indicates that as the school grows, we will be able to create more efficiencies through scale. These efficiencies will allow us to accept more students in future years. The Project Manager currently maintains fiscal oversight of numerous grants within the Ingenuity Center. He also works closely with the Office of Sponsored Research to ensure compliance with both university procedures and grant procedures. As Project Manager, he will continue to meet weekly with the Office of Sponsored Research and the Vice President for Sponsored Research. In addition, he will meet weekly with the superintendent of the charter school. These meetings will include a review of financial expenditures as well as upcoming expenditures, a review of grant progress, and reporting requirements.

The proposed budget for the grant has been designed around start-up costs, not on-going operations. The resources will be used to invest in personnel and equipment which will build long term capacity for the charter.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 212-804 | Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Data Collection	1.	Core (Math, Reading, Science, Social Studies) GPA change over academic year
		2.	Number of activities
		3.	Student enrollment and attendance
2.	Quantitative/Additional TEA Data	1.	Non-criminal referrals from fall to spring
		2.	Days absent from fall to spring
		3.	State assessment results
3.	Quantitative/Programmatic	1.	Staff training (number and participation)
		2.	Staff meetings
		3.	Parent meetings and events
4.	Qualitative/Site Visits	1.	Site Visit
		2.	Program Director Interview
		3.	Site Coordinator Interview
5.		1.	
		2.	
		3.	

**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 Project Manager will collect program-level quantitative data and qualitative data, including budget efficiencies, effectiveness of Professional Development and other trainings, participation data (including both staff and student), and most importantly, student academic performance data.

Collection and analysis of data will be on-going. Identified stakeholders will work closely to analyze data, involving key stakeholders throughout this process. Specific training will be provided to identified stakeholders, addressing the data collection and analysis process. In the event a concern is identified, key stakeholders will further analyze the data, identifying the root cause of the problem. A plan will be created to support the identified concern. Timelines including check-points will be established, closely monitoring the needed improvements. Identified concerns will be a top priority at every level, supporting the needed improvements. . This process will continue throughout the grant. In addition, data will be collected and analyzed in the areas of curriculum development and school structure. Curriculum development will be based on a timeline approval by TEA.

Qualitative and quantitative data will assess staffing information, partnerships and other funding sources. Progress will be measured by the submitted timeline in regards to development of curriculum and school structure development. The campus will use already proven methods used on the district level for evaluation and modification.

Data Sources will include: TSI, STAAR EOC, SAT, ACT, attendance and discipline incidents and surveys. We will use DMAC and other software to disaggregate data

Stakeholder surveys will be administered annually to address ideas and concerns from students, parents and community

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804 | 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.

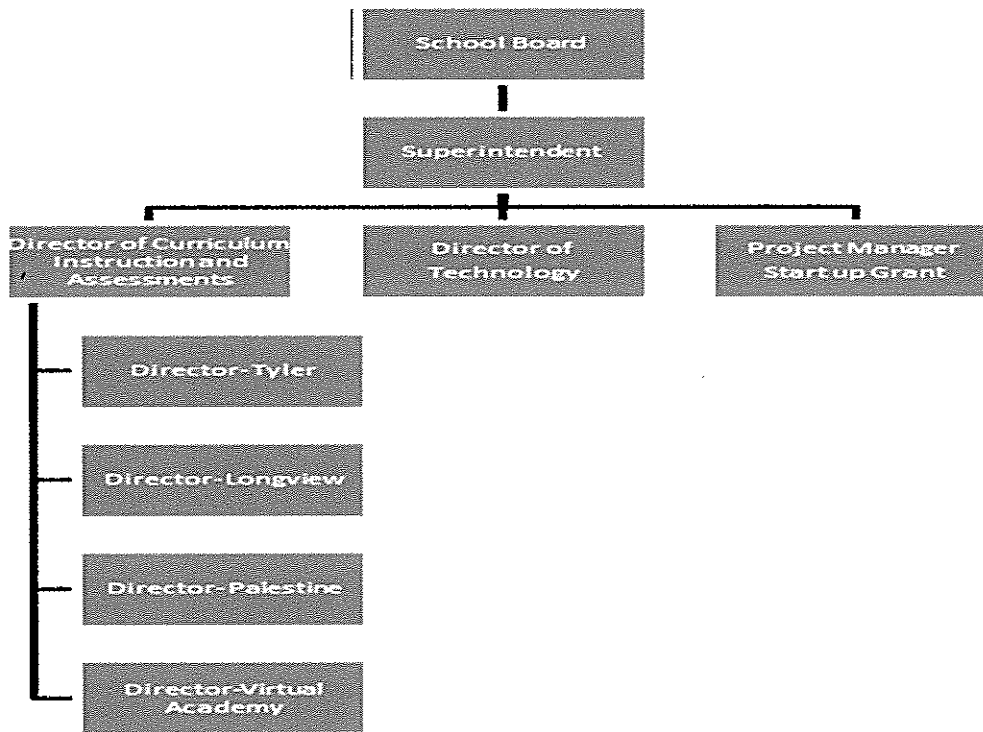
As a university charter, the authorized public chartering agency is the State Board of Education. On November 17, 2011 the State Board of Education granted a charter to the Board of Regents of the University of Texas System to open and operate the University of Texas at Tyler Innovation Academy Charter School.

As a university in the University of Texas System, The University of Texas at Tyler is governed by the UT System Board of Regents; therefore, the Board of Regents is the official charter holder. On November 10, 2011, the UT System Board of Regents authorized the President of The University of Texas at Tyler to submit an application for a university charter to the State Board of Education. The Board of Regents also delegated authority for the operations of the charter, once approved, to the President of The University of Texas at Tyler.

The President of The University of Texas at Tyler has delegated authority for oversight of the Innovation Academy to the Vice President for Sponsored Research, Dr. Michael Odell. The President has also designated Dr. Wes Hickey as the faculty advisor for the charter school.

Dr. Odell will serve on the school board. Dr. Hickey will work with the College of Education and Psychology to elect two representatives from the faculty to serve on the school board. He will also oversee the election of parent and student representatives to the board and help to identify a business/community representative to be appointed by the board. The superintendent serves as Chief Executive Officer for the school and oversees all operations of the Innovation Academy.

The new designated campus will fall under this organization and answer to the superintendent.



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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804	Amendment # (for amendments only):
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**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note: All applicants must address this statutory requirement.**

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

The University of Texas at Tyler Innovation Academy is a public university charter school funded by the state of Texas. The state has pledged its continued financial support of the charter school according to per capita apportionment. The Texas Education Code states:

*Added by Acts 2001, 77th Leg., ch. 1504, Sec. 19, eff. Sept. 1, 2001.*

*Amended by: Acts 2009, 81st Leg., R.S., Ch. 631, Sec. 2, eff. June 19, 2009.*

*Sec. 12.152. AUTHORIZATION. (a) In accordance with this subchapter and Subchapter D, the State Board of Education may grant a charter on the application of:*

*(1) a public senior college or university for an open-enrollment charter school to operate on the campus of the public senior college or university or in the same county in which the campus of the public senior college or university is located*

In regard to funding of open-enrollment charter schools, the TEC further states:

*Added by Acts 2007, 80th Leg., R.S., Ch. 1372, Sec. 2, eff. June 15, 2007.*

*Sec. 12.106. STATE FUNDING. (a) A charter holder is entitled to receive for the open-enrollment charter school funding under Chapter 42 equal to the greater of:*

*(1) the amount of funding per student in weighted average daily attendance, excluding enrichment funding under Sections 42.302(a-1)(2) and (3), as they existed on January 1, 2009, that would have been received for the school during the 2009-2010 school year under Chapter 42 as it existed on January 1, 2009, and an additional amount of \$120 for each student in weighted average daily attendance; or*

*(2) the amount of funding per student in weighted average daily attendance, excluding enrichment funding under Section 42.302(a), to which the charter holder would be entitled for the school under Chapter 42 if the school were a school district without a tier one local share for purposes of Section 42.253 and without any local revenue for purposes of Section 42.2516.*

*(a-1) In determining funding for an open-enrollment charter school under Subsection (a), adjustments under Sections 42.102, 42.103, 42.104, and 42.105 are based on the average adjustment for the state.*

*(a-2) In addition to the funding provided by Subsection (a), a charter holder is entitled to receive for the open-enrollment charter school enrichment funding under Section 42.302 based on the state average tax effort.*

*(b) An open-enrollment charter school is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment charter schools are not entitled to the funding.*

*(c) The commissioner may adopt rules to provide and account for state funding of open-enrollment charter schools under this section. A rule adopted under this section may be similar to a provision of this code that is not similar to Section 12.104(b) if the commissioner determines that the rule is related to financing of open-enrollment charter schools and is necessary or prudent to provide or account for state funds.*

We understand as a virtual campus that funding will be half of a regular charter. The University of Texas at Tyler has committed to providing dual credit classes for free to those enrolled in the academy.

In addition, the University is committed to making the academy a pipeline for potential future university enrollments.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804	Amendment # (for amendments only):
<p><b>Statutory Requirement 3:</b> 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.</p> <p><b>Note: All applicants must address this statutory requirement.</b></p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	

The Innovation Academy is not requesting any waivers of any Federal statutory or regulatory provisions. The Innovation Academy did request and receive a waiver allowing the charter to apply for a New School Designation one year before it was eligible. The University wanted to be able to create and start the curriculum in a timely manner.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

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.

The budgeted salaries below do not include the superintendent who will have final authority and direction for the New Campus. Authority to oversee the new campus has been delegated to the superintendent by the board. The superintendent will be actively involved in the process.

The Innovation Academy has developed a budget to accomplish the purpose, goals and objectives of the grant. All expenditures are reasonable and necessary. Furthermore, the budget has been developed with the intent of creating long term capacity for the school to ensure continued operation once funding ends. No funds have been budgeted which will supplant existing funds.

The IA has budgeted four critical positions for the planning phase of the grant. These positions are a Project Manager, Principal, IT Director and Administrative Assistant.

1. The salary for the Project Manager is intended to be only partially paid by the grant for his role in the grant project. This will include professional development of teachers, and program development, submission and evaluation of RFP's in regard to curriculum development during pre-implementation. \$10,000 is included once the school begins serving students. \$50,000 was budgeted, consistent with currently salary rates for the time and effort necessary for pre-implementation.
2. Principal salary of ¾ time was included in the budget to all the anticipated needs in school structure, policies, procedures and personnel. \$50,000 has been designated for the pre-implementation and an additional \$10,000 for school start up.
3. \$25,000 was budgeted for the part time Administrative Assistant for the planning and pre-implementation of the project. An additional \$5,000 is set aside for start up.
4. \$30,000 was set aside for an IT Director for pre-implementation and an additional \$10,000 for school start up. Developing and managing an online platform will take significant time.

The university HR department recommends a benefit rate of 28% for professional staff which has also been budgeted.

The IA anticipates the need to contract for three distinct services to successfully complete the grant project. The first is Curriculum Development. The IA intends to create up to 25 new dual credit classes. \$375,000 has been budgeted to ensure successful creation of the classes using faculty and teachers hired during the summer in the pre-implementation stage. An additional \$20,000 was set aside for seamless transition into school start up. The second is purchase of an enrollment system of which \$25,000 is set aside for development during pre-implementation and \$10,000 for transition into the school year.

The final service is professional development as required by TEA for all teachers that are a part of TLVN (Texas Virtual Learning Network), during the pre-implementation phase. \$15,000 has been set aside for Professional Development. In order to prepare for a successful start, a significant portion of grant funding has been allocated to Supplies and Materials. It is anticipated that \$125,000 will be needed to secure adequate technology and software for planning and pre-implementation and an additional \$30,000 for actual school start up. Since no individual purchase will fall under capital outlay, all technology will be purchased under this budget. Purchased items include but not limited to consumables, printers, servers, software and other purchases consistent with the startup of a virtual academy.

In addition to these funds, \$6,800 has been allocated for travel and other operating costs.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

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.

In response to 613(a)(5) – Treatment of charter schools and their students:

The Innovation Academy as a Local Education Agency will serve students with disabilities attending the charter schools in the same manner regardless of which campus the student attends, including providing supplementary and related services to the same extent that services are provided at other campuses. The Innovation Academy will provide funds on the same basis, including proportional distribution based on relative enrollment of children with disabilities. The Innovation Academy will also distribute funds at the same time as the Innovation Academy distributes other Federal funds to the campuses, consistent with Texas charter school law.

The Innovation Academy will educate all students, including special education students, in a lawful and meaningful environment. Special education students will be educated according to an Individual Education Plan (IEP) developed by an Admission, Review, and Dismissal (ARD) committee. The committee will address the placement of the special education student in the least restrictive environment and make any accommodations or provide any special services recommended by the ARD committee."

In response to 613(e)(1)(B) – Joint Establishment of Eligibility:

The UT Tyler Innovation Academy expects to be able to meet the needs of all students without a cooperative venture with other local education agencies. However, should a cooperative venture make the education of special education students more effective and efficient, a cooperative agreement may be an option.

With the increase of online courses through the University setting, stakeholders have been challenged early on to support students with disabilities virtually. This support often begins by supporting the teacher. Professional development will be offered to support teachers working with students with disabilities in a virtual environment. The district will use web-based conferencing tools and virtual classrooms to provide targeted training, sometimes featuring experts and guest speakers. This training will go beyond traditional offerings, supporting strategies that are effective without face-to-face communication.

Teachers must be taught to conduct an IEP online, for example, to take advantage of all their communication tools, and to be aware of a wide range of assistive technologies and how best to incorporate them into an online curriculum. In addition, teachers will learn about the various applications that allow them to share an IEP document with other teachers and parents, how to change the instructional model of a class based on a student's needs, and how to create a behavior-intervention plan that fits into a virtual school. Targeted services will be provided as well through a variety of virtual settings. The district has already explored several systems that provide targeted support to students with disabilities through a virtual setting. Meeting the needs of students with disabilities will be top priority. The superintendent along with the Special Education Department at the Innovation Academy will serve as lead project managers to ensure students with disabilities are successful within a face-to-face or virtual environment.

The University has high standards in regards to individuals with disabilities and all of their software is ADA compliant. We will also work with regional service centers in the areas that students reside to ensure their needs are met.

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<b>Schedule #16—Responses to Statutory Requirements</b>	
County-district number or vendor ID: 212-804	Amendment # (for amendments only):
<p><b>Statutory Requirement 6:</b> 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.</p> <p><b>Note:</b> <i>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.</p>	
<p>Not Applicable-University Charter</p>	

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

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

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

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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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804	Amendment # (for amendments only):
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**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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County-district number or vendor ID: 212-804	Amendment # (for amendments only):
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**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.  
**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

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: 212-804

Amendment # (for amendments only):

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

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

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

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

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

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

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

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

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

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

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

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 212-804 Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2017-2018.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 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															
<b>TOTAL:</b>															

**Not Applicable – No students will be served during the 2017-2018 school year.**

<b>Total Staff</b>	
<b>Total Parents</b>	
<b>Total Families</b>	
<b>Total Campuses</b>	

**TEA Program Requirement 2: 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.

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													240	240	480
<b>TOTAL:</b>													240	240	480

<b>Total Staff</b>	13
<b>Total Parents</b>	800
<b>Total Families</b>	350
<b>Total Campuses</b>	1

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

County-district number or vendor ID: 212-804										Amendment # (for amendments only):					
<b>TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.</b>															
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-enrolment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															
<b>Not Applicable – No students will be served during the 2017-2018 school year.</b>															<input checked="" type="checkbox"/>

<b>TEA Program Requirement 4: For 2017-2018, 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.</b>			
	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
<b>Not Applicable – No students will be served during the 2017-2018 school year.</b>			<input checked="" type="checkbox"/>

No students will be served during the 2017-2018 school year as we will use this year for planning and pre-implementation

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 212-804

Amendment number (for amendments only):

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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

County-District Number or Vendor ID: 212-804

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 type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 212-804 | Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 212-804

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input 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 type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 212-804 | 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input 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 type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<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: 212-804      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 type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input 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: 212-804 | 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	Other (specify)	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

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

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